

Present: Cindy McGrath, Chair; Iris Archuleta, Curtis Corlew, Ryan Hiscocks, Nancy Ybarra, LMCAS: Rochelle Arnold; Note Taker: Shondra West

Absent: Ryan Pedersen, Anthony Perri, and Nikki Moultrie

Guest: Julie Von Bergen

CURRENT ITEMS

Meeting called to order 2:32 pm Location: L-105

1. Announcements & Public Comment:

Rochelle asked the committee to complete the SOAR survey, which they agreed to complete online.

2. Approval of the Agenda

Action: Approved; unanimous

3. Approval of the Minutes from Date 10/23/19

Action: Approved with correction - Add Arnold to Rochelle's last name and include Nick Session as a LMCAS guest (M/S: Hiscocks, R. / Corlew, C.); unanimous

4. Curriculum Review

ANTHR-001 Biological Anthropology

Action: Tabled

Recommendation: Review the COOR and PSLOs and confirm if the submitted COOR is the most recent document. If the COOR is current, the PSLO in the catalog requires updating.

GESLO1 (reading, writing, speaking) – Passed. This course require reading, critical writing, and oral presentations.

GESLO2 (interdisciplinary) – Passed. This course infuses interdisciplinary topics about biology, forensic anthropology, bioarcheology, paleoanthropology, osteology, human biology and more.

GESLO3 (creative and critical thinking) – Passed. This course requires critical and analytical thinking and ethical processing, e.g., the test questions (page 4) reflect ethical thinking, knowledge of biological anthropology critical and creative perspective.

GESLO4 (ethics) - Passed. This course require student to analyze ethical implications focused on biological anthropology, forensic, anthropology, and other research gathering techniques. In addition, the assignment questions require the students to address ethical implications.

GESLO5 (worldview) - Passed. This course was questioned by the reviewer for meeting the criteria; the committee reviewed the COOR and determined students are required to research human evolution, genetics, gender, social, economic, and political stratification as meeting worldview.

ANTHR-008 Introduction to Anthropological Linguistics

Action: Tabled

Recommendation: Review the COOR and PSLOs and confirm if the submitted COOR is the most recent document. If the COOR is current, the PSLO in the catalog requires updating

GESLO1 (reading, writing, speaking) – n/a

GESLO2 (interdisciplinary) – n/a

GESLO3 (creative and critical thinking) – Passed. The course assignments require students to complete assignments that address examining language through time and address beliefs/values about language. In addition, the interview assignment requires comprehensive analysis.

GESLO4 (ethics) – Passed. The committee reviewed the COOR for ethics and found that beliefs and values meets ethics. The CSLOs do not align to GESLOs instead they align to PSLOs. The committee reviewed the PSLOs in the catalog and found discrepancies. The COOR PSLOs compared to the catalog are different. Return the COOR to the department for clarification. In addition, the COOR form used is the dated version.

GESLO5 (worldview) – n/a

ENGIN-010 Introduction to Engineering

Action: Approved; unanimous

GESLO1 (reading, writing, speaking) – Passed. This course has reading assignments, requires written reports, research project that infuses reading, and oral presentations.

GESLO2 (interdisciplinary) – Passed. ENGIN with social components; social science imbedded with science

GESLO3 (creative and critical thinking) – Passed. This course has critical and creative thinking assignments.

GESLO4 (ethics) – Passed. This course addresses ethics decisions, negative consequences, etc.

GESLO5 (worldview) – Passed. The course content, CSLO 1, and assessments meet worldview. The course speaks to social cultural issues, speaks to the discipline (ENGIN) consequences and cause/effect e.g., buffalo creek disaster, safety and the impact on society, etc. Overall, this course speaks to different parts of the world and from a multicultural aspect.

ENGL-144 Life in the Margins: Hip Hop as Literature

Action: Tabled – Add speaking component and ethics information. While not a GE review task, there was a suggestion for the authors to review the course title as there are two slightly different titles on page 1.

GESLO1 (reading, writing, and speaking) – This course mentions oral and written work in the as noted in the A-level student work area of the grading/evaluation section. Students are required to keep a journal and write essays; however there are no examples of oral assignments. The committee infers that students will talk about Hip Hop but it needs an oral assignment to reflect that. **Add:** explicit speaking component.

GESLO2 (interdisciplinary) – Passed. This course meets interdisciplinary historical, socioeconomic, political responses, and topics covering business content.

GESLO3 (creative and critical thinking) – Passed. This course contains critical and creative thinking assignments examples that meet the critical thinking criteria. After some discussion about whether particular content meets the criteria, the consensus was that examining the poetry/literature aspect of hip-hop addresses critical thinking, and that the course explores, synthesizes, focuses on relevant influences, uses library databases, and analyzes fiction and nonfiction. It was suggested the authors consider addressing the historical and social justice impacts of hip-hop.

GESLO4 (ethics) – **Add:** Ethics component is implicit only and requires more detailed information.

GESLO5 (worldview) – Passed. This course speaks to gender issues, alternative protest, explores external influences, social injustice.

JOURN-100 Mass Communication

Action: Approved; unanimous

GESLO1 (reading, writing, speaking) – Passed. This course contains reading via textbook assignments, writing in the form of essays and reflection papers, and speaking via class presentations.

GESLO2 (interdisciplinary) – Passed. This course covers a variety of disciplines; communication and film studies, media production, broadcasting and telecommunication technology.

GESLO3 (creative and critical thinking) – Passed. This course has requires students to evaluate, compare and contrast, problem-solving analysis, etc. assignments.

GESLO4 (ethics) – Passed. The assignments require students to answer questions using ethical thinking. The course has ethical analysis essays.

GESLO5 (worldview) – Passed. This course contains worldview - example via global village, cultural intrusion, and latter-day cultural imperialism.

PHYSICS-015 Introduction to Physics

Action: Approved; unanimous

GESLO1 (reading, writing, speaking) – Passed. This course contains oral report, reading and writing assignments.

GESLO2 (interdisciplinary) – Passed. CSLO 2 covers interdisciplinary components

GESLO3 (creative and critical thinking) – Passed. Critical reading to evaluate assumptions and problem-solving techniques required to complete physics assignments

GESLO4 (ethics) – Passed. This course requires students compare and contrast ethical implications

GESLO5 (worldview) – Passed. Assignments and CSLOs supports the worldview criteria.

PHYSIC-005 General Physical Science

Action: Approved; unanimous

Recommendation: include the oral report in the grading; papers and oral reports 15%

GESLO1 (reading, writing, speaking) – Passed. This course requires reading, oral debate, and writing assignments. Focus research requires writing, e.g., CSLO4 demonstrates the reading and writing assignments required by the students, along with CSLO5. No mention of the oral report in the grading section; however, A/C levels identify oral report grading.

GESLO2 (interdisciplinary) – Passed. This course speaks to astronomy, chemistry, earth science and engineering

GESLO3 (creative and critical thinking) – Passed. The global warming question is an example of students required to utilize critical and creative thinking. In addition, the Apollo Moon questions stimulate critical thinking skills.

GESLO4 (ethics) – Passed. This course contains ethical components to evaluate greenhouse gasses in Global Warming. In addition to analyzing the effects of rising and decreasing sea levels.

GESLO5 (worldview) – Passed. This course includes worldview via class assignments.

5. Revising the GE Model

- I. Departmental Feedback** – Cindy shared an update about the Math meeting in which they suggested having more flexibility with the GE model would help with incorporating Math courses to become GE certified.
- II. GE Workshops/flex** – Cindy asked the committee for ideas for a spring flex session in which members of the college community can share their thoughts about GE. The discussion from the flex workshop session/s will help navigate future Monday meeting sessions. She reported that Mark Lewis is willing to present to the committee a new GE model proposal. In addition, Alex Sterling provided feedback about avoiding the development of excessive numbers of SLOs for the meta majors. Cindy shared that any revisions made to the GE model will impact the assessment model. In addition, she said consideration of accreditation learning outcome requirements appears to impact CTE certificates, adding another level of complexity to the GESLO/ISLO discussion. Nancy shared a potential structure, whereby GE courses map to the ISLOs.
Recommendation: To use the GE survey results to develop talking points for the flex workshop.
- III. General Discussion surrounding GE Revision**
- IV. GE faculty survey** – Cindy shared the need for committee feedback soon so the GE survey to faculty can be sent out by December 2019, or no later than January 2020. Cindy will send the draft survey to the members for the review and suggestions.

6. Spring 2020 meeting schedule – Tabled

7. 2019-20 GE goals – Tabled

8. Future agenda items – review ACCJC standards regarding information competency.

Meeting adjourned 4:18 pm