

Curriculum Advisory Committee Agenda

Sept. 30, 2015
3:00-5:00 PM
Room BMC-207

I. Call to Order

II. Announcements

III. Comments from Visitors

Note to Audience: Anyone wishing to address the Curriculum Advisory Committee on matters within the jurisdiction of the Committee may do so now. Please state the matter on which you wish to speak. Matters not appearing on the Agenda will not receive action at this meeting, but may be referred to staff for consideration at a future meeting. Presentations will be limited to three minutes, or as established by the Committee. Persons are not required to give their name or address, but it is helpful for a person to state their name in order that the Committee and others present may identify the speaker.

IV. Approval of September 16, 2015 minutes

V. Discussion Agenda

VI. Consent Agenda

Deletions

Technician Corrections

Minor Corrections

- GEOL 3L MoE was updated to include C-ID required items: lab reports.
- BIOL 10 added lab manual for retention of UC TCA (Transferrable Course Agreement)

Urgent

VII. Action Agenda

Review of the current MPC GE standards: *see attachment for current standards*

- *Review to make sure they coordinate with/support current GEOs*

Notes from Fred:

I'm assuming that in this day and age, standards for inclusion in a GE pattern will depend on things that students will be able to do as they exit the course, right? If not, I think they should be.

We need to ensure that MPC's GEOs are well integrated into these standards. It would be silly to have the standards for inclusion in a GE pattern be one thing and then the expectations for abilities as they exit the course to be totally different. I just want the standards for inclusion in the GE pattern and the expectations for student ability as they exit to be clearly integrated.

- *Review to make sure they are in line with Accreditation Standard IIA13 (from pgs. 29-30 & 38 of the Guide to Evaluating and Improving Institutions)*

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education?

How are student learning outcomes used to analyze courses for inclusion as general education?

Standard II: Student Learning Programs and Support Services

How is the general education philosophy reflected in the degree requirements?

Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?

What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor?

By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective?

Examples of Evidence:

Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education

Evidence that the rationale for general education is communicated to students, employers, and other constituencies

Evidence that content and methodology is determined by appropriate discipline faculty

Evidence the institution has determined standards for the skills in general education

Evidence students who complete general education programs are proficient in general education skills

Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives

Revision of the MPC GE standards if deemed necessary.