GENERAL EDUCATION COMMITTEE RECOMMENDATION FORM

REQUEST FOR "AREA B4: QUANTITATIVE REASONING" DESIGNATION

TO: _____Elizabeth McNie_ ____, Chair, Curriculum Committee

FROM: ___Tomas Oppenheim____, (Interim) Chair, General Education Committee

DATE: 3_4_2022

SUBJECT: ____GSMA 3--_International Political Economy_____

Proposed Course Subject: GSMA 3--
Proposed Course Title: International Political Economy
Submitted by: Amy Skoll
Date Submitted: 3_1_2022

GE COMMITTEE SUMMARY
In the space provided, please include the following information: when the committee met, who was in attendance, who was absent (and for what reason), a record of the vote/decision, and a brief summary of the committee discussion (including justifications for decisions and dissenting opinions):

GE Committee Meeting: 3_1_2022
Committee Members in Attendance: Aparna Sinha (Area A rep), Colin Dewey (Area C rep), Ariel Setniker (Area B Quantitative Reasoning Rep), Katherine Luce (Area E rep), Ryan Dudley (Area D rep), Michael Strange (ET rep), Joshua Shackman (IBL rep), Tom Oppenheim (Interim Chair and ME rep)

Committee Members Absent: Jordan Taylor (MT rep), Cynthia Trevisan (Area B Science rep)

Non-Committee Members Present: Graham Benton, Julia Odom

Committee Vote to Approve IPE as Area B4 Quantitative Reasoning: 7 yes *, 1 abstain, 0 no

***Committee approves IPE as GE Area B4 Quantitative Reasoning with following two amendments:**

a. **List Math 107 as a prerequisite**
b. **Add GE GELO's to syllabus**

2. Tom begins meeting and offers to take notes
3. Amy presents updates for IPE -> more practice for quantitative reasoning -> hw, projects will have more of a quantitative rigor
    a. CCR and syllabus -> new assignments quantitative heavy

i. Final project -> ask a research question and create an original data set and run a basic regression analysis
ii. Loads of statistical analysis -> they will be taught regression analysis
iii. Little bit on game theory and spatial modeling -> international trade

4. Ariel -> Amy has done incredible amount of work to collaborate -> main concern in beginning not clear how quantitative course will be
    a. Replication assignment eased concerns -> Ariel proposes course is ready to move forward for a vote
    b. Brent and Taiyo -> they think articles pretty mathy that with little exposure to calculus may be daunting but can spur mathematical curiosity -> a lot of faith as a b4 course
    c. Assessment plan -> Need to add -> amy added quite in course assessment plant
    d. CCR should be lasting -> don't want to keep updating -> list of those enough specificity
    e. GE course outcomes need to be listed in CCR? Match to EO 1100
5. Colin agrees with GE outcomes
    a. Colin -> student must have satisfied area A3 language??? In syllabus ?? ->
    b. Julia -> peoplesoft cant check pre req based on statement
6. Taiyo -> pleasure to work with Amy on CCR and appreciates
7. Kitty -> curious about pre reqs -> Colin favors GE areas listed -> For example, has the student had freshmen comp before taking advanced English class
8. Julia Odom -> can be tricky either way -> Colin correct that if you name specific course can be confusing for transfers -> doing something more global -> make sure meet GE requirements
    a. Julia -> courses designate for certain GE areas
    b. Amy -> students must have fulfilled GE area pre-req -> ok for this CCR?
    c. Ariel -> statistics should come before -> students with only math 100 wont be prepared enough
    d. Amy -> will add math 107 as a prereq
    e. Kitty -> does stats have a GE designation?
    f. Ariel -> yes came from Graham
    g. Ariel -> do GE prereq's also need to be GE ?
    h. Graham -> yes? Needs to double check
    i. Kitty -> upper div GE needs to have lower div GE -> Aparna as well
    j. Julia -> stats is a B4!
    k. Colin -> catalogue does not list mth 107 not listed as B4
    l. Julia -> people soft same as caraloge
    m. Amy -Approve with condition of adding GELO and adding mth 107 prereq
9. **Committee members vote to approve International Political Economy as Area B4 Quantitative Reasoning course with the following two amendments:**
    a. **List Math 107 as a prerequisite**
    b. **Add GE GELO's to syllabus**
        i. **7 yes, 1 abstain, 0 no**
10. Tom introduces second point on Agenda -> AB 928
11. Colin -> AB 928 -> going to affect GE -> ascsu senators are looking for feedback -> transfers requirements -> only one pathway for uc and csu -> total unit count would go down since csu is less than UC -> as csu senators are looking for feedback
    a. Big issue -> change GE
    b. Graham -> we need to be prepared for this -> guidelines are being prepapred

c. Colin -> proposes plan to watch and wait

12. Meeting adjourns
13. Kitty -> After meeting ends Kitty sends email to Amy and Tom asking the following questions:
    a. I noticed that the CCR still refers to GE Area D, which I thought was to be removed. Are you planning to keep it in, in which case the committee should discuss it before the class goes to the curriculum committee, or was the Area D language just left from an earlier draft?

When reviewing courses, the GE Committee considers how well a course accords with the description of the subject area in EO1100, and whether or not the course will require that students satisfy the Cal Maritime General Education Learning Outcomes:

EO1100 Description of Area B4: Mathematics/Quantitative Reasoning	GE Committee Discussion Notes
Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example. Satisfaction of CSU GE Area B4 Mathematics /Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.	

Cal Maritime GE Learning Outcomes: Area B4	GE Committee Discussion Notes
GELO 5: Demonstrate ability to reason quantitatively.	
GELO 6: Explain and apply mathematical or quantitative reasoning concepts to solve problems.	

When reviewing courses, the GE Committee also considers the "IGETC Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 2.0" (updated May 2019) and the "Guiding Notes for General Education Course Reviewers" (updated October 2019) which were "developed based on recommendations from the faculty and staff who review course outlines proposed for lower division general education credit in the University of California (UC) and the California State University (CSU)."

IGETC Standard for Area B4 Courses	GE Committee Discussion Notes
10.2 Mathematics and Quantitative Reasoning: The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in baccalaureate level mathematics or statistics, with a stated prerequisite of intermediate algebra or equivalent.* Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra or equivalent* as a prerequisite. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse. The prerequisite for Mathematics courses is intermediate algebra or equivalent; the equivalent should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UCTCA Guidelines for Mathematics and Statistics: https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca- policy/regulations-by-subject-area.html Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement. "Stretch" Mathematics or Statistics courses (i.e., blended courses that include both transferable content and remedial content) may be approved only if both/all courses in the "stretch" course sequence are successfully completed with "C" grade (2.0 on a 4.0 scale) or higher (or the equivalent) and the transferable course content is otherwise comparable to a 'standard' Mathematics or Statistics course.	

The GE Committee votes on whether or not a course should be classified as "General Education" based on the criteria above. However, the committee should preserve a record of any discussion regarding potential impact across the university, overlaps with existing courses, concerns about assessment (including recommendations regarding learning outcomes, assessment plans, etc.), and anything else the committee deems important for the Curriculum Committee to consider in the space below:

Additional Discussion Notes