



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

### General Education Governing Committee

#### approved Minutes

November 15, 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](mailto:Florence.Newberger@csulb.edu) Chair, Rich Haesly [Rich.Haesly@csulb.edu](mailto:Rich.Haesly@csulb.edu) Vice-Chair, Lily House Peters [Lily.HousePeters@csulb.edu](mailto:Lily.HousePeters@csulb.edu) (Secretary), [Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu) GE Coordinator, Annel Estrada [Annel.Estrada@csulb.edu](mailto: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, Wendy Nomura, Jason Schwans, Shamim Mirza, Rich Haesly (vice chair), Kerry Johnson, Tiffini Travis, Alexis Pavenick, Yu-Fu Ko

Absent: Daniel Whistler, Angela Locks, Sarath Cornelio, Michelle Taylor, Aparna Nayak

- I. Call to Order
  - a. Meeting called to order at 2:04
- II. Approval of Agenda – posted in Beachboard
  - a. Motion (Alexis Pavenick), seconded (Wendy Nomura)
  - b. Passed with 14 “yes” votes, 0 abstention, 0 “no” votes
- III. Approval of Minutes – October 25, 2021 - posted in Beachboard
  - a. Motion (Wendy Nomura), seconded (Alexis Pavenick)
  - b. Discussion – incomplete sentence in “a.iii”, “rather than” was removed.
  - c. Passed with 13 “yes” votes, 0 abstention, 0 “no” votes
- IV. New Courses – posted in AY 2021-2022 - Course Proposals – New Courses
  - a. HDEV 303 Interdisciplinary Approaches to Health Disparities – Requesting both UD-D and UD-B
    - i. Discussion about the course focused on the strength of “UD D”, but “UD B” seems weaker in the proposal. Also, may be too many SLOs trying to be covered per week in the week by week schedule. Be more intentional aligning the GELOs with the week by week and course assessments.
    - ii. UD-B Feedback: It is not clear how UD B GELO 1 is being met in the week by week or in the course assessment. Need more information about how they are meeting UD B GELOs. For example, the weekly topic descriptions do not clearly demonstrate how the UD B GELOs are being met for quantitative reasoning and/or scientific inquiry. It is not clear if UD B here is being engaged as statistics/mathematical analysis or from a biology science perspective. It is difficult to engage the depth to which the UD-B content is being introduced. Need to clearly show in the proposal how they are covering upper division quantitative reasoning (B4) in the class.
    - iii. UD-D Feedback: The proposal is more clearly “UD D” but more clarification could be added to the Assessments, especially for “In-Class Activities” to explicitly identify where the UD D content is in the case studies and practical writing exercises.

- iv. The committee decided that the proposers can resubmit minor revisions for UD-D this semester, or table and revise and resubmit by next week to get on the agenda for the final Fall 2021 GEGC Meeting.
- v. **Recommendation:** Give proposers a choice: approve with area D with minor revision, or table for revisions to be considered for both areas.
  - 1. Vote summary: 14 “yes” votes; 0 abstention, 1 “no” votes
  - 2. Summary of the recommendation:
    - a. UD-D minor revisions: More clearly align the GELOs with course assessments and add clarification in the Assessments (especially “in class activities”) to explicitly identify where UD D content is located in the case studies and practical writing exercises.
    - b. UD-B major revisions: Expand Weekly Schedule descriptions to show more explicitly how UD-B content is being introduced and engaged. weekly topic descriptions do not clearly demonstrate how the UD B GELOs are being met for quantitative reasoning and/or scientific inquiry. It is not clear if UD B here is being engaged as statistics/mathematical analysis or from a biology science perspective. It is difficult to engage the depth to which the UD-B content is being introduced.
- b. HDEV 327 Approaches to Adolescence and Emerging Adulthood – Requesting UD-D
  - i. Discussion focused on GELOs needing more clarification for which social science discipline is being engaged (specifically SLO 1 (GELO 1) and SLO 3 (GELO b)). For example, could go into more depth/specificity about which social science concepts from psychology, sociology, anthropology are being engaged in the week-by-week. The specific disciplines are more clear in the Bibliography. However, the Bibliography is out of date, newer references are needed.
  - ii. **Recommendation:** Approve with revisions to SLO 1 and SLO 3 and suggestion to update the Bibliography. Return to Exec Committee.
    - 1. Vote summary: 15 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. Revise course SLO 1 (aligned to GELO 1) and course SLO 3 (GELO b) to explicitly state which social science disciplines/theories are being engaged. And a request to consider updating the Bibliography with newer scholarship/references.
- c. HDEV 305 Life Course and Generation in the Arab World – Requesting UD-D
  - i. Ask proposers to check the Pre-reqs to see if they want to keep all of them, or just keep the 60 units
  - ii. Supplemental GELO a is included in the “Course Assessment” and “Week by Week” schedule, but there is no GELO a in the course SLOs. Danny confirmed this is OK with the GE policy. But we can ask them if they want to include a course SLO that covers GELO a since it shows up across multiple weeks and assessments.
  - iii. **Recommendation:** Approve the course.
    - 1. Vote summary: 15 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:

- a. Suggestion to add “GELO a” to course SLO 11. Check pre-reqs.
- d. GERN 200 Journey of Aging – Requesting Area LD D3
  - i. Discussion in the committee noted that the proposal is strong and well-designed and fits the D3 category well.
  - ii. **Recommendation:** Approve the course.
    - 1. Vote summary: 15 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. No revisions recommended.
- e. NUTR 436B Advanced Nutrition II – Requesting UD-B
  - i. Proposal thoroughly demonstrates upper division B, clearly describing the GELOs and how they apply to the course content.
  - ii. **Recommendation:** Approve the course.
    - 1. Vote summary: 14 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. No revisions recommended.
- f. FSCI 232 Food Science – Requesting Area LD B2
  - i. Life science application is clearly described throughout the proposal.
  - ii. Too many SLOs to address (Section VI). The SLOs need to be revised to use verbs that are measurable and assessable. Revise verbs such as “know” and “learn” to be measurable Blooms verbs.
  - iii. Typo in Section VI, where it should be “B2” throughout, revise “B3” and “B4” to read “B2”.
  - iv. Bibliography needs more material, beyond the 3 listed references for the student materials to capture the references that the instructor will use to build the course content.
  - v. Assessments are too generic to assess the level of detail listed in the SLOs.
  - vi. Outline of subject matter needs to be expanded to add more detail/description, especially as many weeks cover all 4 GELOs.
  - vii. Revise SLOs to focus on specific course SLOs and attach the GELOs to the course SLOs, rather than having each GELO have multiple course SLOs. This revision would help better align the assessments to the course SLOs and GELOs.
  - viii. **Recommendation:** Approve with revisions to SLOs, Outline of Subject Matter and Bibliography, and return to Exec Committee.
    - 1. Vote summary: 15 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. The proposal content is well-aligned with Area B2, but revisions are needed to the course SLOs to use measurable verbs and better align to the assessments. We suggest revising the SLOs to focus on specific course SLOs and attach the GELOs to the course SLOs, which will better align to the language of the assessments. Also, expand the descriptions in the

Outline of Subject Matter and add instructor references to the Bibliography.

- g. CWL 344 Literature of the Holocaust – Requesting UD-C
  - i. In the “Assessments” section, the Essay should include GELO 3, because that is where GELO 3 would naturally be assessed. For the Reading Quizzes, GELOs 2 and b are an easier fit than GELO 3 for this type of assessment.
  - ii. **Recommendation:** Approve with revisions to Assessments and return to Exec Committee.
    - 1. Vote summary: 13 “yes” votes; 0 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. Revision needed to the Assessments section to include GELO 3 in the Essay assessment and GELOs 2 and b in the Reading Quizzes, rather than GELO 3.
- h. ENGR 350 Computers, Ethics and Society – Requesting UD-C
  - i. Expand the Bibliography to include additional references to scholarly works in the Humanities discipline focused on the areas of ethics/philosophy.
  - ii. **Recommendation:** Approve with revisions to the Bibliography and return to Exec Committee.
    - 1. Vote summary: 13 “yes” votes; 1 abstention, 0 “no” votes
    - 2. Summary of the recommendation:
      - a. Revise to expand the Bibliography to include additional references to scholarly works in the Humanities discipline focused on the areas of ethics/philosophy

V. Adjournment

- a. Adjourned at 3:30pm