**Present**: Josh Bearden **Chair**, Curtis Corlew, Cindy McGrath, Anthony Perri, Nancy Ybarra, and

Shondra West (Note taker)

**Absent**: Natalie Hannum A’kilah Moore, and David Reyes

**Guest**: Speech Professors: Marie Arcidiacono and Shelia Rodolfo

CURRENT ITEMS

1. **Meeting called to order:** 2:14pm
2. **Announcements & Public Comment:**

None

1. **Approval of the Agenda**

**Action**: Approved; unanimous

1. **Approval February 3, 2017 Minutes**

**Action**: Approved with corrections; (M/S): Perri/McGrath; unanimous

* Remove from Guest: POLSC student
* Nursing COOR is being revised and will remain tabled

1. **Discussion/Possible Revisions of Prompt**

**Action**: Approved with recommendations; (M/S): Perri/McGrath; unanimous

The committee reviewed the GE prompt that was previously approved. Josh shared the recommendations received by departments regarding possible changes/improvements to the prompt.

**Speech Department Recommendations**:

* Change the prompt from persuasive to oral presentation to answer the prompt.
* Change the timing of the speech to 3-5 minutes.
* Clarify how students will address the problem of global interdependence.

**Discussion**:

* + Language was used was from the GE criteria creative thinking/problem solving component. Students will address the global diversity form a worldview perspective.
  + Provide specific examples of suggested topics to guide students without leading them. Examples may hinder the video creativity, however students should craft their video with appropriate guidance from the instructor. Video support will be available for students.
  + Require students to provide three examples what they learned from class that will help students think creatively about the problems in the world today; tie the class to the prompt.
  + More information about the prompt; technical details will be provided as a separate document.

**Biological Science Department Recommendations**:

* Replace the wording “change” with “inform” or “influence”; how did this class inform or influence your understanding of global interdependence.
* Identify the speech structure as three parts: opening, body and conclusion.
* Visual aids are allowed as props in the video or used to speak before an audience. The camera must be directed on the student at all times.

1. **COOR Approval**

**Journalism 110 - Writing for the Media**

**Action**: approved; unanimous

Updated the COOR; modified the language, CLSOs, self-evaluation - portfolio, weighting, and textbooks.

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| --- | --- |
| **GE SLO 1: oral/reading/writing Nancy** | This course has reading, writing, and speaking; CSLO1 oral and CSLO3 writing & reading assignments required. |
| **GE SLO 2: interdisciplinary Cindy** | This course covers written and reporting assignments on various topics. |
| **GE SLO 3: creative & critical thinking - Curtis** | This course incorporates analytical (creative/critical) thinking; figuring out what’s important. |
| **GE SLO 4: Ethics - Anthony** | This course encompasses ethics in CLSO 5 and 6. |
| **GE SLO 5**: **Worldview - David** | This course covers multicultural perspectives in CSLO 5 and 6. Page 9-10 covers multicultural sensitivity. |

1. **Assessment Planning** - The committee discussed the assessment rubric categories: Oral, Creative Thinking, and Global Learning using a template from Association of American Colleges and Universities:

* Change the titles from capstone, milestones, and benchmark to highly proficient, proficient and not proficient.
* **Oral Communication**
  + Column 2 row 5 – revise the supporting material statement.
* **Creative Thinking** 
  + Column 1 row 3 and 5 change the titles “taking risk” and “embracing contradictions”.
  + Column 2 row 6 remove the language innovative thinking and use Milestone 3 language.
  + Column 3 milestones 2 & 3 add more information as meeting proficiency.
  + Column 3 milestone 3 use as being highly proficient and milestone 2 as proficient.
  + Column 5 row 5 (benchmark) change the word from “acknowledge” to embrace.
  + Column 5 row 3 remove the entire benchmark language.
* **Global Learning**
  + Column 2 and 3; row 3 and 6 delete the language in perspective taking and understanding global systems.
  + Column 2 capstone language is a higher structure; eliminate altogether.
  + Column 3 use language identified in milestone 3 as highly proficient.
  + Column 5 retain language in benchmark as being proficient.
  + Column 5 add “does not” language as not being proficient.

**Meeting Adjourned** 3:53pm