Chancellor's General Education Advisory Committee
Tuesday, May 17, 2022
11:00 am – 4:00 pm
Zoom Meeting

Minutes

Attendees: Mark Van Selst (Chair), Eniko Csomay (Vice), David Barsky, Nancy Counts Gerber, Julie Glass, Gary Laver, Simon Rodan, Stephen Stambough, Michelle Bean, Regina Eisenbach, Jenni Robinson, Michelle Plug, Raul Arambula, Brent Foster

Standing guests: Qujuana Chapman (CO), Robert Collins (ASCSU Chair), Rick Ford (APEP), Aisha Lowe (CCC), Bob Quinn (CO); Bob Quinn (CO)

Invited guests: Leslie Kennedy (CSU CO), Pam Kerouac (Cambridge International), Leo Van Cleve (CSU CO), Jaishankar Raman (CSU CO), LaTonya Parker (ASCCC), Kieran Mulholland (CO)

The meeting began at 11:03 am
1. Call to order and roll call
2. Chair's welcome and introductory comments
    1. Dropbox, Agenda updates
3. Agenda unanimously approved
4. Meeting structure
    a. Zoom speaker list
5. March Minutes approved (dropbox)
6. Segment reports of items relevant to GE
    a. CCC System Office (Aisha Lowe)
        i. Common course numbering
        ii. There is a stand-alone graduation requirement for the CCC in Ethnic Studies so ES is not just in alignment with the CSU
        iii. Anticipation that the AB928 coordinating committee will be constituted by the summer.
    b. CCC Academic Senate (Michelle Bean)
        i. Ethnic Studies – CCC faculty group is making progress on their competencies
        ii. Title 5 on CC degrees and competencies – will be picked up in the Fall again
        iii. Updates to IGETC standards document that now mirror the Guiding notes for ESL (ICAS, CSU GE) are appreciated
        iv. Collaborative effort on OER (see Newsletter in dropbox and https://asccc.org/events/august-3-2022-900am-august-5-2022-440pm/2022-cal-oer-conference)
        v. Free webinars on academic freedom and Rise Scholars Network (all in the Newsletter in dropbox)

      vi.   Legislation ([SR45](#)) supporting strengthened academic freedom for CCCs passed.
c. CCC AO report (Michelle Plug)
      i.   Singular GE pattern discussed (and its limitations) – UC/CSU differences in GE content/standards/implementation.
      ii.   Common course numbers – problems in articulation and common course numbering systems
d. CSU AO report (Jenni Robinson)
      i.   Prior CCC/AO reports covered the important content
e. CSU Office of the Chancellor (Brent Foster)
      i.   Hiring: Associate Dean is hired now (Caron Inouye); new Analyst for Articulation Transfer (reporting to Quajuana);
      ii.   Finalizing articulation website – for articulation officers
      iii.   Updated AB928 website
      iv.   Efforts to support transcript review (big issue for ADT and transfer) – Brainware (automation of transcript review)
      v.   Modality – particular to distance education and WASC distance education – WASC now says that GE is included in requirements (50% or more threshold – 120 – 48 of that "could be" taken in a virtual mode) -- the move to "possibly taken in" virtual mode is problematic since a single online or hybrid section of any course could mean that there was "potential" to take the course online
- International are prohibited from online only
- Q: Is this now a done deal not a consideration? A: Yes, this is the way.
- Q: What is the process for gaining approval for such a degree in this case? Is the approval by program?? A: Careful that this WASC approval does not imply that it is actually an online degree re: CAL State Apply.
- If we had a requirement that a student had to petition to take > x% online (where x<=50) could demonstrate <50% of student threshold.
- Discrepancy in definitions of what is online and what is not.

      vi.   Quajuana M. Chapman (Assistant Director, General Education and Intersegmental Partnerships):
        1.   Quajuana and Chase Fischerhall (Associate Director, A-G and Transfer Policy Analysis & Coordination, CCC) co-presented at the 2022 CIAC (California Intersegmental Articulation Council) Virtual Conference on April 29th.
        2.   We are in the middle of GE review and reconciliation with our colleagues at UCOP on IGETC courses.
          a.   Approximately 21 CCCs have their GE decisions for this cycle; We plan to get a significant number of additional decisions out to CCCs over the next three weeks.
          b.   Finish reviews for CCC in June
          c.   New curriculum for the CCC GE – this review cycle will be more positive outcomes particularly for Area F
          d.   CSU reviewers review IGETC courses along with UC reviewers.

         e.   UC and CSU agreement on GE decisions ongoing.
- i. These are courses where the initial recommendation or 1st level decisions do not align or agree.

         f.   Also, a very special thanks to our CSU reviewers (reviewed more courses this year than in past years).

3. AB 928 Timeline
4. Q: How does the double review process working? A: Quite well – no major issues but the timing is a little tight
5. Ethnic Studies Area F update:
   a. Many CCCs developed new courses to meet the new CSU requirement
   b. Also, many CCCs took the guidance from last year's review and ES faculty and revised their course outlines.
   c. Over the past year, our office hosted office hours and provided a GE review workshop.
   d. ES course outcomes are better than the first GE cycle.
   e. There are fewer CCCs that need substantial revisions to meet CSU Area F core competencies.
   f. Thank you to CSU ES faculty reviewers

f. CSU Students (CSSA) (Ignasio)
    i.   No report submitted

g. CSU Academic Senate (ASCSU)
    i.   CSU Council on ES met with ASCSU AA/APEP committees:
1. Minor concerns with CSU/UC wording of competencies
2. No objection to treating CSU/UC criteria as interchangeable
3. One suggestion was that the criteria and selection process for who is reviewing the faculty is made more transparent (recruitment standards and process of selection – appointed by faculty?)

    ii.   Four upcoming ASCSU resolutions re: AB928 to be considered May 2022
1. ES definitions (UC/CSU interchangeability of competency descriptions)
2. Oral communication (inclusion and definition)
3. Need for intersegmental discipline expertise to define common understandings (esp. oral comm, critical thinking)
4. Need to establish expectations for review and updating of the singular pathway

LUNCH (12:00)

7. GE consideration re: High school pathways
   a. Current status of credit for prior learning:
      i. AP, IB
      ii. CLEP
      iii. ACE recommendations for military credit
   b. India [Leo Van Cleave]
      i. An introduction only with Shankar Raman (Director of Intl Programs CSU);

India has a similar system in schools to the IB curriculum; the organization in India to oversee this is Central Board of Secondary Education – same set-up as in the UK for K-12; English is the predominant language of instruction; 26K schools are involved in this framework – the majority of the schools are privately owned; The ask is: Can there be a recognition of college credit from these schools?

- Q: College level work after 12th grade is evaluated
- Q: If a central initiative, what are the other countries from which we can attract students this way?
- Q: How are we dealing with the GE credits that the students need? (credit without function is less useful)
- Q: Is it University level? Once it is university level, is it GE?

   c. Cambridge International Curriculum [Pam Kerouac]
- i. AP and CLEP recommendations in previous years
- ii. Cambridge International Curriculum now and in the US
- iii. Partnership with the College Board – redesigned all courses; 160 countries with 10K schools involved in the Cambridge program; in US 565 schools in 35 States.
- iv. Focus: earn credit analogous to AP and/or IB (see slide in dropbox and see AP, IB, and Cambridge credit recommendations (UC version): https://admission.universityofcalifornia.edu/admission-requirements/ap-exam-credits/a-levels.html)
- v. Q: Is it University level? Once it is university level, is it GE?

8. Open Educational Resources [Leslie Kennedy]
   - a. Resources available and in development re: GE
     - i. Academic Technology Services -- https://www.calstate.edu/impact-of-the-csu/technology/academic-technology-services
     - ii. Free vs OER – not all OER are free – affordable learning initiative (https://als.calstate.edu) – Cool4ed (https://www.cool4ed.org/course-showcase) Collaboration with CCC and UC – C-ID (Common ID) https://c-id.net/ -- SB 1359 mark all zero cost materials in the class schedule (https://als.calstate.edu/zccm)
     - iii. OER for GE courses – ES as focus; many grants e.g. CCC $115 mill. to create this; first ES primer is published e.g., "Our Lives – An Ethnic Studies Primer" as an OER -- Race Relations - potentially for Ethnic Studies https://socialsci.libretexts.org/Courses/Long_Beach_City_College/Race_and_Ethnic_Relations_in_the_U.S.%3A_An_Intersectional_Approach -- Cultural Sociology - example of mixing OER in Libretext.org https://socialsci.libretexts.org/Bookshelves/Sociology/Cultural_Sociology_and_Social_Problems (Michelle: ASCCC also has resources here: https://asccc-oeri.org/resources/; and OER collections list: https://asccc-oeri.org/finding-oer-to-use-in-your-courses/)
     - iv. Library resources included in the libraries across the system – supporting ES; Ebsco library database https://www.ebsco.com/products/research-

databases/ethnic-diversity-source ;
- v. Adam Matthew library database - Race Relations in America
  https://www.racerelations.amdigital.co.uk/;
- vi. American Indian Histories and Cultures
  https://www.aihc.amdigital.co.uk/#:~:text=Welcome%20to%20American%20Indian%20Histories,from%20the%20mid%2Dtwentieth%20century;
- vii. American Indian Newspapers
  https://www.americanindiannewspapers.amdigital.co.uk/;
- viii. Proquest LA Sentinel LA African-American Community
  https://pq-static-content.proquest.com/collateral/media2/documents/HNP_LAS.pdf;
- ix. Low cost https://als.calstate.edu/lower_cost_course_materials;
- x. Inclusive Access: https://als.calstate.edu/immediate_access_programs

9. CSU GE Guiding Notes (updates)
   a. See dropbox – in summer guiding notes are updated; IGETC standard language is in the Notes as well; prepare the Guiding Notes at the same time as the IGETC standards --
   https://www.dropbox.com/scl/fi/y7g75uxb029bbfc194a11/Guiding-Notes-Summary-of-Changes-2022-2023-Draft-5-6-2022.docx?dl=0
   - i. The change in language aligns to revisions in IGETC (2.2, 2.3)
   - ii. There was not a CSU Guiding Notes update for 2020-21
     - Q: How much faculty input is there to shape the language of the Guiding Notes?
     - Challenge is the trade-off between system control and faculty control
     - One unified document for the pathways

10. IGETC Standards 2.3 (updates)
    a. DRAFT in dropbox
    Reviewed draft, noted updated language on distance education and previews of Ethnic Studies related language.

11. Ethnic Studies
    a. CSU BoT & UC register action (re: IGETC)
    - i. both systems have approved changes to IGETC
    - ii. will be effective for the Fall 2023 catalog
    b. ASCSU item on Ethnic Studies (IGETC)
    - i. Meeting with AA/APEP and CSU Council on Ethnic Studies
    - ii. CSU CO asked to consider publicizing call and standards for GE faculty reviewers

12. Report on Progress to AB 928 re: common lower division GE for transfer (Van Selst/Csomay/[Collins]/Foster)
    a. ICAS has shared draft outline for common lower division transfer GE pathway (AB928)
    - i. Proposal and cover letter is in Dropbox
      - Q: How does this pattern affect catalogue rights? A: Same rules apply as with ES.
    - ii. Includes possibility that lifelong learning be incorporated in some way in an upper division GE revision
      - CSU may consider revisions to upper division – but that is not part of

what we are dealing with here re: lower division GE transfer

    iii.   American Institutions expectations remains separate (not formally GE)
- Q: Should CSU (ASCSU) clarify expectations for units in AI?

    iv.   Oral communication will need work on definitions and common expectations UC is not ready to give units for skill-based courses, rather content-based courses needed for IGETC so common path may need us to revisit common understandings

    v.   Critical Thinking (writing) will need work on definitions and common expectations

    vi.   ADTs allowed per AB928 to be at 66 units (single pathway eliminates IGETC for STEM and adds those units back into the single pathway in the TMC)

> From Title 5 (5CCR/40508): "Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2013-14 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120 semester unit maximum."

    b.   Nuanced existing differences between CSU GE and IGETC (and IGETC for CSU and IGETC for UC) that will need to be addressed
        i.   Grading
            1.   IGETC no less than C [2.0] for all qualifying coursework
            2.   CSU GE requires 1.7 for Golden Four
        ii.   Implied purpose of AB928 is to have 'one package' (same standards)

    c.   Possible implications for ADTs

    d.   Possible implications for Upper Division GE (reconsideration of UDGE)

    e.   Is the expectation that the "common GE" transfer path will define CSU lower division GE?

13. Carry-Over items
    a.   Common course numbering implications for GE (CCC)
    b.   Strengthening GE (referral to AA)

14. Adjourned at 4:00 pm.

MVS/ECS 5/18/22