



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee

Approved Minutes - Approved

Nov 25, 2019

2:00pm – 4:00pm – AS-119 (Anatol Center)

Members Present: Kenji Klein (CBA), Cheryl Rock (**Vice Chair**, CHHS), Colleen Dunagan (**Secretary**, COTA), Josh Palkki (COTA), Tiffini Travis (**Chair**, UL), Kerry Johnson (Vice President for Undergraduate Studies), Danny Whisler (COE), Peter Kreysa (CHHS), Annel Estrada (UCUA), Duan Jackson (UCUA), Alexis Pavenick (UL), Joseph Phillips (ASI), Jason Schwans (CNSM), Danny Paskin (Graduate Coordinator, CLA), Tangan Gao (CNSM), Rich Haesly (CLA), Yu-Fu Ko (CE & CEM), Nancy Quam-Wickham (CLA), Ryan Sanchez (UCUA)

Guests Present: Dan O'Connor (CLA), Beck Nash (Criminal Justice)

Excused: Angela Locks (CED) Rebekha Abbuhl (CLA), Omer Benli (COB), Dina Berg (CLA), Ruth Piker (CED)

Absent: Dave Keele (CHHS)

- I. **Call to Order: 2:05 PM**
- II. **Approval of Agenda: Moved to approved and seconded, all in favor UA, no abstentions**
- III. **Approval of Minutes:** GEGC Minutes from 10-28-2019 posted on BeachBoard

Moved to approved and seconded, all in favor UA, no abstentions

- IV. **Announcements/Discussions - Forecast Busy Review**
 - o Anneal will be going on Maternity Leave and substituting for her is Ryan Sanchez
 - o We have 28 courses to review, minus the 3 on the Agenda
 - o Next meeting we will not be reviewing GELOs to facilitate the review of the proposals which are high in volume
 - o The GELOs second reading will take place in the first week of the Spring 2020 semester
 - o The agenda was reorganized a little to facilitate the ease of moving through the meeting efficiently
 - o There courses for next meeting will be uploaded on the 26 Nov, approximately 5 proposals to give a head start for the committee to review
- V. **Current Business:**
 - o **DANC 360 – TABLED to get clarification regarding STATS and SPSS, 3 Abstentions**
 - A.
 - i. **Course GE Form**
 - ii. **New to GE**
 - iii. **Request for UD B (Quantitative Reasoning)**
 - o Motion (M) to approve the review of the proposal and Seconded (S)
 - o Colleen introduced the basis of the course on behalf of colleague

- The course being reviewed was for Physical Therapist regarding injury prevention using statistical analysis
- Calculations is based on resting heart rate and possibilities of risks based on previous injuries on statistical data
- There was discussion revolving around the teaching of SPSS that could be a caveat without the introduction statistics
- It was mentioned that when reviewing the requirements for the major, it can be implied that the students would have taken courses in stats, which implied they took or have some background in quantitative analysis.
- Since there was a lot of focus or questions in stats, it was a recommendation was made to ask what is necessary for the class regarding SPSS
- **Motion: Move to Table Document to get clarification regarding STATS and SPSS, 3 Abstentions**

B. THEA 327 - APPROVED

i. Course GEAR and SCO forms

ii. Continuing GE (Category F, Integrative Learning, HD and WI)

iii. Request for UD C and UD D

- Motion (M) to approve the review of the proposal and Seconded (S)
- Adding UD C and D, Socio cultural issues revolving around theater and plays
- They are using the draft outcomes for the GELOs
- A member had a logistical question
- Will these (i.e., F, HD and WI) be phased out after the students who are under the 2012 pattern?
- It was mentioned that the essential skills language will be phased out
- A question was asked regarding how much of the class time will be looking at the plays regarding the social world within the literature and the impacts on the social world
- It was mentioned that the play is an entry way of the playwright for the socio-cultural issues
- Additionally, it was stated that Under outline of class matter, these questions are answered, what is the non-fiction stuff that brings out the contextualization in making the connection
- A recommendation was made to move some of the contents of the bibliography into the course outline, such as adding assigned reading of the text and indicate them
- It was cautioned that it was not guaranteed if we suggest moving the books would make the proposal and class more convincing to be approved
- It was thought that the instructor did a good job in laying the groundwork in the first 3 weeks, if we are asking for a reading list but we have to make it satisfied across the board.
- **Motion: All was in favor of approving the proposal and 1 abstention**

C. CRJU 325 (time certain 2:40 Becky Nash) – APPROVED Pending Executive Approval

i. Course GE Form

ii. New to GE

iii. Request for UD B (Quantitative Reasoning)

- Motion (M) to approve the review of the proposal and Seconded (S)
- The course was introduced, basic statistics which was inclusive of descriptive to regression
- A question was asked whether students were introduced to the stats, before taking the course – Lots of discussion
- A recommendation was made to have EO 1100 the content applied regarding Section 2.4 of the new policy as it applied to the UD B: Requirements 3 basic Completion 60 units, Completion of Foundation and Explorations
- It was mentioned that the A – F designation of GELOS Outline of subject matter it was too generic
- It was noted that for this class the students received 3 units of GE of class and 1 for lab = 4 units
- **Action: Motion was made regarding all in favor of approving changes of SLO being relabeled and week-by-week. There was 1 abstention**

D. Area GELOs (first reading of new document)

- Motion (m) to review the comparison charts and seconded (s).
- The committee reviewed the docs and compared Original vs Suggested
- It was asked by Tiffini to Keep in mind: Area C and D 1/3 of outcomes, UD outcomes created optional and core outcomes was suggested because there are some classes that can have multiple outcomes for GE and that LD have all outcomes required and UD optional

AREA A 1 REVIEW

Original GELO #1

1. Use vocal expressiveness, eye contact, posture, and gestures to convey confidence while speaking (apply)

➤ Suggested GELOs

- Develop and employ extemporaneous communication skills appropriate for distinct speaking situations. (COMM)
- Implement strategies to manage communication apprehension in diverse speaking contexts. (COMM)
- Assess, reduce and manage their communication apprehension in public speaking contexts. (COMM Faculty)

➤ Discussion points by GEGC

- Derived from NCA
- Can we use the word oral communication?
- Concern: Sign Languages?
- Is Communication the better term for the first and second outcome to facilitate the hearing impaired?
- The oral communication is legally specified by the policy EO 1100. Speech and Oral communication...we can identify accommodation for hearing impaired
- It was mentioned that our spirit is inclusive for the GEGC
- All courses have to be ADA compliant therefore there is an accommodation.
- There are accommodations and therefore this language in the policy is justified.
- Are we thinking ahead?
- National Communication Association (NCA) is extraordinary clear
- ASL – Literature and Humanities
- Steven Benson Program to accommodate students
- Recognizing accommodations will be great

➤ Recommendations from GEGC

Keep:

- Develop and employ extemporaneous communication skills appropriate for distinct speaking situations. (COMM)
- Implement strategies to manage communication apprehension in diverse speaking contexts. (COMM)

Original GELO #2

2. Define key rhetorical concepts including purpose, audience, context/setting, constraints, logos (message), ethos (credibility), pathos (audience appeal), Kairos (currency).

➤ Suggested GELOs

- Construct (research, organize, develop, and adapt) effective public messages for delivery to diverse co-cultural audiences in a variety of social settings. (COMM)
- Define key rhetorical concepts including purpose, audience, context/setting, constraints, logos message, ethos credibility, pathos audience appeal, Kairos currency. (ENG)

➤ Discussion GEGC

- Refer to recommendations below

➤ Recommendations:

- Suggestions were made to replace define with the term describe
- Suggestions were made to delete “Define key rhetorical concepts including purpose, audience, context/setting, constraints, logos message, ethos credibility, pathos audience appeal, Kairos currency. (ENG)”

Keep:

- Construct (research, organize, develop, and adapt) effective public messages for delivery to diverse co-cultural audiences in a variety of social settings. (COMM)

Original GELOs #3

3. Integrate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make appropriate reference to information or analysis that significantly supports the presentation. (Synthesis)

➤ Suggested GELOs

- Integrate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, figures, diagrams, tables, equations, plots, charts) to make appropriate reference to information or analysis that significantly supports the presentation. (ENG)

➤ Discussion GEGC

- Refer to recommendations below

➤ Recommendations

- Add OR charts? This is because it creates options, add include but not limited to - adopt this rather than “For Example”

Keep

- Integrate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, figures, diagrams, tables, equations, plots, charts) to make appropriate reference to information or analysis that significantly supports the presentation. (ENG)

Original GELOs #4

4. Identify main ideas and supporting messages in order to evaluate and comment on oral presentations. (Analyze)

➤ Suggested GELOs

- Demonstrate critical listening skills and acknowledge the cultural diversity of individual communication styles. (COMM)

➤ Discussion GEGC

- Refer to recommendations below

- **Recommendations**
- Delete original GELO
- Keep suggested GELO
- Add a #5 SLO “ Recognize the role of culture in establishing audience expectations for speakers and formulate and practice personalized strategies for balancing cultural identity and audience expectations. (COMM)”

AREA A 2 REVIEW

Original GELOs #1

1. Incorporate various strategies (reasoned argument, examples, etc.) to support ideas expressed in their written work (synthesize)

- **Suggested GELOs**
- Evaluate and incorporate various strategies (e.g., reasoned argument, examples) to support ideas expressed in their written work; (ENGL)
- Organize their writing using audience-appropriate strategies and conventions (e.g. Paragraphing, headings, rhetorical arrangement). (ENGL)
- Incorporate various strategies (reasoned argument, examples, etc. analytical arguments, descriptive explanations, critical discussions) to support ideas expressed in their written work (ENG)
- **Discussion GEGC**
- Refer to recommendations below
- **Recommendations**
- Faculty feedback suggested that these outcomes address technical writing.

Keep

- Evaluate and incorporate various strategies (e.g., reasoned argument, examples) to support ideas expressed in their written work; (ENGL)

Original GELOs #2

2. Organize their writing using appropriate strategies (via pre-writing, drafting, and revising, editing) paragraphs, headings, and rhetorical arrangement of standard written English. (Apply)

- **Suggested GELOs**
- Employ a process that includes invention, drafting, and revision; (ENGL)
- Employ drafting, revision, and editing to organize their writing using context-appropriate strategies such as (via pre-writing, drafting, and revising, editing) paragraphs, headings, and rhetorical arrangements in of standard written English. (DANCE Faculty)
- Organize their writing using appropriate strategies (via pre-writing, drafting, revising, and editing) including paragraphs, headings, and rhetorical arrangement of standard written English."(GEGC Member)
- **Discussion GEGC**
- Refer to recommendations below
- **Recommendations**

Keep

- Employ a process that includes invention, drafting, and revision; (ENGL)

Original GELOs #3

3. Demonstrate control of syntax and error free mechanics to communicate meaning to readers with clarity and fluency. (Apply)

- **Suggested GELOs**
 - Demonstrate control of sentence structure, grammar, punctuation, spelling, and mechanics to enhance clarity and credibility. (ENGL)
- **Discussion GEGC**
 - Refer to recommendations below
- **Recommendations**

Keep

- Demonstrate control of sentence structure, grammar, punctuation, spelling, and mechanics to enhance clarity and credibility. (ENGL)

Original GELOs #4

4. Integrate high quality, credible, relevant sources via summarizing, paraphrasing, and/or quoting to support ideas expressed in their written work. (Evaluate)

- **Suggested GELOs**
 - Integrate credible, relevant sources via summarizing, paraphrasing, and/or quoting to support ideas expressed in written work. ((DANCE Faculty)
- **Discussion GEGC**

Additional outcomes Suggested

- Demonstrate critical comprehension of texts by developing accurate summaries, reasoned Analyses, and synthesized expression of their own and others' ideas; (ENGL)

- Apply appropriate technical writing style and form to a variety of audiences with varying purposes
- Write effective common persuasive and informative technical documents
- Recognize how style and form inform and influence the effectiveness of a written technical document

➤ **Recommendations**

Keep

- Integrate credible, relevant sources via summarizing, paraphrasing, and/or quoting to support ideas expressed in written work. ((DANCE Faculty), **however a point of clarity is needed**

VI. Future Business

VII. Adjournment: **4:00 PM**

GEGC Meeting Dates AS-119 (Anatol Center)

Fall 2019
Dec. 9

Spring 2019
Jan. 13, 27
Feb. 10, 24
March 9, 23
April 6, 20
May 11