

GWAR Committee Meeting Minutes

Meeting Number 4

October 21, 2022

In Attendance: Eve Baker, Jason Deutschman, Annel Estrada, Eileen Klink, Sarvenaz Hatami, Henry O'Lawrence, Benjamin Perlman, Loretta Ramirez, Deepti Singh, Alexandra Wilkinson

Welcome to Dr. Singh! The committee briefly introduced themselves to our new committee member and are happy to have you aboard! The committee also welcomed Estrada back to the committee. Happy to have you back!

Call to order: 1:39 pm

Approval of Agenda

Wilkinson moved to approve, and Perlman seconded, and the committee voted unanimously to approve the agenda.

Approval of meeting Minutes for October 7

O'Lawrence moved to approve, Perlman seconded. The committee voted unanimously to approve minutes from 10/7/2022.

Announcements

Ramirez reflects on a message from Brown – CEPC is providing more time for the GWARC to contribute GPE replacement proposals. This committee needs to discuss how the campus will implement the online modules. Ramirez states that the modulus cannot be stand alone and must be put into a course as a course requirement. The second task Brown would like the committee to focus on is to more clearly define what a W course and what the WI course will be. Some aspects to consider include the percentage of the grade coming from writing and what the word count should be. Finally, Brown would like this committee to consider the possible student exceptions that may arise from the policy. More specifically, what petitions or substitutions will students attempt with this new policy.

Klink begins a discussion about AB928, which was also discussed in the last meeting. Klink adds that this pathway is very much in flux, and the English Council is also discussing it. The general concept of the proposal is that oral communication will become a part of the critical thinking requirement. This discussion will continue until May, and then the Intersegmental General Education Transfer Curriculum (IGETC) group will decide. Currently, the campus does not have definitive answers on whether oral communication will be moved to critical thinking or remain as is. If changes are made, they will not be in place until 2025. The year 2024 will be used to refine what is decided. Many campuses are frustrated with the idea of moving oral composition. Klink will have a 3-day meeting on this subject in November. Klink also expresses concerns about the current 9-unit upper division GE requirements and if this will remain in place. Klink also notes that a decision about keeping the GPE or not has not been decided. However, if there is not a GPE, what happens to the upper division placement?

Klink strongly suggested that there should not be three different GE pathways or even two for transfer students. Currently, it looks like there may be two pathways – one for UCs and one for the CSUs. There are also 2 pathways for CSULB Students – those who are coming from community colleges and a pathway for our native students. Those pathways should be similar. However, it appears that there is support for the UC pathway as the main pathway. She continues by stating that the UC pathway requires six units of composition. The only exception is oral communication which the UCs have tentatively accepted. Klink also notes that it appears as though the ethnic studies requirement will remain in lower division. There have also been talks about accepting more units from high schools. Klink also briefly mentions that our enrollment is down across campuses.

Klink continues with a conversation about the committee's proposed GPE replacement policy or the WAC program regarding transfer students. Transfer students will not be able to take lower division W courses. Klink begins to discuss the current proposal stating that WAC was never disapproved of it on this campus. There was just a lot to consider with the program, including writing center visitation, tutoring, and support systems. Klink hopes students can enter writing intensive courses as juniors and have it count as a major requirement. Klink is concerned about what happens to the students that need more support from 301B. She also notes that Highschool students have lost at least a year and maybe two in preparing for college-level work, including writing and reading ability. Furthermore, with no writing placement, these students cannot be targeted for support.

Chair Election

Postponed

WI Subcommittee Recommendations

WI Course review (Phil 403) Medical Ethics

Perlman moved to approve the course with one minor revision on GEAR learning outcome number 2 to be more efficiently addressed. Deutschman seconds, and the committee voted unanimously to approve the course with 1 revision.

WI Course review (Phil 402) Engineering Ethics

The WI committee is very impressed with how writing is incorporated into the course. Wilkinson makes a motion to approve the course and Deutschman seconds the motion. The committee voted unanimously to approve the course.

GEAR Coordinator's report

Student Petition(s) for Waiver of GEAR

Petition 1: QZ25 has asked to count the course GEOG 316 taken in Spring 2021 as a WI course. When the student took the course, it was not under the WI umbrella; however, it is now a WI course.

Deutschman notes that students can request to make a previously taken course count as a GE as long as that course is designated up to a year after taking the course. Ramirez notes that after a year has gone by, this is generally a no most of the time.

Deutschman states that the student took this course in Spring 2021 and it became a WI in fall 2022. The student would have to of taken this course in Spring 2022 to get WI credit for it. Deutschman continues that support from the faculty member was not received. Singh asks if the faculty member is notified, however, they are not. Little supporting documentation is provided. Ramirez, notes that Brown cautioned us about moving beyond the GE policy and beyond the 1 year frame.

Vote: Wilkinson makes a motion to deny this petition, seconded by Singh. The petition to allow QZ25 to count GEOG 316 taken in spring 2021 as a WI course and the petition was denied unanimously.

Petition 2: QN26 attended CSULB in the 1980s and did not satisfy the GPE or, at that time, what was known as the WPE. QN26 moved on and successfully worked without a degree. However, QN26 is applying to substitute teach high school art classes and needs a BA to do so.

Discission: QN26 is a functioning person in their field. Wilkinson states that QN26 attended school before the WI course and portfolio courses were created. Before these courses, students that could not pass the exam did not graduate. Deutschman states that the letter is well written. Singh states that QN26 seems capable.

Vote: Singh moves to approve the petition and award QN26 a BA degree. Deutschman seconds the motion and it is approved unanimously.

Petition 3: HL27 is requesting that EN/GDR 333 Gender and Literature (a course taken abroad) substitute for the WI course English 375.

Discission: Neither EN/GDR 333 Gender and Literature or English 375 were on the study abroad course schedule. Deutschman notes on the pre-departure arrangement that the WI is not being satisfied at the abroad university. Estrada mentions that HL27 already took the GPE and received a score of 14. Singh asked how the student is determining that these two courses were equivalent? Wilkinson states that EN/GDR 333 Gender and Literature only has 45% of the grade coming from writing and Ramirez notes that the course does not demonstrate drafting, revision, and feedback to the WI standard. Furthermore, WI is something that is unique to our campus.

Vote: Wilkinson makes a motion to deny this course substitution case request by HL27. Deutschman seconded the motion, and the petition was denied unanimously.

New Business

Adjournment: 3:01pm

Submitted by,

Alexandra Wilkinson