



# CALIFORNIA STATE UNIVERSITY, LONG BEACH

## General Education Governing Committee Minutes

January 25, 2021 via Zoom

**Members in Attendance:** Colleen Dunagan (Chair), Annel Estrada, Jarrett Boice, Greg Gaynor, Rich Haesly, Paul Henderson, Lily House-Peters, Kerry Johnson, Issac Julian (absent - designee Jarrett Boice), Kenji Klein, Yu-Fu Ko, Peter Kreysa (Vice Chair), Oscar Morales Ponce, Wendy Nomura, Danny Paskin (GE Coordinator), Alexis Pavenick, Ruth Piker (Secretary), Jason Schwans, Michelle Taylor, Tiffini Travis, Kerry Woodward

**Excused Absence:** Aparna Nayak (Maricela Correa will serve for spring)

**Absent:** Angela Locks, Florence Newberger

- I. Call to Order – 2:00 pm
- II. Approval of Agenda – F/S approved
- III. Approval of Minutes – November 23, 2020 – F/S approved, 18 yes and 1 abstention
- IV. Announcements
  - a. Update on AB 1460
    - i. Under review by the Curriculum and Educational Policy Council.
    - ii. The document has a new section to explain Area F.
  - b. Updated on GE Form and website
    - i. Colleen reviewed the changes on the form and website.
- V. Review of New Course Proposals (proposals posted in Beachboard in Course Proposals folder/New Courses)
  - a. HDEV 405 – Discussion ensued
    - i. SLOs: one member was concerned the SLOs do not address the GELOs.
      1. Comment: member would like a bit more clarity between the GELOs and SLOs
      2. Comment: faculty should be reminded that only a third of SLOs should correspond with Area D
      3. Comment: the wording of SLO 3 is awkward in the use "apply how conceptualizations..." but then there is not clear alignment to the GELO 3 "use evidence"
      4. Comments: SLOs 4 and 5 do not correspond with GELOS. SLO 6 does appear to address the GELOs.
      5. Several members believe the class does meets area D3, but the alignment is not clear.
    - ii. Assignments: comment that descriptions require some clarity with learning outcomes.
      1. Comment: If the blooms taxonomy verb is correct it would help with the assignment alignment.
    - iii. Outline: one member was concerned with the number of GELOs per week.
      1. Comment: faculty could adjust the alignment and it would reduce the outcomes per week. They need to adjust alignment and distribution of the GELOs in the weeks.
      2. Comment: I see the GELO's as more integrated, and hard to separate out in a course like this.

3. Question: Is every week really going to cover "D3 UD GELO 2. Employ the methodology"?
  - iv. Reminder: Remind faculty that there doesn't have to be 100% match, but what does match is a good fit and intentional.
  - v. **Motion:** Approve with amendments with focus on increasing correspondence between course SLOs and GELOs, with attention to matching Bloom's taxonomy and to then clarifying or updating GELOs in assessments and topics. Revised proposal to be review by the executive committee. – F/S Approved
- b. EMER 301
- i. SLOs:
    1. Comment: question regarding the missing connection to global vs cultural context. Another member found week 12 does discussion international issues. Recommendation is to refine SLOs and topics outline to better indicate how the course addresses "a variety of cultural contexts".
    2. Comment: SLO outcomes aren't at all related to D. The description below the SLO is, but the outcomes themselves are not. Several other members agreed. Recommendation is to refine the language of the course SLOs so that how they meet Area requirements and correspond to the GELOs is more apparent when reading the SLO - part of this is about looking at active verbs and making sure the Bloom's taxonomy in the SLO matches that of the GELO and its intent the SLOs correspond with GELOs.
    3. Recommendation: think about which 1 or 2 GELOs are most appropriate to each SLO and focus on convey that rather than trying to demonstrate correspondence to three or more.
  - ii. Assignment: Comment: Needs to add more description to the assessments.
  - iii. Outline:
    1. Comment: Add a bit more on the weekly schedule. Because of the umbrella terms used, an instructor could easily not include any D in those Classes. Maybe a bit more specificity re D there could also help. Other members agree more information should be added to the weekly schedule.
  - iv. Bibliography:
    1. Comment: faculty needs to specify which books meet Area D. Recommendation to add a header stating the books meet the Area D requirements.
  - v. **Motion:** Approve with amendments that ask to refine the language of the course SLOs so that how they meet Area requirements and correspond to the GELOs is more apparent when reading the SLO - part of this is about looking at active verbs and making sure the Bloom's taxonomy in the SLO matches that of the GELO and its intent the SLOs correspond with GELO. Once the SLOs are revised, double check the Assessments to make sure the correspondence is clear, that nothing needs to change, and maybe take a look at the descriptions to see if anything might shift to add clarity to folks outside the discipline. Revise the weekly topics by adding more description so that the correspondence to the SLOs is clearer. Add a header to the bibliography indicating which texts correspond with Area D. Revised proposal to be reviewed by full committee. – F/S Approved, 16 yes and 1 abstention

VI Protocol for Approving UNIV 310

- c. Executive is working on the review requirements for UNIV 310 courses.

VII Adjournment – 2:50 pm.