**Present**: Sara Toruno-Conley (English Faculty), Interim Chair; **Voting Members**: Tess Caldwell (English); Cindy McGrath (Journalism), notetaker for the day; Robert (Bob) Moore (Science Faculty); Diwa Ramos (Math Faculty); Ryan Tripp (Social Sciences Faculty); **Non-Voting Members:** Ryan Pedersen (Dean of Instruction: Math & Sciences)

**Absent:** Jeffery Bui (LMC Associated Student); Rikki Hall (Director of Admissions & Records); Adrianna Simone (GE Chair)

**Guest**: Morgan Lynn (English Faculty, Curriculum Chair)

**Meeting called to order**: 1:05pm Location: Online – Zoom Meeting

**CURRENT ITEMS**

1. **Welcome, Public Comment and Announcements:**
	* Experience put out the third edition for the semester. It is also available online.
2. **Approval of the Agenda — Action:** Approved with edits (M/S: B. Moore/D. Ramos); unanimous
	* Chair recommended changes: Transpose items 5 and 6 to accommodate the attendance of Curriculum Committee Chair Morgan Lynn.
3. **Approve Meeting Minutes Sept. 28, 2022** **— Action:** Approved with corrected spelling of the word “interim” (M/S: D. Ramos/B. Moore); unanimous
4. **GE CORs Quality Check: Rubric and Course Cohort — Discussion:**
* This may really be two distinct topics, and do we have time today for both:
	+ Developing a rubric from the SLO descriptor packet with which to evaluate course outlines
	+ Developing a model-wide process to establish quality control.
* B. Moore suggested creating a flow diagram detailing how the process of writing and evaluating a GE course outline actually works, making each stage clear for faculty.
* C. McGrath suggested discussing the feedback loop and how to handle courses missing integrated GE SLOs and sample assignments to assess them.
* Everyone agreed the more urgent task is to create a flow chart that includes all the permutations of GE courses: new courses requesting to be GE; revised GE courses; courses new to the LMC GE model as a result of transferring as GE; etc.
* The chair opened a Google document and the committee began creating a basic flow chart.

**First Step**

Different types of CORs we might receive (different scenarios):

* New courses
* Those never aligned to our model (Most challenging/concerned over)
* Those aligned to the new model (being updated)
* Those aligned to the old model

**Second Step**

Determining which GE SLOs should the COR map to

* Bring up GE descriptor document
* Look at the catalog
* eLumen revisions (changes made over summer):
	+ Author could pick the GE SLO(s) they are mapping their COR to, or a default GE SLO could be chosen
	+ Sample GE assignment box
	+ Ryan’s comment in chat: faculty can check the “other” box to include a GE assignment
* Closing the loop: who’s job is it?
* Feedback loop in eLumen: Larger conversation in curriculum committee, how CORs can move through to tech review, but have a check of all feedback given from different areas. (<<already happening)
* M. Lynn joined the group and suggested the committee consider whether it needs to create a process to close the feedback loop with GE faculty in terms of the comments it makes in eLumen regarding current and future course revisions, and GE SLO mapping. Some of the issues involving GE are technical in managing committee workflow with the way eLumen software works. Other issues are philosophical: For example, does the GE Committee want COOR authors me map to just one primary SLO, or as many as possible?
* B. Moore asked whether we might want to integrate some changes into eLumen, if possible, to streamline the process for everyone. He suggested a checkbox for GE courses and an auto-fill SLO depending on the requirements box the course is designed for, with possible additions.
* C. McGrath added that back in spring 2021 the sample assignment area was supposed to be redesigned to include a spot for sample GE assignments. But eLumen changes happen over the summer break and that fell through the cracks as a result of staffing changes that summer.
* Time for this item ran out so work will continue at the next GE meeting.
1. **New GE Transfer Requirements — Discussion:**

S. Toruno-Conley and M. Lynn each shared screens showing slightly different visuals of the proposed new Transfer Curriculum to UC/CSU. It incorporates the new Ethnic Studies requirement legislated by the state and capped at 34 total GE units.

* C. McGrath asked M. Lynn about whether the two-course Civics requirement remains in place and noted that if so, that would effectively eliminate behavioral sciences as courses to fulfill the two-course Social and Behavioral Sciences category. M. Lynn said the model is still evolving.
* M. Lynn said the Curriculum Committee may be creating a task force to discuss the implications of the new model. She said GE and Curriculum committees also need to investigate whether the new singular GE pattern has any implications for the local degree’s GE pattern.
* R. Pedersen noted some of the implications may involve issues around scheduling and FTE and which courses live in which requirements boxes.
* It was also noted, tangentially, that the Academic Senate would like to discuss with GE folks the fact that a student could conceivably complete the local LMC GE model with one science course and the rest English courses because some English courses have been approved for several different requirements boxes: Humanities, Social and Behavioral Science and Ethnic Studies. Is that desirable from a discipline and/or staffing perspective? The concern is less about the breadth of the content and more about the breadth of interaction with faculty from different disciplinary areas.
1. **Incoming GE CORs: Questions and review any CORs needing GE review**

Since the committee was running short on time, S.Toruno-Conley said there was just a single course to be evaluated and that she would contact a couple members to handle the work outside the meeting in time for Curriculum Committee review.

Meeting adjourned at 2:32 p.m.