

Present: Ed Haven (Chair), Curtis Corlew, Ryan Hiscocks, Cindy McGrath, Ryan Pedersen, David Reyes, and Nancy Ybarra

Absent: Iris Archeletta, Nikki Moultrie, Anthony Perri, Jenny Smith, and Shondra West (note taker)

Guest: Josh Bearden (Academic Senate President)

1. Meeting called to order 2:43 pm Location: L-215 Professional Development Room (recorded)

CURRENT ITEMS

2. Announcements & Public Comment:

None

3. Approval of the Agenda

Action: Approved; (M/S: Hiscocks/McGrath); unanimous

Requested by the Academic Senate to include detailed - written language to GE's agenda items (number 8).

4. Approval of the Minutes February 27, 2019

Tabled next meeting

5. GE COOR Review

None

6. Academic Senate Debrief

A summary of the 3.11.19 Academic Senate (AS) meeting item 8: **Second Reading – GE Resolution I or GE Resolution II** was shared with the GE committee.

- AS requested that GE work with Guided Pathways, Admissions & Records, student representatives, and other department representatives to redesign the GE model.
- AS's concern regarding GE not following the Brown Act to develop a resolution as an action instead of it being a discussion.
- A recommendation to create a joint committee with Guided Pathway, GE, Counseling, Office of Instruction to redesign the GE model. AS approved to reroute the two resolutions to GE.
Motion to approve creating a joint taskforce with recommendation deadline of April 24th with each member from GE boxes (PT or FT), Admission and Records, Office of Instruction, Counseling and a Manager. – Approve (M/S; J. Townsend/C. McGrath) – Unanimous
- In 2010-11, concerns arose from the assessment processes during the review of courses to meet ADT qualifications; the processes needed further review to determine a fair practice.
- GE will report to AS on their progress concerning next steps.
- Guided Pathway (GP) takes a holistic 360 view of the college process and creates a line of path to degree entries. GP intent is to provide a holistic education based on the state criteria.
- Currently, GESLOs embeds some of the GP outcomes (pedagogy). Whereas the GE requirement list: LMC GE list differs from CSU/IGETC. In the past, courses that met GE LMC courses identified with letter "L"; transfer identified "S"; both LMC GE and transfer; or neither identified asterisk "*". GE can work with GP to build a requirement model versus embedding

SLOs into pedagogy. Over time, the 18 minimum program requirement replaced the high unit GE model.

- The original GE requirements were reduced in 2012. In terms of GE boxes (4), if a Nursing waiver is accepted, an additional GE requirement box is reduced to three.
- A concern is that should faculty embed GESLOs into their courses versus teaching strictly to the subject criteria, e.g. Philosophy teach to ethics? Should the institution require students to satisfy GE requirements from selected courses within GE boxes and eliminate the embedded GESLOs in course structure that's currently in place?
- Can the institution make an inform decision without the GESLO's historical practices and intent explanation? Should there be different SLOs or should the institution shift to ISLOs for meta majors? There are several implications that affects the GE model and broader conversations are needed.
- With Liberal Arts (Science and Math) degrees, consideration of the impact to remove GESLOs. Liberal Arts degrees requires GE courses.
- Overall, the recommendation to reexamine the entire GE model as meeting either specific GE requirements versus embedding pedagogy.
- Most local degrees have been replaced by ADTs; Biology, Math, Chemistry, etc.; those impacted is Nursing majors.
- In addition, transfer students achieve higher-level baccalaureate degrees (do not participate in graduation) do not fulfill local GE requirements. IGETC transfer students can receive a local degree without completing the GE requirements. There are two-pathways to receive an associate; IGETC and GE. With nursing majors, it requires taking additional classes (GE and/or transfer) to satisfy GE or IGETC.

7. Semester Goals

In consideration to establishing semester goals and address item 6 for the semester the committee brainstormed the following ideas:

- Bring all elements shared (item six) into a group discussion - Julie (GP), departments, etc.
- Have a Friday meeting or ask to add an agenda item to GP meetings.
 - Attend the GP upcoming retreat.
- Finding Ed's replacement, they can shadow the process and maintain the GE redesign project.
- Deans convene a division meeting to receive feedback from their areas.
 - Write a proposal based on the feedback results and present to the senate.
- Recommend removal of the GE model and incorporate a newer version; consider DVC's example
- Offer a Monday meeting.
- Consider changing interdisciplinary to information literacy and rewrite critical thinking.
 - In consideration of changing the premise of the GE Model; ask a smaller group whether the infused model still valuable and what's the faculty contribution and how many GESLOs to incorporate (3 - 5).
- Clarify the goal to determine the multitude of outcomes as reinventing the entirety of the GE model.
 - Determine whether departments are opting in/out
 - Determine if the infuse model is doable

- Create an integrated model that aligns to IGETC requirement similar to DVC.
- Define the long-term goal as an institution offering diplomas, becoming an institution of education, or being a GP technical training center. It was shared, past practice was to educate citizens, foster ideas, offer community engagement, and develop lifelong learners versus increasing graduation numbers.
- Determine the realistic practice of teaching to the COOR versus teaching in the classroom; how to hold people accountable to the model.
- Offer a potential professional development opportunity on writing COORs.
- Ed will reach out, bring more voices into the discussions, and pursue GP discussion.

8. Resolution of the LMC Academic Senate regarding local General Education Area A

Tabled.

Meeting adjourned 4:01 pm

Meeting Dates: Spring 2019 April 10, 24 and May 8

Location and Time: L105 2:30 - 3:55 in L-105
