Present: Martina Bremer (COS), Robin Love (CoEd), David Parent (COE), Peggy Plato (CASA), Revathi Krishnaswamy (HA), Simon Rodan (COB), Matthew Spangler (COSS), Melinda Jackson (EXO), Stephen Branz (EXO)
Absent: None
Apologies: None
Guest: Romey Sabalius (WLL-German), Damian Bacich (Chair, WLL), Jinny Rhee (AD, UGRD COE), Pat Baker (COE), Maureen Smith (CHAD)

Start: 2:05 pm

1. Approval of Minutes from September 24th, 2015

**Action- Approve Meeting Minutes from September 24, 2015 with adjustment: 6-Yes, 0-No, 0-Abstain**

2. GERM 1A/B
   a. How will the assignments align to the GELO’s for C2.
      i. They now engage in cultural reflection.
      ii. Essays revolve around architecture, culture this can be done in English
      iii. Some assignments are written in German.
      iv. The main writing assignment is written in English requires 500 words.
   b. The language courses have been attempting to get C2 because they are articulated with community colleges and some students who take it at the CC get C2 credit whereas students who take the language course at SJSU do not.
   c. The German courses were redeveloped per the adjustments requested and made to the other language courses that were submitted AND approved last year by BOGS.
   d. We need to look at more than just print literacy, as long as we focus on the language “literature” when reviewing C2 proposals.
   e. The goal of this course (or any language course) is to teach students the language, the culture and engaging them at a global level.
   f. S01-14 - There is a line in these guidelines that states that C2 could incorporate the foreign languages (elementary or intermediate). The whereas’ were cut out when the policy was rescinded under the new guidelines.
   g. It appears that the committee has agreed this is possible, we just needed more information about how they students will meet the outcomes in assignments.
   h. More structure in syllabus linking assignments with assessment.

3. Time restraints in reviewing, presentations, and how often we allow revisions before we ask them to resubmit after a specified time.
4. ENGR 60SL
   a. Not required of majors
   b. Students would take one section at 1 unit, another at 2 and when student completes 3 units total they get Area A1
   c. This is hard to program, as the course would be tagged as A1, it could do it if it was set up in a sequential type manner.
   d. The oral communication portion of the A1 does not appear it will be met properly.
   e. Ethics: how it is assessed is not outlined; the proposal only makes a statement that it will be learned via websites.
   f. It is possible to create an oral communication outline without engaging with audience, as per the GELO
   g. 15% of grade is oral presentation when A1 is focused on oral communication. The guidelines say it should be at least 50%.
   h. The weights on assignments is a bit off considering the GELO’s that should be addressed.
   i. If this course is going to be held at same time as the other courses, is the expectation that the student in this course would do all the oral presentations?
      i. No the intent is that they wouldn’t because the higher level students would have more knowledge about some of the project concepts that would be discussed.
   j. Work with COMM studies as they have a similar course that might be able to help develop the communication portion of the course.
   k. Does this or will this meet the Service Learning outcomes that our part of the curricular guide with GUP.

**TABLE-** Return to department for update of syllabus. Per comments given to Jinny Rhee.

5. ENGR 195C/D
   a. The faculty member who developed this course started losing students when each department started to offer their own S and V courses. This course would allow students to work on interdisciplinary projects. It is meant for Mechanical Engineering Students.
   b. This is part of the S and V provisional package engineering was approved for.
   c. 195C does not address GELO 2 and 3 was addressed by short quizzes.
   d. Modeled exactly after the ME 195A that was already provisionally approved.
   e. 195C the GELO 3 didn’t read right, so might need a little tweaking.
   f. Course assessment schedule appeared to be the 60SL.
   g. ENGR 60SL, ENGR 195C and ENGR 195D will all be taught at the same exact time, in order to develop groups that contain 3 academic levels of students so the groups can keep some consistency with their project teams.
h. The rigor and assignments are different for the various courses.

**Action- Approve ENGR 195C & 195D with provisional approval co-terminus with the other Sr Project courses for S & V in Engineering:** 6-Yes, 0-No, 0-Abstain

6. Area E FYE Initiative-
   a. Received a grant to pilot a block advising pathway.
   b. Groups of cohorts created with native students to guide them through an outlined advising path as a group.
   c. The goal is to get them to take area E by third semester.
   d. Previous FYE course was not meeting needs, and redeveloping to meet the GELO’s for Area E.
   e. They have broken up the new FYE Learning Outcomes to the Area E GELO’s which were reworked to align.
   f. This is a five year project, and wanted to get BOGS feedback to see if they are on the right track to enhancing FYE and creating more FYE courses in the Area E realm.
   g. Go to the current Area E courses to talk with those coordinators about whether this content can be included with their current course structure.
   h. Verbiage needs some adjustments.

7. JS 15

**Action- Approve JS 15 with note for syllabus that all students are required to attend all three Final Presentations:** 6-Yes, 0-No, 0-Abstain

8. KIN111I

**Action- Approve KIN 111I (6-0-0) suggest to broaden within Commonwealth:** 6-Yes, 0-No, 0-Abstain

Adjourn: 4:30pm