

**General Education Meeting**  
**October 10, 2011**  
**10:00am-12:00pm**  
**Provost's Conference Room (WH 442)**  
**Minutes**

**Present:** D. Best, E. Kulikov, L. Hutton, M. Suchenek, L. Skiffer, E. Magruder, L. Fitzsimmons, K. Ganezer, S. Pawar, J. Bersi, M. Eyman, C. Turner, T. Haney

**Absent:** P. Krochalk, D. Belu, L. Pu, I. Heinze-Balcazar, C. Dales, B. McLelland, M. Banda

- 1. Call to Order:** 10:15am
- 2. Approval of Agenda**
  - a. L. Fitzsimmons moved to revise agenda to table the review of the September 26, 2011 minutes. M. Suchenek seconded the motion.
  - b. Agenda approved as amended. M/S/P
- 3. Approval of September 26, 2011 Minutes**
  - a. Tabled

**Old Business**

**1. HIS 120 hybrid proposal.**

- a. Jim Jeffers from History attended the meeting to present the proposal to approve HIS 120 for hybrid delivery
  - i. J. Jeffers informed the committee that he made the revisions recommended at the last meeting.
  - ii. J. Jeffers provided additional information regarding delivery using video lectures which will be accessed online and discussion that will be conducted during the on campus meeting period. All tests will be face-to-face on campus and papers will be submitted at the on campus meetings.
  - iii. J. Jeffers informed the committee that he discussed the provisions of the EPC document regarding online/hybrid courses and communication with students, since this is a concern of the committee. Based on his conversations with Cathy Jacobs (author of the policy approved by the Senate), Dr. Jeffers determined that, in his opinion, he is in compliance with the University policy. The GE committee recommended threaded online discussions; however, the policy does not require online discussions. Since this is a hybrid course, students will have opportunity to communicate with the instructor in person, as well as email, telephone and office hours.

M. Suchenek stated that he understands that the safeguards are in place to allow students more opportunities to interact with the professor. J. Jeffers informed the committee that students who need immediate feedback can email the instructor. The students will have opportunity to rewind the video lecture if they should miss something. This is an opportunity that the do not necessarily have in class.

- iv. M. Suchenek questioned the issue of continuity, if another instructor taught the class and did not build in the safeguards as Dr. Jeffers has.

- v. The committee is concerned about faculty workload with online courses. By insisting that there are threaded discussions monitored by the instructor, the faculty workload could be increased.
- vi. M. Eyman informed the committee that in her experience, students like the ability to rewind the lecture if they missed something or did not understand the first time.
- vii. The committee expressed concerns about students' commitment to the class and follow through if they can do things on their own time. J. Jeffers responded that just because a student is in a classroom, doesn't mean that they are fully engaged in the classroom activities. He has recently observed students texting on their phones during lecture and not paying attention to the instructor.
- viii. K. Ganezer expressed concern about the grading scale. In his experience if the grading scale equates a percentage of 0-59% as an F, many students would fail. The committee informed him that this is a standard grading scale and that many other disciplines follow the scale as presented for this course.
- ix. E. Kulikov asked if students are required to have special software to view the video. J. Jeffers said that students can access the videos using any internet browser. E. Kulikov also said this is an opportunity to teach students to work independently and that based on the structure of the course as outlined by Dr. Jeffers, the course should work well. She also stated that this will not be the only section of the course. If students do not feel comfortable with a hybrid or online course, they can choose another section.
- b. M. Suchenek moved to approve the course with the requirement that if the course is taught by another instructor, differently than presented by Dr. Jeffers, then the instructor must add an online discussion component to the course. E. Kulikov seconded the motion. Aye: 7, Nay: 0, Abstentions: 0. M/S/P

## **New Business**

### **1. GE Area Review**

- a. Cathy Jacobs, University Student Learning Outcomes and Assessment Coordinator, attended the meeting to speak to the committee regarding the GE Area review process with regards to assessment of Student Learning Outcomes.
  - i. The programs are encouraged to use direct assessment measures, to measure a specific outcome.
  - ii. The program should select the particular outcome that they are going to review and determine how this will be assessed, such as
    1. specific question on a multiple choice/short answer exam
    2. specific writing assignment
  - iii. Assessment requires coordination between the GE committee and the instructor/department
  - iv. In order to assess the outcomes the faculty can use rubrics

- b. C. Jacobs is offering a series of workshops on Assessment beginning on October 11, 2011. There will be several reminders to attend the two workshops. The two workshops will be offered multiple times.
- c. The GE Committee had no questions for Dr. Jacobs. L. Fitzsimmons thanked Dr. Jacobs for coming to speak to the committee.

## 2. GE Representation on UCC and PRP

- a. L. Fitzsimmons informed the committee that Dana Belu will represent GE on the Program Review Panel.
- b. K. Ganezer volunteered to represent GE on the University Curriculum Committee if he can leave a little early to make it to his 11:30 class. He will try to arrange his teaching schedule in the spring to accommodate the 10:00-12:00 UCC meeting time.

## 3. General Education Area A 2.1 Catalog Description – First Reading

- a. M. Suchenek prepared revisions to the General Education catalog based on Chancellor's Office E.O. 1065.
- b. E.O. 1065 uses language such as "will" and "shall." Our catalog copy uses "should." M. Suchenek proposes changing the language to reflect the information in the Executive Order.
- c. The proposed changes can be accessed at:  
<http://csc.csudh.edu/suchenek/GE/GeneralEducationDraft.html>
- d. The proposed changes include:
  - i. A1. Objectives for Basic Skills in Composition  
Students who complete the Basic Skills requirement in Composition **shall** **develop proficiency in oral and written communication in English** [comment: EO-1065 language]. **In particular, they shall** ~~should~~ be able:
    - 2. understand basic logic **and its relation to language** [comment: EO-1065 language]; elementary inductive and deductive process, including an understanding of the fallacies of language and thought;
  - ii. A2. Objectives for Basic Skills in Logic/Critical Reasoning  
Students who complete the Basic Skills requirement in Logic/Critical Reasoning **shall** ~~should~~ be able to:
    - 2. understand basic logic **and its relation to language** [comment: EO-1065 language]; elementary inductive and deductive process, including an understanding of the fallacies of language and thought;
  - iii. A3. Objectives for Basic Skills in Oral Communication  
Students who complete the Basic Skills requirement in Oral Communication **shall** ~~should~~ be able to:
  - iv. A4. Objectives for Basic Library Skills (optional)  
Students who complete the Basic Skills requirement in Library Skills **shall** ~~should~~ be able to:
  - v. B1. Objectives for Physical Science  
Students who complete the Natural Science in Physical Science requirement **shall** ~~should~~ be able to:
  - vi. B2. Objectives for Natural Sciences in Life Science  
Students who complete the Natural Science in Life Science requirement **shall** ~~should~~ be able to:
  - vii. B3. Objectives for Natural Sciences in Science Laboratory  
Students who complete the Natural Science in Science Laboratory requirement **shall** ~~should~~ be able to:
  - viii. B4. Objectives for Basic Skills in Quantitative Reasoning  
Students who complete the Basic Skills requirement in Quantitative Reasoning and Problem Solving **shall** ~~should~~ be able to read and understand mathematical arguments and data, and use mathematics effectively to analyze

and solve problems that arise in ordinary and professional life. They shall develop skills and understanding beyond the level of intermediate algebra. [comment: EO-1065 language] In particular, students shall should:

- ix. C. Objectives for the Area of the Humanities  
The units in Area C are distributed among Humanities, Arts (Art, Cinema, Dance, Music, Theater), Literature, Philosophy, and foreign languages. Ethnic Studies, Gender Studies, or history courses may be categorized in Area C if they emphasize artistic or humanistic perspectives . [comment: EO-1065 language]
- The 9 semester unit package of courses listed under program requirements has been designed so that students completing these courses will meet the above 5 6 objectives. At the same time the package offers the student an opportunity for some individual choice in course selection.
- x. D1. Category 1 Objectives: Individual Perspectives, Groups and Society  
On completing a course in this category a student shall should be able to demonstrate an understanding of the:
- xi. D2. Category 2 Objectives: Global and Historical Perspectives  
On completing a course in this category a student shall should be able to demonstrate an:
- xii. D3. Category 3 Objectives: U. S. History Perspectives  
On completing the course in this category a student shall should be able to demonstrate a knowledge of American History, including the study of ideals, creeds, institutions and behaviors of the peoples of the United States .
- xiii. D4. Category 4 Objectives: U. S. and California Government  
On completing the course in this category a student shall should be able to demonstrate knowledge of the Constitution of the United States including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.
- xiv. E. Objectives for Lifelong Learning and Self-Development  
This area is designed to equip human beings for a lifelong understanding and development of themselves as integrated physiological, social and psychological entities (Title V). Students who complete the Lifelong Learning and Self-Development requirement shall should be able to:
- xv. F1. Objectives for Integrative Studies in the Humanities  
The lower division General Education courses in the humanities are designed to acquaint students with the cultural and historical background as well as the critical and perceptual training that will help them develop aesthetic sensibility, rational and intuitive thought, and creative imagination. Upper division General Education courses in the humanities build on that base, developing integrated humanistic and ordered world-views.  
Students who complete the requirement for Integrative Studies in the Humanities shall should be able to:
- xvi. F2. Objectives for Integrative Studies in the Natural Sciences  
Courses in Integrative Studies in the Natural Sciences and Technology are interdisciplinary courses that build upon the knowledge students have acquired by completing their lower division coursework in the natural sciences and technology. While these courses will include content from disciplines outside the natural sciences and technology, their primary focus is on integration of knowledge within the natural sciences and technology.  
Students who complete the requirement for Integrative Studies in the Natural Sciences shall should be able to:
- xvii. F4. Objectives for Integrative Studies  
Courses in Integrative Studies are designed to utilize and build upon knowledge students have acquired in the breadth of their lower division General Education courses. Integrative Studies courses wed methodology and research from distinctly different areas in order to develop gestalts, integrated knowledge and appreciation of our complex cultural, social and natural environment. An Integrative Studies course will integrate Humanities and the Natural Sciences,

Humanities and the Social Sciences, or Natural Sciences and the Social Sciences so that each area is represented in a significant manner. Area F4 courses will be cross-listed under each represented area.

Students who complete the requirement for Integrative Studies ~~shall should~~ be able to:

**xviii. G. Objectives for Integrative Studies in Cultural Pluralism**

Cultural pluralism involves the interaction within a given society of people with different ways of living and thinking. It is the historical result of the amalgamation of various behaviors, beliefs, technologies and expressive forms. Typically, a pluralistic society includes several distinct social or cultural groups that are interdependent within a common social, economic or political system yet maintain a degree of autonomy in other spheres of life, such as family, recreation, intellectual pursuits and religion. In Southern California, where increasingly the society is multicultural in many significant ways, the need for this dimension in undergraduate education is clear. Consequently, all students will complete one interdisciplinary course in cultural pluralism, which emphasizes the impact of the integration of cultures.

Students who complete the requirement for Integrative Studies in the Cultural Pluralism ~~shall should~~ be able to:

- e. If GE agrees on changes, then will ask department chairs to discuss with the faculty.
- f. Next meeting the GE committee will discuss further, inform units of intended changes and then call for discussion at Senate.
- g. M. Suchenek will send link with information to the committee.

**4. Announcements:**

- a. L. Skiffer asked if SOC should begin collecting data. L. Fitzsimmons stated that Area A plus the other areas scheduled for review this year, minus those that have been assessed in the last 5 years will be reviewed and are required to submit data. Currently we are reviewing Area A; therefore, SOC is not required to submit. L. Fitzsimmons will resend the list.

**5. Adjourn:**

- a. M. Suchenek moved to adjourn the meeting.
- b. L. Hutton seconded the motion.
- c. M/S/P
- d. Meeting adjourned at 11:14am

Respectfully submitted,  
Tracey M. Haney