**Present**: ***Joshua Bearden,******Chair***; Iris Archuleta, **Curtis** Corlew, **Cindy** McGrath, **Anthony** Perri, **David** Reyes, Ryan Tripp, **Nancy** Ybarra, **Shondra** West (Note taker)

**Absent**: Jenny Smith and Ryan Pedersen

**Guest**: POLSC Student

1. Meeting called to order 2:12 pm Location: L-105

**CURRENT ITEMS**

1. **Announcements & Public Comment:**

* Academic Senate President Elections have begun; All Faculty District wide were notified via email.

1. **Approval of the Agenda**

**Action:** Approved; (M/S: Archuleta/Corlew); unanimous

1. **Approval of the Minutes from Date**

**Action:** Approved with changes: (M/S: Ybarra/McGrath); unanimous

* Add to the last statement - discussion, data added, and reorganize information in the final GE Report.

1. **GE COOR Review**

The committee reviewed CHDEV 20, Music 15, and Human 23 COORs as meeting the general education requirements for; (1) Reading, Writing and Speaking; (2) Interdisciplinary; (3) Critical & Creative Thinking; (4) Ethics; and (5) Social Diversity & Global perspective.

* **CHDEV-20 Child, Family and Community**

**Action:** Approved with recommendations: add GESLO3 to CSLO3 and add ethical language to the assessment instrument area.; (M/S: Perri/Reyes); unanimous

* + **Oral/Reading/Writing** – writing assignments specified via papers/projects and final exam; oral assignments via group presentation; and textbook readings.
  + **Interdisciplinary** – assessing and reflecting on social, political, economic, biological factors on child development. Journal writings about the cause and effect of community issues (homelessness/poverty) and racism; American media project via television and the impact on children; the final require students to develop an action plan and strategies on global issues to include non-native speakers.
  + **Ethics**– potential for ethical thinking connected to journal writings around children living in poverty/homelessness lending itself to ethical discussions. CSLO 2 is mapped to GESLO4.
  + **Critical Thinking** –. The COOR contains critical thinking and synthesizing of projects. Commend the department for adding critical/creative thinking components to the method and evaluation area. Recommend adding GESLO3 to CSLO3 and ethical language to the assessment instrument area.
* **Diversity** – meets GESLO5 discussed throughout the COOR covering divergent viewpoints among social and cultural groups.

The committee discussed at what level of examination is needed to determine whether departments are indeed satisfying GE COOR requirements. At a future meeting, the committee will further discuss and develop rubric/standards for departments to follow by means of satisfying GE requirements. It was recommended to ask departments, at what level of rigger should the GE Committee evaluate COOR GE standards.

* HUMAN-23 Late Modern and Contemporary Humanities

**Action:** Approved; (M/S: Perri/Corlew); unanimous

This is a new course.

**Oral/Reading/Writing** - writing via sample essays question provided (pg. 4), reading via journal and written responses, oral via final presentation/debate.

**Interdisciplinary** - Catalog description provide details of the various interdisciplinary and historical time references from a variety of disciplinary perspectives.

**Critical thinking** – CSLOs mapped to GESLO3. Students required to synthesized thoughts on political, philosophical and religious beliefs of the Modern world related to the contemporary world.

**Ethics** - Integrated throughout the proposal as a humanities course

**Diversity** - students will identify and contrast experiences of human cultures and events of history with diverse and distinct world cultures.

* MUSIC 15 Basic Music
* **Action:** Approved; (M/S: Perri/McGrath); unanimous

**Oral/Reading/Writing** - substantial college reading implied but not noticeable; evidence of writing and oral presentations required.

**Interdisciplinary** - CSLO3 analyze and compare music theory using math

* **Critical thinking** – students are required to show their critical thinking skills applied to music. Students will analyze and compare music artists.
* **Ethics** is referenced on page 4 - students are required to use ethical application about music and its effect on the listener.
* **Diversity** - cross function viewpoints among various artists and/or other cultures for differences in musical styles and genre.

1. **Program Assessment** The committeereviewed other colleges’ GE requirements (Orange Coast, Pasadena City College, and Santa Barbara) and pulled out common themes: communication, critical thinking, personal development, global awareness, quantitative reasoning and information literacy.

The recommendation for LMC is scale back on the number of GESLOs. Using a Venn diagram to show the logical relations between courses (Engl, Math, History, BioSci) and GE requirements, it was recommended that departments select which GESLO their COORs incorporate, instead of having the department meet all 5 GESLO criteria. Not every course e.g. Math covers GESLO requirements. Moving to this model, more courses could be evaluated based on a specific GE criterion.

Josh questioned the committee perspective on diversity vs. global interdependence and concerns shared by faculty: What is diversity? How do one teach diversity? What is global citizenship and the connection to diversity? **Committee Feedback:**

* Diversity has different meaning for people - more defined examples are needed.
* When the diversity GESLO 5 was developed, social diversity & global perspective environmental context was included to broaden the requirement for departments.
* Blending topics poses a misunderstanding around equity, diversity and global awareness with regards to how it is taught, how students comprehend the information, and global preparedness.
* The world we face today comprise isolation. The question should the focus be on global perspective encompassing diversity and/or should the focus be on broadening that? Global awareness is often overlooked and not taught in good faith.
* Josh formulated a statement based on the discussion

*“The college need to clearly articulate what students should learn about global diversity interdependence. The term diversity is vaguely defined. Many students and faculty have different ideas how this should be taught. The college should invest time and resources to establish common definition how diversity is taught. Furthermore, the committee discussed the similarities and differences between global citizenship, global interdependence, and diversity. The fact that students scored the lowest making connections to global systems indicates that we may not be doing an adequate job teaching that”.*

* Discussion on removing biases is that one builds an awareness based on facts. For example, Journalism students build an awareness of their own bias and learn how to refute the bias. Teaching on identifying bias (personal/textbook) is done by refuting them with facts. Curtis shared an example of a picture of a man and woman statue embracing and how it is viewed as a basis existing in 2018 vs 1949 definition of looking at the photo from different perspective.

The committee concluded with making their final edits to the GE report (page 9- 11) by adding, reorganizing, and removing information. The final report will be presented at a future College Assembly for discussion and feedback.

Meeting adjourned

Meeting Dates: Spring 2018 April 6, April 20, and May 4

Location and Time: L105 2-4pm