



California State University, Long Beach
Curriculum and Educational Policies Council
Minutes – 2018-19 Meeting 11
Wednesday, March 13, 2019, 2-4 PM
AS-119 (Anatol Center)

Members in attendance: Mehrdad Aliasgari, Jennifer Asenas, Babette Benkin, Jeffery Bentley, Abby Bradecich, Chris Brazier, Jody Cormack, Laura Forrest, Terrence Graham, Neil Hultgren, Craig Macaulay (Vice Chair), Panadda Marayong, Jung Mee Mun, Henry O'Lawrence, Jessica Pandya, Chloé Pascual (Secretary), Danny Paskin (Chair), Nancy Quam-Wickham, Raymond Torres-Santos.

Guests: Teri Yamada

1. Meeting begins at 2:06pm
2. Approval of the agenda M/S/P
3. Approval of minutes from 2018-19 Meeting 10, from February 27, 2019 M/S/P with correction to spelling of Babette Benken's name.
4. Announcements: none.
5. (Campus-specific) Graduation Requirements Policy (cont'd)
 - a. Referring to doc via sections rather than line numbers.
 - b. Senate Exec: Timeline for GR policy agreed to give us 2 more meetings (today, plus one more.)
 - c. Time limit for discussions. Call a vote when we start repeating points.
 - d. §1.0 Comment ##01: from Jeff Bentley: Proposal to choose 2/3 CSGRs (writing intensive AND (diversity OR global competency))
 - i. Teri Yamada: Why would we choose between them? Jeff: To allow students more choice. Original issue was concerned with number of additional hours, before we went with SLO approach.)
 - ii. Nancy Q-W: If we adopt, what is the impact on student learning? What is the evidence that students are having difficulty fitting courses in? Jeff: Accounts we have received here, experience in department. Craig: Constantly waiving students to allow them to graduate in 60 hours, especially transfer students in accounting. Nancy Q-W: I want some real data. Craig: It's approximately half our students in three CBA programs.



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- iii. Danny: GE and GR is what we want every student leaving this campus with. This proposal means some students leave with one set of knowledge, and others leave with another set.
 - iv. Jennifer: Alternative model might make this moot.
 - v. Mehrdad: Is it the case that there is no double-counting of these learning categories in the alternative approach. Chris Brazier: We could decide to do that w/ alternative model. It's up to us.
 - vi. Terrence Graham: Don't want to oppose human diversity in the U.S. v. global competency.
 - vii. Jessica Pandya: Somebody knows exactly how many units your [CBA] students graduate with. This won't solve all of your problems by chipping away at GRs.
 - viii. Neil Hultgren: If the motion is antiquated, why are we discussing it?
 - ix. Jody Cormack: Strongly oppose. Issue of how many programs would be affected has been brought up before. We have a table that we haven't shared it, because those majors have not done the work to look at the rest of their programs. Craig: In CBA there has been a lot of work looking at courses within the curriculum.
 - x. Jeff: Withdraw motion.
- e. §1.1 Comment ##02: How many classes must students take to fulfill WI?
Comment ##03 (related to outcome of ##02) from Nim Marayong: "At least 1 or 2 courses should be at the upper division."
- i. Laura Forrest: We expect students to have some writing experience no matter the major, but this requirement is about upper division writing.
 - ii. Jennifer Asenas: These should be upper division level. In favor of one or two classes, because writing is such an integrated process.
 - iii. Mehrdad: Why 5,000 words, not 4,000 or 6,000? Jessica Pandya: GVAR. Nancy Quam-Wickham: National standard. Jody: You need to give students enough words to build an argument. Mehrdad: How do you make sure 5,000 words req is actually met? Tiffini: WI courses have to provide that info in outline of subject matter and course assessment. The assessment committee (PARC) would have to make sure it actually happens. Teri: Chair should be responsible for that. Neil: Drafts count toward the 5,000 words.



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- iv. Jody: 1-2 WI, 1-3 human diversity or global competency.
 - v. Danny: Vote whether to support 1-2 upper division classes as the WI requirement: M/S/P Unanimous.
- f. Comment ##04 §5.0 Should GR classes be certified by a new committee GRGC?, Or by GEGC?
- i. Chris Brazier: Part of this question is having to staff another committee.
 - ii. Tiffini: GEGC pretty much does this now. Not such a huge workload issue.
 - iii. Babette: Review happening at the college level, not the university level would be appropriate.
 - iv. Jody: Assessment and approval are separate, and I feel more strongly about assessment than approval. Both need to be univ and not college committees.
 - v. Neil: Are we considering GRGC vs GEGC, or also considering college level? Danny: Technically GRGC v GEGC, but it is all one discussion.
 - vi. Craig: If GEGC/Tiffini doesn't think it's a big deal, I'm inclined to agree.
 - vii. Mehrdad: SLOs v classes means it's going to be a whole new approval process. Tiffini: We already assess SLOs in current model. Mehrdad: Smaller committees is also a good opportunity for tenure-track faculty to get involved without it being way too much work.
 - viii. Danny: Vote: In favor of creating a new GRGC committee: 6 y 8 n 3 abstentions. Motion fails.
- g. Comment ##04 (there were two with this number) §1.1 Chris Brazier, CNSM: Recommend changing it to "35 enrolled students and, ideally, no more than 25"
- i. Laura Forrest: Where did 35 come from? Chris: Lynn Mahoney said the Univ will support 35.
 - ii. Neil: Fewer would be better for writing. I don't think we can do anything, but ideally it would be fewer students.
 - iii. Craig: the policy as written is unworkable, so I support Chris' motion.
 - iv. Raymond: I only want one number, and we should suggest 25 as the number.
 - v. Vote: Motion to support Chris's motion "35, ideally 25." 16 y 0 n 1 abstain M/S/P



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- h. Comment ##05 §1.0 Merhdad Aliasgari: Replace this bullet point [Assignment(s) that clearly assess students' learning of the category and have an assessment component.] with the following: "demonstration of competences that clearly assess students' learning of the category.")
- i. Nancy Q-W: In favor of the motion. Friendly amendment:
"Demonstrations of student learning that clearly assesses learning of the category"
 - ii. Nim: Demonstrations is a little vague.
 - iii. Terrence Graham Friendly amendment: "Assessments that clearly demonstrate student learning of the category."
 - iv. Vote: In favor of replacement 16 y, 1 n, 0 abstain M/S/P
- i. Comment ##06a §1.3 IEC/Terrence Graham: Replace:
- CSULB's graduates will be critically and ethically engaged in global issues as well as knowledgeable about and respectful of a diversity of cultures. To this end, students are required to complete curriculum designated for Global Competency (GC). Curriculum designed to meet this requirement **could be in 1-3 courses.** These courses could be lower-division or upper-division. Curriculum qualifying for this designation must expose students to cultural and social topics and issues beyond the US."
- With:
- "CSULB's Institutional Learning Outcomes express that students will be well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study; that those students will be critically and ethically engaged in global and local issues; as well as knowledgeable and respectful of the diversity of individuals, groups, and cultures. These outcomes describe students achieving a range of global competencies."
- i. Chris: 1-3 was the original compromise.
 - ii. Jeffrey: Not comfortable deciding to get rid of "1-3" courses until we hash out ##06b.
 - iii. Nim: We should keep the flexibility of upper division and lower division. We can't separate it out.



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- iv. Nancy: How does study abroad fit into it? Terrence: We can't always assume study abroad includes global learning outcomes in the syllabi. We should have a way to review that.
 - v. Danny: let's start with 06c instead.
 - vi. Take out reference to "capstone."
 - vii. Should global competency course be only upper division?
 - 1. Neil: This has ramifications for community college students.
 - 2. Mehrdad: And for transfers.
 - 3. Craig: Are we saying this is impossible for cc transfer students?
 - 4. Nancy: Should be lower and upper. Natl org of ccs promotes global engagement. Cc transfers should be able to use those classes.
 - 5. Neil: Terrence, did the committee discuss the articulation issues?
 - 6. Vote: If you support making global classes upper div only: yes.
 - a. Motion fails unanimously.
 - j. Comment 06b §1.3 Danny: I don't think we need this paragraph at all.
 - i. Vote: if you support as written: yes
 - 1. 0 y, 16 n, 1 abstain
 - 2. Motion fails.
 - k. Back to comment 06a
 - i. Babette: Let Terrence recraft this paragraph with IEC and move on to other issues until next meeting?
 - ii. Yes.
 - l. Comment 06d
 - i. Babette: It's a moot point now.
 - ii. Withdrawn.
 - m. Comment 07 §1.2 Mehrdad: Replace courses with curriculum.
 - i. Write a paragraph for next time.



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- n. Comment ##08 §1.2 Henry O’Lawrence: Remove “race” from the document, as there is only one human race. Replace with other, more appropriate words. Be more consistent with other campuses as well.
- i. Jennifer Asenas: I would be more comfortable replacing it with “racism” as we want these courses to examine the effects of racism. Replacing the world with “diversity” would water that down.
 - ii. Laura Forrest: What campuses have gotten rid of it? Henry :All that I have been at.
 - iii. Henry: Jennifer’s amendment would be friendly.
 - iv. Mehrdad: Some of the other CSUs use “U.S. cultural pluralism.”
 - v. Teri: How do we teach the history of racism in the U.S. without race?
 - vi. “Human difference”? Henry: our differences are not our “race.”
 - vii. Terrence and Jeffrey: “perceived racial differences” ?
 - viii. Jeffrey: Add gender
 - ix. Jessica: table this for next week.
 - x. Chloé: “socially constructed ideas of race”?
 - xi. Motion tabled until next meeting.
6. Adjournment: 3:59

These minutes have not been approved.

Respectfully submitted, Chloé Pascual, Secretary

Next CEPC meeting: March 27, 2pm at AS-119 (Anatol Center)