



California State University, Long Beach

Curriculum and Educational Policies Council

Agenda – AY2023-24 – Meeting 4

Wednesday, October 11th, 2023, 2:00-4:00 PM

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

Meeting ID: 878 9343 9081

CEPC Members: Jeff Bentley (Chair), Craig Macaulay (Vice Chair), Chloe Pascual (Secretary), Jody Cormack, Danny Paskin, Vincent Le, Tanya Piloyan, Henry O’Lawrence, Donna Green, Kirsten Sumpter, Itxaso Rodriguez, Enrico Tapavicza, Michael Eisenstadt, Betina Hsieh, Hailu Xu, Asieh Jalali-Farahani, Seung-hoon Jeong, Wendi Gilchrist, Jeet Joshee, Laura Forrest, Jermie Arnold, Chris Swarat

Guests: Robert Moushon, Nate Onderdonk, Lori Brown, Kerry Johnson, Lora Stevens, Nancy Hall, Rebekha Abbuhl, Sarvenaz Hatami

1. Approval of the agenda: Approved.
2. Approval of minutes from September 27th, 2023 Meeting: Approved.
3. Announcements:
 - a. Email went out for the minor in European Studies that we approved.
 - b. Question: Where would you look to see if a class is a Category C writing intensive course? A: GEGC website: csulb.edu/gegc.
4. Proposed degree title change from Bachelor of Science in Earth Science to **Bachelor of Science in Earth Systems** – (Second Reading) (Time Certain: 2:15pm)
 - a. Nate Onderdonk
 - b. Question: I see that it refers to the earth as a “system” singular, and then later refers to other systems (plural). You may want to add one extra sentence explaining it.
 - c. Approved, 21 in favor, pending that single sentence.



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5. Review of Policy 11-02, **Graduate or Other Post-Baccalaureate Credit Earned as a Senior** and Policy 92-09, **Senior Enrollment in Graduate Courses for Undergraduate Credit** - (Second Reading)
 - a. Revise 11-02 and sunset 92-09.
 - b. Removal of subjective language “promise of academic achievement.”
 6. Review of Policy 12-12, **Graduate Writing Assessment Requirement** – (Second Reading)
(Time Certain: 2:30pm)
 - a. Lori and Kerry
 - b. Members should go back to our colleges to discuss the proposed changes.
 - c. Comment: We need to think about the needs of both our own students, and the university/student writ large.
 - d. Question: Is the context in the Intro typical of university policy? Answer: This is a bit longer than usual, but it is following the GE policy. Also, the items discussed in the intro should be reflected elsewhere in the document.
 - e. We could do something similar to the GELOs where we have a separate document.
 - f. Lori: This is not the list that we use to evaluate a course for WI status, but this was the list of characteristics for the entire writing across the curriculum program.
 - g. Comment: We shouldn’t call them learning outcomes.
 - h. Comment: These can’t be present in every single course.
 - i. Amendment (Jody): “As demonstrated by the following components.”
 - j. Friendly Amendment: “the following writing components across the curriculum.”
 - k. Question: Are we ready to go ad seriatim, or do we need to discuss this more generally again and more or less extend our first reading?
 - l. Comment: I would like more data showing that our students need this.
 - m. Comment: Concern about increased units, especially for CNSM.
 - n. Lori: 2030 goals of writing in the workplace, and providing a bridge between freshmen year and senior year is the reason for WATC.
 - o. We have the GE and the WI. We don’t yet have the W course.



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- p. Concern about units in high unit majors. It will depend on what classes we have that can be converted to W courses.
 - q. Question: Does AP credit from high school cover the writing req? Answer: Yes.
 - r. Question: How could science-oriented fields incorporate what is needed in W courses without needing more units?
 - s. Question: We sought out how to make a GE course WI. Will this require more from faculty, as far as revising students' drafts?
 - t. Answer: Extra units are not necessary in almost all cases. Writing in the discipline is writing that the students already do. There is an application to convert course. You don't need to teach "writing" in the writing in the discipline course. In engineering, for instance, students are required to do a huge report, and that course already meets the requirements, it just has to be certified. It's possible there may be some incentive available, but we can't speak to amounts or details.
 - u. Comment: Assessment used to catch people who really did need extra help, and then they could get training for people who knew how to provide that intensive help.
 - v. Lori: That has been one of our biggest concerns. We've been looking for ways to do a Canvas module course written by WI instructors. Students would be recommended to do modules in any of the writing courses, rather than the portfolio course, which is currently extra units for those students who have to do it.
 - w. Please discuss this policy with your colleges and departments! Have amendments, questions, and comments ready for next discussion.
7. Proposed elevation of Master of Arts in Linguistics, Option in Teaching English to Speakers of Other Languages (TESOL) to the **Master of Arts in Teaching English to Speakers of Other Languages** – (First Reading) (Time Certain: 3:30pm)
- a. Rebekha Abbuhl and Nancy Hall.
 - b. EO 1071, CO proposed MA in TESOL.
 - c. Hoping to create pedagogically focused degree to prepare students to teach abroad and at the community college level.
 - d. Mostly reorganizing. Core is the same. LING 575 is currently literacy and linguistics, and we want it to be grammar vocab and literacy.
 - e. No new classes needed.



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- f. Q: Is there any place where students are clear that this does not lead to a K-12 teaching credential?
 - g. A: Students are advised of this. Additional info on the website that says that.
 - h. Q: Is there any way for students to petition to have some of the k12 language development courses be a part of this MA? A: Yes, and we can advise students about these courses.
 - i. Somewhat streamlined learning objectives.
8. Back to 11-02/92-09 discussion.
- a. We might need to consider allowing 600-level courses.
 - b. Discussion of the level of coursework.
 - c. Official blended programs can double count courses. More general use of the word "blended" may mean that undergrads and grad students might be in the same course.
 - d. This is not changing the ability to double number a course.
 - e. This has to do with what can be taken as an undergrad and used for graduate credit.
9. Adjournment

Next meeting: October 25th, 2023