

Present: Ed Haven (Chair), Curtis Corlew, Ryan Hiscocks, Cindy McGrath, Nikki Moultrie, Ryan Pedersen, Jenny Smith, Nancy Ybarra, Shondra West (Note taker)

Absent: Iris Archuleta, David Reyes, Anthony Perri, Alyssa Compton, and Christian Ortiz

Guest: Josh Bearden and Julie Von Bergen

1. Meeting called to order 2:43 pm Location: L-105

CURRENT ITEMS

2. **Announcements & Public Comment:**

None

3. **Approval of the Agenda**

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

The committee discussed quorum requirements. GE was a subcommittee of curriculum; later, it became a subcommittee of assessment (TLC). The historic GE position paper did not define membership and quorum requirements at that time. The position paper spoke to the chair responsibility. Currently there are eight faculty members on the committee; a quorum consists of 50% + 1, which is five faculty.

Quorum was met: E. Haven, C. Corlew, R. Hiscocks, C. McGrath, and J. Smith

4. **Approval of the Minutes**

- **March 6 Special Meeting Minutes**

Action: Approved with corrections (R. Hiscocks/J. Smith) Abstain R. Pedersen and N. Moultrie; motion carried. Attendance correction - N. Moultrie absent and J. Smith present.

- **April 24, 2019 Minutes**

Action: Approved (R. Hiscocks/C. McGrath); Abstain J. Smith; motion carried

5. **GE COOR Review**

ART 19 History of Photography

Action: Approved with recommendations; (M/S: C. McGrath/R. Hiscocks); unanimous

GESLO1 reading, writing, speaking (Nancy) –readings embedded in critical thinking essays, writing within the Cornell Notes, and speaking required with presentations.

GESLO2 interdisciplinary (Cindy) – connections with history, philosophy and photojournalism.

GESLO3 critical thinking (Jenny) – embedded in the Cornell notes and museum evaluation.

GESLO4 ethics (Ryan P.) – covered in CSLO 4, critical thinking essays, museum evaluation, and final course projects. **Recommendation** connect CSLOs to PSLOs.

GESLO5 worldview (Ryan H) – **recommendation** add specific references to cultural and society outside of the U.S or specific reference to different socioeconomic aspect of photography. Worldview is mentioned in CSLO 5 discussing norms, values, behaviors of our society and world; worldview is covered in sample question 2, museum evaluation, and world photography.

6. **Focused Flex Description**

The committee discussed title and description options for the planned GE Focused Flex.

Recommendation to include Guided Pathways pillar information as part of the description. It was suggested to create a title and description that is inclusive of the faculty community outside of guided

pathways. Using guided pathways would limit the attendance to specific interest group. The committee discussed several titles and agreed on: *GE Reimagined: Exploring Pathways to Student Success*.

The committee discussed ideas for the description:

- Student success is instrumental to everything we do.
- Navigating the education landscape for students is difficult and comes with challenges and obstacles. It is everyone's job as an employee to help the college achieve the student success initiative, and provide students with a holistic education prospective, which will help them, become the best person tied to GE goals.
- Why do students see different GE requirements?
- This workshop is for helping students beyond your course, to achieve long-term goals of meeting GE requirements.
- Help students learn more beyond the discipline faculty teach.
- From 11:30-12:30 have someone help faculty find where their courses fit in CSU/UC and local requirements.
- Ask the question, how is your class contributing to the GE model?
- CTE courses are not GE; consider having a different discussion focused on the why.
- Consider inviting an alumni student to speak to the LMC GE courses in preparation of transfer.
- Capture the concerns and anxiety caused by restructuring GE model.
 - Start an open dialogue via the history of GE.
 - Incorporate students' voice in the process; consider the student experience
 - Provide an opportunity for faculty to speak to the impact of the changes
 - Offer a group activity from 11:30-12:30 with a question focused on:
 - Understanding, priorities, barriers, and/or restructure of the GE model
- Consider how to develop a platform for faculty to express their concerns, which include students in the decisions of restructuring the GE model.
 - At the tables have attendees develop inquiry questions; what's needed to explore this topic deeply? This will allow attendees to determine the barriers and/or concerns.
 - Have attendees choose one or two questions that will stimulate a table discussion.

Meeting adjourned 4:00 pm

Meeting Dates: Fall 2019: September 11, 25; October 9, 23; November 13, 20; and December 11

Spring 2020: February 12, 26; March 11, 25; April 8, 22; and May 13

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