



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee approved Minutes

October 25, 2021 via Zoom
2:00pm – 4:00pm

Zoom Information posted in GEGC Beachboard & in the email

Please notify a member of the GEGC Executive Committee (Florence.Newberger@csulb.edu Chair, Rich Haesly Rich.Haesly@csulb.edu Vice-Chair, Lily House Peters Lily.HousePeters@csulb.edu (Secretary), Danny.Paskin@csulb.edu GE Coordinator, Annel Estrada Annel.Estrada@csulb.edu), if you are unable to attend.

Members in Attendance: Florence Newberger (chair), Danny Paskin (GE Coordinator), Colleen Dunagan, Annel Estrada (UCUA rep), Greg Gaynor, Lily House-Peters (secretary), Nicholas Laskowski, Oscar Morales Ponce, Aparna Nayak, Wendy Nomura, Jason Schwans, Shamim Mirza, Michelle Taylor, Rich Haesly (vice chair), Kerry Johnson

Absent: Daniel Whistler, Angela Locks, Tiffini Travis, Alexis Pavenick, Yu-Fu Ko, Sarath Cornelio

- I. Call to Order
 - a. Meeting called to order at 2:07
- II. Approval of Agenda – posted in Beachboard
 - a. Motion (Colleen Dunagan), seconded (Nicholas Laskowski)
- III. Approval of Minutes – October 11, 2021 - posted in Beachboard
 - a. Motion (Aparna Nayak), seconded (Nicholas Laskowski)
 - b. Passed with 11 “yes” votes, 1 abstention, 0 “no” votes
- IV. Review of Tabled Courses – revisions posted in AY 2021-2022 – Course Proposals – Tabled Courses
 - a. PHIL 130 Puzzles and Paradoxes – Requesting A3
 - i. Discussion about potential difficulty assessing the course based on the course SLOs. Course SLOs use different level Bloom’s verbs than the GELOs (ex. identify vs. examine).
 - ii. Recommendation: Proposal is approved by the committee.
 1. Vote summary: 12 “yes” votes; 1 abstention, 0 “no” votes
 - b. CECS 427 Dynamic Networks – Requesting UD-D
 - i. Discussion noted the improvements to the proposal’s presentation of the social science theories/concepts, especially the expanded weekly schedule. However, still not clear if the social science is being engaged at the upper division level, seems like it may still be more of a lower division engagement with social science.
 - ii. Proposal is strongest in the upper division social scientific analysis for the economics portion of the course. The sociology concepts/theories are less well developed.
 - iii. Recommendation: Proposal is approved by the committee.
 1. Vote summary: 8 “yes” votes; 4 abstention, XX “no” votes
- V. New Courses – posted in AY 2021-2022 - Course Proposals – New Courses

- a. LING 210 Acquiring Academic and Technical Vocabulary – Requesting E
 - i. Motion (Lily House-Peters), Seconded (Nicholas Laskowski)
 - ii. While the course meets Area E SLOs, discussion brought up that the course does not meet GE Policy E. Too much focus on skills and missing the focus on self. The proposal is more “D3” than Area E. The skills are dissociated from the personal assessment/self-integration aspect of the policy. Policy says “must deal with stress”, and that is not mentioned anywhere in the proposal.
 - iii. Disaggregate the combined GELOs in specific SLOs. For example, course SLOs would be improved by focusing on individual GELOs.
 - iv. Self-assessments must be included clearly. For example, how do these linguistic skills help with career development, self-assessments for test-taking and improving test-taking, life-long self development that follows from learning these skills. Right now this is a skills-based class, not a life-learning class.
 - v. Course description needs to be revised to focus specifically on “E”. The focus on the self is not a driving component of the course. Linguistics is too heavy as a focus area, rather than the focus on self. The focus on the self is having students reflect on their success in the class, not life-long learning.
 - vi. Course description is already in the catalog and does not meet Area E. At least 1/3 of the class needs to be revised to explicitly meet “E”.
 - vii. Committee voted on whether to “table” or “vote” on the proposal. The result of the vote was “7 ‘no’ votes; 6 ‘yes’ votes”.
 - viii. Discussion of the course SLOs, GELO 4 is only reflected in course SLO 1, which combines GELOs 1, 2, 3, and 4. Self reflection aspect needs to be more explicitly reflected in the GELOs.
 - ix. Bibliography doesn’t reflect area E sufficiently.
 - x. Revise the proposal to adjust the content of the SLOs to more explicitly reflect the spirit of the Area E GE Policy and make the connections to Area E more clear. More attention to self reflection (life long behaviors conducive to health, stress management, and long-term wellness) is needed, beyond the focus on linguistics-based skills.
 - xi. Weekly Schedule – if the final week of the course was better integrated into at least 1/3 of the class, that would help make the class more “E”.
 - xii. Recommendation: Course is not approved.
 1. Vote summary: 0 “yes” votes; 4 abstention, 10 “no” votes
 2. Summary of the recommendation for revision: Revise the proposal to adjust the content of the SLOs to make the connections to Area E more clear and explicit. More attention to self-reflection (life long behaviors conducive to health, stress management, and long-term wellness) is needed, beyond the focus on linguistics-based skills.
- b. CHLS 411 Archival Quest: Reclaiming Latinx Rhetorics – Requesting UD-C
 - i. Motion (Wendy Nomura), Seconded (Jason Schwans)
 - ii. Discussion about the course SLOs that the GELOs could be more explicitly integrated, in particular the GELO focused on student writing. For example, GELO 3 is linked to course

SLO 1, and not to course SLOs 3 or 4, where the correspondence would be clearer between the course SLOs and the GELOs. Focus is particularly on GELO 3.

- iii. Course is humanities-focused (C2), not arts (C1)
 - iv. Committee appreciates the labeling of the bibliography by GELO.
 - v. Recommendation: Approve with revisions, return to Exec Committee for final approval.
 - 1. Vote summary: 13 “yes” votes; 0 abstention, 0 “no” votes
 - 2. Summary of the recommendation for revision: Revise the course SLOs to more clearly articulate to the
- c. GEOL 303 Coastal Systems and Human Impacts – Requesting UD-B
- i. Motion (Wendy Nomura), Seconded (Danny Paskin)
 - ii. Be careful of use of “Blooms” verbs in the course SLOs. In particular, “understand” is not a Blooms verb. The course SLOs don’t use the same level of Blooms as the GELOs. For example, create from the GELO is not the same as examine. Do they actually create anything?
 - iii. Question about the inclusion of “recommended” pre-reqs in a GE course. May cause issues with Enrollment Services or the Catalog coding. Could confuse students about whether they are prepared to take the course or not without having the recommended pre-reqs.
 - iv. Recommendation: Approve with revisions, return to Exec Committee for final approval.
 - 1. Vote summary: 12 “yes” votes; 1 abstention, 0 “no” votes
 - 2. Summary of the recommendation for revision: Revise the course SLO language to replace “understand” with an active “Blooms” verb. What is the plan to assess the SLO with “understand” language? Difficult to assess without a measurable verb in the SLO.
- d. COMM 307 Measurement in Communication Research – Requesting UD-B
- i. Motion (Colleen Dunagan), Seconded (Lily House-Peters)
 - ii. Limited discussion about the course SLOs and the level of statistics being engaged. The committee was OK with the SLOs and the statistics fitting upper division Area B engagement.
 - iii. Recommendation: Approve the course.
 - 1. Vote summary: 13 “yes” votes; 0 abstention, 0 “no” votes
 - 2. Summary of the recommendation for revision: No revisions requested.
- e. CDFS 405 A Practical Approach to Social Science Research – Requesting UD-B
- i. Motion (Aparna Nayak), Seconded (Wendy Nomura)
 - ii. Note about updating/revising the pre-reqs.
 - iii. Question – do the students need statistics knowledge before taking this class? Michelle Taylor (course proposal author) responded “no”.
 - iv. Course SLO “C” does not articulate clearly to GESLO 1 for Area B. The language “different research methods” does not clearly match with quantitative reasoning/mathematics, because may be more “social science” methods being used in SLO C. The language for “words, graphics, and other mathematical representations” is not clear in course SLO C. However, course SLO D is more clearly aligned to GELO 1.

- v. It is not clear that the course requires students to create graphs and mathematical representations, it is more clear that the course has students interpret data. Make the “create” and “construct” language of the GELOs more clear in the course SLOs. These skills are more clearly represented in the weekly schedule and assessments. Need to better see how GELO 2 is being met in the course SLO E to reflect the “construct” language.
- vi. Recommendation: Approve with revisions, return to Exec Committee for final approval.
 - 1. Vote summary: 12 “yes” votes; 1 abstention, 0 “no” votes
 - 2. Summary of the recommendation for revision: Slightly revise the course SLO language to reflect and articulate more clearly to the GELO Area B language, in particular course SLOs D and E to reflect GELO 1 and 2 language.
- f. HDEV 306 Immigrant Youth in Long Beach – Requesting UD-D
 - i. Motion (Wendy Nomura), Seconded (Jason Schwans)
 - ii. Disconnect in the GE Justification where it states that this class “extends the foundations of earlier courses within the human development curriculum”, rather than stating where this course fits within the GE curriculum.
 - iii. Course SLOs reflect the Area D social science GELOs well overall.
 - iv. Minor fix to course SLO 1 language “analyze an understanding of” is confusing/awkward as written. Remove the language “an understanding of” from SLO 1.
 - v. Recommendation: Approve the course.
 - 1. Vote summary: 12 “yes” votes; 1 abstention, 0 “no” votes
 - 2. Summary of the recommendation for revision: Minor revision to the “GE Justification” to fix the statement about extending the foundations of earlier Human Development curriculum. Also, minor revision to the language of course SLO 1 to remove the language “an understanding of” which is confusing.
- g. HDEV 303 Interdisciplinary Approaches to Health Disparities – Requesting both UD-D and UD-B
 - i. Move to next meeting: Did not get to this course proposal today. Moved to next meeting.

VI. Adjournment

- a. Meeting adjourned at 3:53pm