



California State University, Long Beach

Curriculum and Educational Policies Council

Agenda - AY2023-24 - Meeting 3

Wednesday, September 27th, 2023, 2:00-4:00 PM

Zoom: <https://csulb.zoom.us/j/87893439081>

Meeting ID: 878 9343 9081

1. Approval of the agenda- Approved.
2. Approval of minutes from September 13th, 2023 Meeting- Approved.
3. Announcements:
 - a. Current layout on Canvas?
 - i. People like having all of the documents in one place.
 - ii. We could maybe split it by month or semester if it becomes too long a list of documents.
4. Election of remaining CEPC Liaisons to other committees
 - a. General Education Governing Committee (GEGC) for Spring 2024
 - b. Graduation Writing Assessment Requirement Committee (GWARC)
5. Consent Calendar of AY2022-23 Annual Reports from our reporting committees:
 - a. Graduation Writing Assessment Requirement Committee (GWARC)
6. Review of Policy 12-12, **Graduate Writing Assessment Requirement** - (First Reading) (Time Certain: 2:15pm)
 - a. Kerry Johnson and Lori Brown here to discuss.
 - b. New proposal to replace current GVAR policy. Current policy includes GVAR placement exam which was suspended for COVID pandemic. That placement test leads to three pathways:



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- i. WI class
 - ii. Portfolio and WI class
 - iii. Earlier class, then Portfolio class, then writing intensive.
 - c. There is a movement at CSU system level to move to course-based writing instruction.
 - d. GPE appeals have gone through the roof.
 - e. There was always an intent to move to a writing-across the curriculum proposal to fulfill GWAR.
 - f. Context for this proposal:
 - i. 1997: GWAR was first mandated by the state. Students must be proficient in writing before they graduate. We had a WPE to determine, up until 2014. Some students took it upwards of 20 times and left without graduating because they never passed the exam.
 - ii. CO wants to fulfill the requirement through coursework and integrate writing throughout the curriculum. Currently the placement exam GPE tells us whether students need a portfolio before WI.
 - g. The proposal will build writing across the curriculum as follows.
 - i. Writing to Learn
 - ii. Writing to Engage
 - iii. Writing in the Disciplines.
 - h. No additional units. A total of four classes throughout time at CSULB, in the above three categories. An upper-division WI-course serving as the statewide Graduation Writing Assessment Requirement (GWAR) course requirement.
 - i. No more GPE. But GPE currently catches students who need a safety net in writing.
 - j. Question: Transfer students who come in with a lot of GE courses, how will they fulfill GWAR? Answer: Transfer students would only take the last two upper division courses that would be done after transfer. Q: Can student appeal extra courses? For example, nursing students?



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- k. Q: I assume that a lot of these courses are geared toward English, but could, for instance Spanish Composition courses to fulfill writing requirement? A: Many courses would benefit by transitioning to show that they fulfill writing requirements.
- l. Q: Big concern is added units, especially for CNSM. Many students would have tested out and now will need more units. Transfers coming in only need two, but non-transfers might need 3 additional courses. And without the exam, how will students who were formerly caught by the exam be supported by people who are proficient at teaching these skills?
- m. Comment: WI courses dropped out of GE policy in 2018. They are still required for GWAR, but not GE anymore. Req 1 and 3 would need to be English language.
- n. Question: Why four versus three classes? A: The English council has looked at this, Chico took the lead, and Chico went with 4 classes. Chico put theirs into place before pandemic, which helped them during the pandemic. Having them in different disciplines helps them to have a less myopic view of writing. Having 4 classes also allows writing to have continuity over their time at CSULB.
- o. Comment: This will not include Graduate Studies, correct? A: Correct.
- p. Comment: 3500 words is up from previously; 6000 words is also up from 5000 words. Need double the number of sections because the caps for enrollment are much lower. (18 vs. 35). Response: 35 students is too much for reading papers and helping students with writing ability. Originally, the committee wanted a cap of 12.
- q. Q: University Writing Committee is a new name for the GWARC? The last 10 years, we have had a writing across the curriculum program, but we no longer have that. It wasn't backed up by campus policy/GWAR policy, so it didn't work as intended.
- r. Q) Are you aware of failures or successes at sister universities? A) Chico has done extremely well with it. Other campuses are following suit. It is a nationwide movement that English should not be the only places where students learn to write.



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- s. 2019 Global Studies did a review of every syllabus on campus, including writing. The writing on this campus is at very low levels. Even WI courses did not show the kind of writing and revision that we expected. The number one job skill needed is written communication. It has gone from number 10 to number 1 in a few years. Digital communication requires more writing rather than less.
 - t. Jeff: council members should make sure we have read the recommendation for the next reading and have any suggestions ready.
 - u. Jody: Only degrees go to URC, this does not, so we should look at the financials.
 - v. Money that goes to GPE: students pay an extra fee to do it. The proposal puts that back on the University.
 - w. Danny: We will be approving the policy, but the funding will not be for us, but for Brotman Hall if the policy passes.
 - x. Focus on the policy document.
7. Proposed new **Certificate in Healthcare Data Analytics** - (Second Reading) (Time Certain: 3:00pm)
- a. Jeremy Ramirez
 - b. Reached out to math and CECS dept chairs. Have had a request to update the name. Dr. Murray recommends it. CECS proposed changing the name to Healthcare Data Analytics. Because there is not a machine learning component.
 - c. Reflects status as a stateside course.
 - d. Removed the HCA 300 as a pre-requisite for HCA 416. Made some modifications of 416 to include some review.
 - e. Revised that HCA 416, 419, 420 are pre-reqs to HCA 421
 - f. Both major and non-major students may take the program.
 - g. Q: For non-healthcare majors, are there any pre-reqs necessary?
A) HCA 416, we examined are the foundations there for non-major students. Subtle changes need to be made, but 416 is sufficient. HCA 300 would be beneficial but goes beyond what is necessary.



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- h. Q) Could majors get the certificate by selecting the right electives? A) Yes.
 - i. Jody Comment: It is allowed by policy.
 - j. 19 approve, no opposed or abstain.
8. Proposed degree title change from Bachelor of Science in Each Science to **Bachelor of Science in Earth Systems** - (First Reading) (Time Certain: 3:20pm)
- a. Lora Stevens.
 - b. Geologist is a licensure, but earth science is meant to be a bit more flexible. The degree has been modified over the years to keep it in line with what is needed by the industry. Want the earth science degree name needs to be aligned with the curriculum so it isn't confused with geology.
 - c. Q: What is meant by "systems" in this context? A) Borrowing it from the lexicon that already exists (SJSU, UCI, and Boston are examples). Hydrosphere, biosphere, and atmosphere are included in earth systems, whereas geology tends to focus on the solid earth.
 - d. Comment: Will novice students have any better understanding of this term? And why did you just change your department name to Earth Science while changing the degree away from it.
Response: The name derives not simply from the field, but also from k-12 changes, as those students are learning earth systems science instead of geology. We changed our name to Earth Science because that is the umbrella, but earth systems is under that.
 - e. Discussion of earth systems versus earth system science.
 - f. Sending it back to the dept to discuss, but with no requirements.
9. Proposed new **Minor in European Studies** - (Second Reading) (Time Certain: 3:40pm)
- a. Aparna Nayak.
 - b. Addressed concerns from first reading.



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- c. Comment: Thank you for addressing comments from the last meeting. Also, make sure options are listed consistently (1,2,3 vs a,b,c)
 - d. Approved (19/0/0)
10. Review of Policy 11-02, **Graduate or Other Post-Baccalaureate Credit Earned as a Senior** - (First Reading)
- a. Jody Cormack.
 - b. Policy 92-09 led us to 11-02, another policy that says essentially the same thing.
 - c. Recommended language for combining 11-02 and 92-09.
11. Review of Policy 92-09, **Senior Enrollment in Graduate Courses for Undergraduate Credit** - (Second Reading)
- a. Jody Cormack.
12. Adjournment 3:58

Next meeting: October 11th, 2023

Attendance: Vincent Le, Jeff Bentley, Henry O'Lawrence, Danny Paskin, Chloe Pascual, Kirsten Sumpter, Babette Benken, Itxaso Rodriguez, Jody Cormack, Robert Moushon, Amin Rezaei, Laura Forrest, Dr. Michael Eisenstadt, Dr. Betina Hsieh, Donna Green, Asieh Jalali-Farahani, Seung-hoon Jeong, Craig Macaulay, Tanya Piloyan, Wendi Gilchrist, Kerry Johnson, Enrico Tapavicza, Lori Brown, Chris Swarat, Tais Nunez, Erlyana Erlyana, Jeremy Ramirez, Nate Onderdonk, Lora Stevens, Aparna Nayak