

**Present:** Cindy McGrath, Chair; Curtis Corlew, Ryan Hiscocks, Anthony Perri, Nikki Moultrie, Nancy Ybarra, LMCAS: Christian Ortiz, Note Taker: Shondra West

**Absent:** Iris Archuleta, Ryan Pedersen,

**Guest:** Julie Von Bergen

## **CURRENT ITEMS**

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Meeting called to order 2:37 p.m. Location: L-105

1. **Announcements & Public Comment:** None
2. **Approval of the Agenda**  
**Action:** Approved; unanimous
3. **Approval of the Minutes from Date 9/11/2019**  
**Action:** Approved; (M/S: Hiscocks, R./Perri, A.) one (1) abstention Ybarra, N.
4. **Curriculum Review**

### **POLSC-060 Introduction to Law and Society**

**Action:** Approved with recommendation; unanimous

**Recommendation;** Re-evaluate the CSLOS to meet interdisciplinary and ethics. Add the ADT PSLOs to the COOR. Ryan H. shared the department would like to cross-list this course with public policy; however this department does not exist. Nancy shared to follow-up with Nikki Moultrie regarding cross-listed requirements between departments and courses. Add explicit language to the essay assignment reflecting history and economic as meeting interdisciplinary. Include that CSLO 2 meets GESLO 4 ethics requirement; overall review the re-keying of GESLOs to CSLOs.

**GESLO1 (reading, writing, speaking)** – This course meet the rubric for reading, writing, and oral, which the requirements are covered throughout the COOR; e.g. assignments, assessments, CSLOs, and grading.

**GESLO2 (interdisciplinary)** – CLSO 2 indicates applying other disciplines; history, economics, and political science. Essay assignment state criminal trail and appeal process; moreover, add explicit language about history and economics, even though landmark cases covers history and analytics speaks to economics.

**GESLO3 (creative and critical thinking)** – Students are required to critically analyze Supreme Court cases and complete in-class assignments critically assessing the argument of Supreme Court cases and supporting program effectiveness with the fourth amendment. Students are required to determine if the court made the right decision and justifying their decision, in addition compare and contrast court cases.

**GESLO4 (ethics)** – The COOR integrates ethics with the expectation of CSLO 2.

**GESLO5 (worldview)** – Ryan H. questioned if the COOR meets the global perspective to include diversity in U.S. It was determined U.S. laws meet worldview, because treaties cover international content; in addition, John Locke is from England which adds a global perspective; also U.S. law is based on English and French law; the COOR speaks to criticism of law, feminism, race, libertarianism, and extends beyond natural centralism (British law); overall this course covers multiculturalism. The COOR excludes the measurement of worldview/multiculturalism as part of the assessment tools. The court cases

covers race, age, cultural, etc. meeting the overall intent of the worldview SLO. The committee agreed the COOR content meets worldview requirement.

### **BIOSC-005 General Biology**

**Action:** Approved with recommendation; unanimous.

**Recommendation:** Remove GESLO3 creative and critical thinking from CSLO 3

**GESLO1** (reading, writing, speaking) – This course meets the GESLO1 requirement for writing via lab, activity, exam reports; oral via group presentation; and reading via assignments.

**GESLO2** (interdisciplinary) – The COOR covers local and global consequences of human practices outside of the focus on personal health. Speaks to ethics; bioethics and environmental health issues.

**GESLO3** (creative and critical thinking) – Analyzes concepts of social norms and procedures; connections with and analysis of social cultural and health behaviors; midterm question requires that students analyze the differences of the Pima Indians of Arizona and Pima Indians of rural Mexico to include different rates of diabetes; and critical and creative and critical thinking based on how social cultural preferences influences personal lifestyle choice. (CSLO 3 critical and creative thinking not visible so recommends removing this from the key since it appears elsewhere.)

**GESLO4** (ethics) – The course integrates ethics activities throughout the COOR framework.

**GESLO5** (worldview) – This course covers lifestyle choices, local resources, the impact on health of local and global environment and human activity, and social norms. CSLO assessment instruments cover diverse perspective such that students compare communities; nutrition lifestyle choices by comparing cultural norms; the impact on health via low-income women. In addition, it covers critical disparities on who gets medical testing; socioeconomic health factors contributing to the factors with aligning to diversity.

### **BIOSC-010**

**Action:** Approved with recommendation; Unanimous

**Recommendation;** remove GESLO3 as being met in CSLO2.

**GESLO1** (reading, writing, speaking) – This course covers oral presentations; writing in multiple formats via short essay exams, written and lab reports; and textbook and class readings are required.

**GESLO2** (interdisciplinary) – CSLO2 covers chemistry and biology (chemical principles to biological structures); CSLO 4 notes communicating both oral and in writing on the interdependence of all life on Earth, focuses on ethical issues. Meets interdisciplinary

**GESLO3** (creative and critical thinking) – The assignments require students to consider scientific method as noted in CSLO1, and develop a hypothesis. CSLO2 lacks critical and creative thinking. CSLO4, however, covers critical thinking demonstrated with oral presentation and applying concepts to real world issues.

**GESLO4** (ethics) – This course comprehensively requires students to assess ethics. In addition the assessments cover ethics.

**GESLO5** (worldview) – CSLO4 speaks to worldview whereas the connection to humans and the natural world. The assessments instruments speak to global impact, ethical impact of populating the nation, and the connection of economic effects on humans around the world (regional/globally); and speaks to food and cultural practice and the effects food production; e.g., Africa.

## 5. Revising the GE Model

### Academic Senate Deadline:

- Cindy is working on estimating the number of GE courses expected to review for fall, and will provide the number at the next meeting. Cindy is completing a class comparison to determine new vs. existing cohort courses needing review.

### Revising the GE Model

- Academic Senate proposed a Spring Break deadline for GE committee to complete the GE Model project, but there has been some discussion of moving it to February. Cindy prefers the Spring Break deadline and indicated that will allow more time to complete the written report.
- Any GE revision will need to consider Guided Pathways and other groups focused on program outcomes (degree taskforce as well as TLC). GE is a model that integrates SLOs into the course curriculum through the COOR, and for purposes of accreditation, GESLOs are considered the college's ISLOs. So any changes to GESLOs will impact our understanding of our own ISLOs.
- Cindy indicated that the accreditation standards ask the question; do “all programs” meet institutional student learning outcomes? It was explained that while all degrees meet GESLOs, and therefore the ISLOs, all certificates do not. So Cindy suggested the committee tackle whether certificate programs and those "non-degree programs that lead to a defined outcome" should meet GE requirements to meet the accreditation standard? The college once had five sets of ISLOs (including GE), but based on past review the four others were eliminated and the GESLOs became accepted as the institutions SLOs. An idea for a possible solution was floated: Certificates might satisfy GESLOs/ISLOs across the program rather than within each course in the certificate. This is approach to SLOs is common at other colleges. It was also noted that while students earning degrees or fulfilling transfer requirements meet accreditation's quantitative competency skills through a required math course rather than an integrated GESLO, certificates that don't require math also do not meet the quantitative competency standard.
- Clarification is needed about whether the Academic Senate is asking for a rewrite the original 1981 GE position paper or some other later GE document. It was suggested that GE should have purview over which documents need updates, and the report can be a retrospective report of “Where We Been and Where We Are” (Perri, A. 2019). The call for revision may actually suggest putting forth a new vision of GE and align it with Guided Pathways to provide a new student experience of earning a degree. In addition it was noted that the GE program is two-pronged and includes both across-the-curriculum integrated SLOs as well as a list of GE course requirements (last revised in 2012), so both may need to be folded in as well.
- Cindy will attend BIOSC Department meeting Oct. 14 to find out what changes might be needed in the GESLOs to fit more of their courses into the GE program package. She will also schedule a meeting with Physical Science reps for the same reason. In addition, she will meet with the Math Department to see whether any of their courses could integrate GESLOs as well.
- The collection of more data will help clearly define the problem and present ways to solve the problem. Nikki invited Cindy to attend CTE meeting to get those programs' perspectives.

- Cindy wondered whether the solution is reducing the GESLO requirements, or converting GESLOs to ISLOs? Programs like Physics, PTEC, BIOSC, and Math have trouble with broadening their content to meet GESLOs because they say their courses have so much required subject matter that it does not allow time for the infusion of GE pedagogy through GESLOs. The committee brought up Academic Freedom and whether departments/programs being required to meet GESLOs/ISLOs disrupts that freedom. The committee will review the language “academic freedom” as a future agenda item.
- Cindy shared the evaluation results from the professional development workshops. The committee was asked to review the most important aspects to determine the future of GE. Nancy suggested that the problem and the solutions are seen differently among different people, and the goal is determining an agreeable solution.
- Cindy shared an email from Janice Townsend in which she shared her perspective about the GESLO model. She recommended using that information, as well as the perspectives gleaned from meeting with other college departments and groups to gather additional information about the GESLO issues, to formulate a comprehensive outlook of the problems and possible solutions. She also recommended using a GE Survey as a valuable tool in accumulating additional such information as well as a support for changes. In that vein she asked that the committee members review the previous survey and make recommendations.
- Nikki share eLumen updates and its bearings on curriculum. She reported that Nov. 1 is the deadline to submit curriculum for courses to take effect in Fall 2021 and appear in the catalog. The Curriculum Committee is tasked during Spring 2020 with building the eLumen database workflow and process for implementation in Fall 2020. Departments can continue to work on their curriculum during spring for fall Curriculum Committee review. The Curriculum Committee may also consider adding meeting dates to the scheduled calendar to review courses needing immediate consideration. GE anticipates a surge of courses meeting the November deadline therefore, Cindy asked the committee to submit their GE survey feedback before the next meeting to prepare for the October deadline to distribute the survey to faculty. Committee members agreed to email their feedback within a week.
- Nikki reported that a standalone process for evaluating GESLOs does not exist in the eLumen curriculum component, but will be part of the assessment component as it has an ISLO module that aligns with state requirements. Julie recommended scheduling a meeting with CCC/DVC to determine their ISLO process. Cindy said it is important to consider all process options, and recalled that in the past the infused GESLOs/ISLOs were evaluated via an addendum to the COOR, rather than within the COOR document itself. The new eLumen software may necessitate a return to that process.
- Anthony suggested keeping the GE structure for existing courses the same, and establishing a new structure for courses that do not currently fit the current GE model.

## 6. **2019-20 GE Goals** — Tabled

## 7. **Future agenda items** — Tabled

**Meeting adjourned 4:06 p.m.**

Upcoming meetings: Second and fourth Wednesdays of the month from 2:30-3:55p.m.

Library Conference RoomL-105

Fall 2019: Oct. 9, 23; Nov. 13, 27; Dec. 11

Spring 2020: Feb. 12, 26; March 11, 25; April 8, 22; May 13