

CAB COMMITTEE MEETING: MARCH 2, 2012

Attendees: Kate McCarthy, Bill Loker, Lorraine Smith, Melissa Groves, Ryan Patten, Clarke Steinback, Jim Pushnik, Tony Waters, Sarah Pike, Sara Cooper, Holly Nevarez, Matt Blake, Chris Nichols, David Veidlinger, Kara Maas, Holly Soldavini, Jodi Shepherd, Jessica Clark, Hyunjung Kim

- I. Announcements
 - a. Invitation to the AAC&U meeting on Campus Tuesday at 1 pm in SSC 306. Bill Loker will send out an announcement reminding the committee of the meeting and an invitation to attend.
 - b. Elearning Academy Update:
 - i. Low turnouts over the past couple of meetings
 1. Big issue concerning the ownership of intellectual property seems to keep faculty away.
- II. Foundation Update Report from Thia Wolf. Read by Kate McCarthy
 - a. From the meetings that Thia Wolf had with the different foundation course faculty several things became apparent.
 - i. Ensure that Foundation courses are included on Pathway Communications and invited to all Pathway meetings
 - ii. If a foundation course was in a department that had no other courses in the Pathway, there was much less of a connection to the new GE program and specifically to the Pathway Association
- III. Committee Reports
 - a. WI
 - i. Discussion surrounding ways to manage the WI courses continued.
 1. There was discussion of whether departments could offer WI sections once per academic year or once per semester. This could cause an issue for students trying to complete their WI requirements. May not be as much of an issue this next year but as students start to get farther along in the new program it could become troublesome to complete the requirement.
 2. An option was suggested to the group that would allow WI's to gradually phase in. The idea that next year, as current students phase through GE they will not need the WIs and there won't be that many new students that would need the WIs right away.
 - a. After much discussion it was determined that it was necessary to have at least the lower division WI's available to allow Freshman to get started on their WI requirements. Currently more WI's are offered in upper division GE.

- i. The focus of the Writing Subcommittee will be concentrated on the lower division WI offerings.
 3. David Veidlinger asked if funds within departments could be shifted to the WI's or if there were extra funds in GE. Bill Loker explained that if departments lowered the class sizes in WI courses they would have to make up for it with less major courses. This could be an option for departments that have smaller majors and more invested in GE courses. For departments that have high impact majors, this would be a less enticing option.
 4. Teaching a hybrid WI option was discussed.
 - a. Jim Pushnik will teach a course where certain students can opt for the WI option and others do not within the same course. The WI students would have different assignments and would get more feedback on writing from the Professor.
 - b. Other committee members thought this might be an interesting option to explore. Another slightly different option is to have the WI and non WI sections meet together twice a week and then have a third meeting with the WI students to get one on one feedback of their writing.
 - i. Faculty workload issues will need to be explored but it might be another option for departments and faculty
 5. After much discussion it was determined that this first year was a year of exploration. The committee would work with department chairs, deans, and faculty to figure out the best ways to offer quality WI options for students.
 6. There will be a recommendation that if a WI course is offered at more than twenty students, a submission with an alternate course structure must be submitted to CAB for review and approval.
- b. WI Subcommittee recommendations – distributed and discussed at the CAB meeting. Results from the discussion are listed above.

Statement from CAB WI subcommittee

1. EM 10-01 specifically places a cap of 20 on WI courses, and so we believe that WI courses should be taught with a cap of 20 until the Senate says otherwise, unless, as the EM states, "the department can effectively demonstrate that they meet the Writing Intensive requirement using alternative classroom structures."

It is hard to accept that in our first semester of GE by raising caps of WI courses we are not following the EM.

2. With the exception of ENGL 130, which has an established alternative method of teaching WI courses, there are no WI courses on campus that have demonstrated an alternative teaching method to accommodate more than 20 students.

3. There are many reasons to keep smaller writing courses, such as improve outcomes: research shows many gains from small class and low student-faculty ratios, such as,

- Faculty workload: smaller classes also allow faculty the time needed to accurately evaluate student writing.
- Smaller classes are associated with institutional research on best teaching practices, especially in the area of creating learning communities and a sense of community

4. Several policy statements from groups associated with English or Writing have taken very strong stands on class size.

- The Association of Departments of English (of the MLA), under “Number of Students in Writing Courses” states: “The number of students in each section should be fifteen or fewer, with no more than twenty students in any case.” (http://www.ade.org/policy/policy_guidelines.htm)
- The Conference on College Composition and Communication, under “Teaching Conditions for Quality Education” states: “No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.” (<http://www.ncte.org/cccc/resources/positions/postsecondarywriting>)

5. While CAB understands the current financial situation and the reluctance to approve smaller classes, we would like to provide some suggestions/areas of discussion before large writing courses are universally accepted.

- Raising the cap in other courses to offset smaller WI courses.
- In special cases, the model ENGL 130 currently uses could be implemented in some other WI courses. This model does not save money. To do this it would require an investment by GE to train upper class students to do small group work *and* a group of

students with appropriate skills, e.g Journalism or English. Are there funds available to support expanding the alternative model of teaching WI?

- WI courses that do not meet the 20 cap must submit a plan for approval to CAB that will be reviewed in consultation with the University Writing Committee. This should only be done in special cases.
- CAB views this first year as one of experimentation, but our expectation is that everyone will try to get as close as possible to the 20 cap and will work with CAB and the University Writing Committee to fulfill the goals of Writing Intensive classes as specified in EM 10-01.

c. Website

- i. Each Pathway coordinator was tasked with developing three to four Question and answers to post on their Pathway landing pages. The answers should be 100 words or less.
- ii. It is highly advisable that the coordinators get them submitted to Kate McCarthy by Friday, March 9th.
- iii. The highlight on the home page www.csuchico.edu will be ready on Monday, March 5th. The highlight will link to the GE home page with resource links to the advising workshops, “for students” section, and the GE planning sheet.

d. Communications

e. Substitutions

- i. The CAB Committee moved forward and approved all of the major substitution courses listed below that were recommended for approval.
- ii. Music and Agriculture need to provide more information in order to receive approval from the Subcommittee. CAB voted and approved the motion that if the necessary paperwork was submitted and the substitutions subcommittee approved the major courses, then CAB would approve their recommendation automatically.
- iii. Bill Loker said that he would discuss the need for additional paperwork with the Chairs for Music and Agriculture.
- iv. Kate McCarthy will send out a formal email requesting the information from the Chairs by noon on Monday, March 5th.

AGRI 482: (UD Social Science). No SLOs listed on form, but are in syllabus and GE Area is clearly explained. We need GE SLO info (Written Communication, Active Inquiry?)

Recommend: Approve.

ANSC 101: For Foundations B1. Can we do Foundations substitutions? Either way, we need to see SLOs, and their justification and a syllabus. Inclined positively but no decision now.

MUSC 201 (also for Ind/Tech) (LD HUM): Not clear how meeting the GE SLOs; is a “skills” class (EO 1033: “Area C excludes courses that exclusively emphasize skills development”).

Recommend: Not Approve. (but they are invited to articulate fully the rationale).

MUSC 302 (UD ARTS/HUM): Looks like a GE class; we do need a clear justification of how the “Creativity” SLO will be met.

Recommend: Approve

MUSC 309 (Ind/Tech) (UD ARTS/HUM): Does not justify how this is an Area C (as defined in EO 1033) course for UD GE credit in Arts/Humanities.

Recommend: Not Approve. (but they are invited to articulate fully the rationale).

MUSC 304 (LD ARTS): Can an UD course sub for a LD course? SLOs: OK on Diversity, Global Engagement and Written Communication. Either delete Critical Thinking and Active Inquiry, or justify them.

Recommend: Approve.

Nursing: **PSYC 101** for LD Societal Institutions: A very high unit major, and they are doubling up on Area E. This has been allowed in the past.

Recommend: Approve.

NURS 303: BSN program (UD Science). This has been allowed in the past. Need to make explicit the GE SLOs (Critical Thinking, Active Inquiry, Diversity?)

Recommend: Approve.

NURS 495W: RN-BSN (UD Science). This has been allowed in the past.

Need to make explicit the GE SLOs (Active Inquiry, Critical Thinking).

Recommend: Approve.

PHIL 108, 201: (LD HUM) Justifications of GE Area and SLOs met are clear and convincing.

Recommend: Approve.

PSYC 399H, 401: Actually a capstone sub request.

CAB SUBCOMMITTEES

Website Subcommittee

- Matt Blake
- Sara Cooper
- Mitch Johns
- Jim Pushnik
- Bill Loker

Substitutions Subcommittee

- Chris Nichols
- Sara Cooper
- Jessica Clark
- Daniel Veidlinger
- Holly Nevarez

Assessment Subcommittee

- Kate McCarthy
- Ryan Patten
- Clarke Steinback
- William Loker

Communications Subcommittee

- Lorraine Smith
- William Loker
- Kate McCarthy
- Hyunjung Kim