

**General Education Committee
Minutes
October 23, 2023**

Present: A.I. Ross, Teri Walker, Michael Braunstein, Brita Williams, Elaine Glenn, Janie Zencak, John Neurohr, Mike Gimlin, Yoshiko Takahashi, Megan McCoonnell, Amber Daring, David Rolfe

Absent: CB faculty representative, LIB faculty representative, student representative,

Guest(s): None

Meeting was called to order at 3:12 p.m.

A. I. moved to approve the October 16, 2023, minutes. Brita seconded and motion passed.

Chair report – John reached out to Dylon Sampson in Military Science about the alignment with K4-2. Have not heard any response from them. John will be meeting with Arturo on Wednesday to get more information about this subject about the BUS prefix.

Course Proposal Review

PHIL 311 Philosophy of Education

CLO1 List, describe, and contrast theories of the purpose of education. K2-2, K2-3. Alignment with K2-2, but not with K2-3

CL02 Discuss how their own personal educational experiences have affected their own views about the purpose of education. K2-2 Not a great alignment

CL03 Apply theories of education to evaluate what should be included in a curriculum. K2-1, K2-2 Alignment with K2-1

CL04 Analyze and compare the concepts of education and indoctrination, and evaluate what makes them distinct. K2-2 Potential alignment with K2-2 and might be better aligned with K2-3.

CL05 Analyze what it means for education to be equitable, or for students to have equal educational opportunities. K2-2, K2-4. Alignment with K2-4 and potential alignment with K2-3.

CL06 Evaluate whether and how children should be educated for citizenship. K2-1, K2-3

Pathways – Need to go back to originator to have them show the alignment with the outcomes. The descriptions are vague and not easy to see the alignments.

PHIL 108 Race and Justice K-2, P-4 alignment.

CLO1. Define key concepts in relation to the study of Antiracism, Diversity, and Inclusivity including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality. K2-1, K2-3, K2-4 Alignment with K2-1, no alignment with K2-3, K2-4 and no alignment with P4-2.

CLO2 Analyze the role of race, racism, and antiracism in the United States. K2-1, K2-2, K2-3, K2-4, P4-2
K2-1 no alignment, K2-2 somewhat aligned.

CLO3 Describe intersections between race and ethnicity and other minoritized identities. K2-1, K2-4, P4-2
These are already aligned with other outcomes.

CLO04 Explain systematic and structural mechanisms that perpetuate both privilege and inequities. K2-1,
K2-2, K2-3, K2-4, P4-2 These are already aligned with other outcomes.

CLO5 Compare and contrast their own core values, assumptions, and biases with those held by other
individuals, cultures, or societies. K2-3, P4-1, P4-7. These are already aligned with other outcomes.

CLO6 Analyze the historical concept of race and its material implications. K2-2, K12-4. These are already
aligned with other outcomes.

CLO7 Analyze and evaluate various attempts to address and heal racial injustice. K2-2 alignment, P4-1
alignment, P4-3 alignment.

ENG 108 Literature and Social Justice K-5, P-4 alignment

CLO.1. Analyze how literary elements such as character development, setting, and figurative language
relate to literary meaning and interpretations of human experience. K5-3 alignment.

CLO.2. Read and respond to literary works of poetry, fiction, and drama from a variety of cultures and
from a range of historical periods and recognize formal and rhetorical differences among genres. K5-1
alignment

CLO.3. Interpret and analyze literary works from diverse cultural perspectives and respond to the ways
the works contend with issues of race, class, and gender privilege in relation to social justice. K5-5
alignment.

CLO.4. Identify and reflect on how literary works challenge linguistic, conceptual, and normative
presuppositions. K5-4 alignment.

CLO.5. Analyze the ways in which linguistic, religious, philosophical, and historical circumstances shape
human experience. These are already aligned with other outcomes.

CLO.6. Synthesize understanding of past humanistic knowledge with current knowledge, making
connections between past and present and connect personal experiences to issues of social justice
within texts. K5-2 alignment.

This literature and social justice course prepares students to analyze issues of race, class, and gender
privilege as they relate to social justice issues from multiple perspectives, while also reflecting on their
personal experiences and normative presuppositions. P4-1, P4-2 alignment.

ENG 263 Introduction to Creative Writing K3, P6 alignment

CLO.1. Students will demonstrate knowledge of the conventions that govern creative nonfiction, what its
expectations are, how professional writers have manipulated the genre. K3-1 alignment, K3-2 alignment.

CLO.2. Students demonstrate knowledge of the conventions that govern fiction, what its expectations are, how professional writers have manipulated the genre, the uses of dialogue, exposition, flashbacks, plot, and character. These are already aligned with other outcomes.

CLO.3. Students will analyze the conventions of poetry, some of the current strategies (confessional, imagist, formal, postmodern, etc.), its forms, the persona poem, etc. These are already aligned with other outcomes.

CLO.4. Students will complete and submit a portfolio of revised work that demonstrates their repertoire of creative writing skills. K3-3 alignment

CLO.5. Students will engage in collaborative feedback strategies informed by awareness of contemporary and ongoing conversations around inclusive and anti-racist pedagogies and accessible design. Alignment with K3-4.

Ways of Knowing Courses in the **Ways of Knowing (WK)** Pathway consider diverse ways of thinking about and understanding the world. A variety of subject areas introduce students to multiple academic methods and approaches to analyzing, synthesizing, evaluating, and interpreting. Alignment with P6-1 and P6-2.

SOC 109 Social Construction of Race

The proposal did not include any alignments with GE. John will contact originator for alignment information.

LLAS 405 Alignment with K2, P4. Need more information on P3 as they currently only show P3-4.

CLO.1. **Define** key concepts in relation to the study of Antiracism, Diversity, and Inclusivity including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality. K2-1 alignment.

CLO.2. **Analyze** the role of race, racism, and antiracism in the United States. These are already aligned with other outcomes.

CLO3: Define and analyze how racism has impacted the social economic of Latinos in the US and Latin Americans. K2-1 no alignment, K2-4 no alignment, P3-4 no alignment, P4-5 no alignment.

CLO4: **Describe** intersections between race and ethnicity and other minoritized identities. These are already aligned with other outcomes.

CLO5: Examine the many intersections faced by Latinx population in the US. K2-3 alignment, P4-2 somewhat aligned.

CLO6: **Explain** systematic and structural mechanisms that perpetuate both privilege and inequities. K2-3 Alignment, P3-4 alignment, P4-2 somewhat aligned, P4-5 alignment.

CLO7: **Compare and contrast** US core values, assumptions, and biases with those held by other individuals, cultures, or societies K2-3 alignment, K2-4 alignment, P3-4 alignment, P4-5 alignment.

CLO8: Outline the power structure that influences the meaning of racial, ethnic, and economic relations in the U.S. and how this affects Latin America. These are already aligned with other outcomes.

CLO9: Appraise how public institutions are the vital mechanism in defining race and creating power over others. These are already aligned with other outcomes.

Meeting was adjourned at 5:00 p.m.