

**GENERAL EDUCATION COMMITTEE**  
**Thursday, February 14, 2013**  
**Meeting Minutes**

Began: 12:30 p.m.  
Adjourned: 1:20 p.m.

Present: Dr. Jennifer Allen, Doug Gregory, Catherine Kinyon, Dr. Janet Perry, Sherry Ray, Pam Stout, Dr. Courtney Vahlberg, and Dr. Kathy Wheat

Absent: Greg Gardner, Yuthika Kim, Charles Myrick, Jay Ramanjulu, Dr. Max Simmons, Mary Turner, and Dr. Glenné Whisenhunt

The meeting began with a review of the November minutes. Jennifer Allen made a motion to accept the minutes, Pam Stout seconded the motion. Approval was unanimous.

Next, the committee considered updates to the General Education website. Courtney and Catherine are in the process of 1) making the website easy to navigate, and 2) updating and reorganizing the assessment information the website contains to reflect current practices and to be consistent with the Gen Ed core given in the OCCC Course Catalog (this is with a view toward making the next HLC evaluators not have to work as hard to get our Gen Ed assessment information).

The updates considered were to the six Gen Ed Outcomes that are assessed. Courtney took the Outcomes (which were dated 2008) and updated each to reflect how each outcome currently is treated. Mostly, this took the form of updating the sample artifacts included with each outcome. Also, the Science Methodology Outcome was replaced with a Critical Thinking Outcome as a result of the acceptance of this change in the November meeting. The review of these six outcomes (see attached) was not complete at the end of the meeting time. The committee agreed that Courtney would make the revisions given during the meeting and bring the amended outcomes to the March meeting for completion.

The meeting then adjourned.

## General Education Learning Outcome – Human Heritage, Culture, Values and Beliefs

### Outcome

Demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities.

### Subcomponents

- Demonstrate basic understanding of world geography.
- Demonstrate familiarity with major cultural issues of selected global communities..
- Demonstrate knowledge of significant historical events and figures of selected global communities.
- Demonstrate understanding of ethical concerns of selected global communities.

### Sample Artifacts

- After reading Achebe's *Things Fall Apart*, address in a 3-4 page essay the following: Describe the traditional social, economic, and cultural characteristics of Okonkwo's people; analyze what impact the British colonial policies have on Okonkwo's village and the lives of its inhabitants; and compare what the book suggests about the broader nature and intentions of British colonialism in Africa. (Survey of World Civilizations Since 1600 CE)
- At Neropa University, a Buddhist institution in Boulder, CO, students may apply for the Frederick P. Lenz Foundation Undergraduate Scholarship in Religious Studies. As part of the application process, students must answer the following essay question:

Why have you chosen to engage in contemplative practice and the study of religion? What role does the desire for personal change and transformation play in this? What sort of changes do you wish to bring about? How will this benefit yourself and others? How does one bring about such personal transformation? How do study and contemplative practice contribute to this process?

How would Buddha have responded to this essay question? Write Buddha's essay. (Introduction to Eastern Thought)

- To what extent do the Carnatic Indian musical concepts of *raga* and *tala* correspond to the Western concepts of melody and rhythm? (Introduction to World Music)
- Near the Taos Pueblo of New Mexico, Native Americans for centuries have considered Blue Lake, on the slopes of Mount Wheeler, a sacred place, as holy to them as a church is to Christians. During the 1970's, residents of the Pueblo engaged in a long and ultimately successful judicial and legislative battle to regain control of Blue Lake. While Blue Lake meant one thing to Native Americans, it meant something quite different to most non-Native Americans. How do you think such differences should be resolved? What principles do you appeal to in deciding who should have control of the land? (Introduction to Ethics)

- Watch one of the following films: Chasing Amy, Crash, Do the Right Thing or Erin Brockovich. Analyze three key scenes depicting how race and /or gender identity is expressed in one of the films. Use the terminology from the PowerPoint, lecture, and chapter notes as a starting point for your analysis. (Film Studies)

## General Education Learning Outcome – Writing

### Outcome

Demonstrate effective writing skills.

### Subcomponents

- Generate a clear, specific, and arguable thesis or dominant idea.
- Formulate evidence and examples to support the topic idea.
- Construct a logical pattern of paragraph development.
- Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

### Sample Artifacts

- Develop a 600-word paper describing the relationships between an assigned global health care issue and the factors that contribute to the issue, appropriate organizations that address the issue, and the effects the issue has on the population, community or culture.
- Religion is a major theme in both Renaissance and Baroque painting. While the subject may be similar, its treatment, aim, and message are not. Compare and contrast a Renaissance painter with a Baroque painter (or more than one if you like) using examples from their art. (Humanities – Modern)
- After completing the service portion of your service learning project, write an essay that explains what you have learned about the influence of your community, your society, and the agency on the developmental needs of the population that you served. (Developmental Psychology)
- Look over the chapters on non-western art. Pick a culture and choose a theme. Write a 1200-word paper in which you compare and contrast two works of art which relate to your subject. After a brief introduction presenting your theme, describe each work of art visually (give a formal analysis) and place it in an historical context, relating it to pertinent social, political, historical, and philosophical issues of the theme. (Art History Survey I)
- Using the definitions of “grammar” and “rhetoric” provided, write a 1 ½ - 4 page essay about the connections among grammar, rhetoric, and mathematical logic. Some questions you may want to address include, but are not limited to: How do grammar and rhetoric affect our capability to use and understand (or not) formal logic? How do formal logic and the capability of the human brain and computers to synthesize logically affect our grammar and rhetoric: How are grammar and/or rhetoric used to effectively distort formal logical arguments? Pick a couple of questions or issues and develop your ideas well. (Contemporary Math)

## General Education Learning Outcome – Public Speaking

### Outcome

Demonstrate effective public speaking skills.

### Subcomponents

- Demonstrate the effective use of an introduction, body, and conclusion of a formal speech.
- Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech.
- Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience.
- Vary the tone of voice appropriate to the content of the speech and context of the audience.
- Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

### Sample Artifacts

- Students will present a 15-minute formal oral presentation to the class on a current physical therapy intervention (treatment technique, strategy, or modality).. They will include a BRIEF demonstration of this treatment strategy or a component of it. Finally, they should be able to discuss the underlying rationale for this treatment approach and what evidence currently exists in the literature about when and with which types of patients to use this intervention. (Systems, Problems, and Physical Therapy)
- The Computer-Aided Technology Presentation is a speech that should inform an audience of the nature, scope and details of your capstone design project. The main points should consist of generalizations/conclusions that are supported by your report, graphics, models and drawings. The student should focus on the overall nature and scope of the project, include at least two aspects of the project which are noteworthy and describe an overall review of you project. (Design Project)
- A mock interview is the equivalent of a dress rehearsal for your real interviews. Dressing professionally will allow you the opportunity to become accustomed to professional attire and to receive feedback on your professional appearance. An interview is not an acting session. It is a chance to showcase the “real you” and to see if you fit the job and if the job fits you. Be yourself! Be professional!

- **PRESENTATION #2 – CAREER IN ENGINEERING**

**DESCRIPTION:**

The “Career in Engineering” presentation is designed to make you consider aspects of your career path above and beyond a field of study or academic major in engineering.

**INTRODUCTION:**

The introduction should provide information about the things that are most important to you in terms of choosing a career path (salary, location, schedule, benefits, etc.)

**Start strong!** Under no circumstances should you begin with “Hi, my name is \_\_\_\_\_”.

**BODY:**

You should outline your ideal career as an engineer. You should identify your chosen engineering discipline, along with the ideal job function and industry you would prefer to work in. See the “job cube” in Figure 2.1 of *Engineering Your Future*. Provide supporting comments for your decisions and identify one or two companies that would fit the career you have just described.

**CONCLUSION:**

Provide a grand summary of your presentation, wrapping together all the highlights of your talk in a brief sound-bite. **End strong!** Do not just say “Thank you” as your conclusion... “Thank you” should only come after you have concluded your presentation with a strong statement of finality!

**TIME:**

You must make it to the 2 minute mark for credit. You have a grace period of 60 seconds, making 3 minutes the maximum total time you should speak.

## General Education Learning Outcome – Mathematical Methods

### Outcome

Demonstrate an analytical reasoning and logic skills by using mathematical methods and tools.

### Subcomponents

- Identify mathematical properties that apply to a situation.
- Apply those mathematical properties appropriately to the situation in order to reach a conclusion.
- Evaluate that conclusion for correctness and/or effectiveness and develop alternative solutions if needed.

### Sample Artifacts

- Estimate the height of the clock tower. Draw a diagram and label measurements. Calculate the height. Find the actual height and calculate your percent error. (Contemporary Math)
- Consider the reaction  $\text{CO(g)} + \text{NH}_3\text{(g)} \rightleftharpoons \text{HCONH}_2\text{(g)}$   $K_C = 0.890$   
If a reaction vessel initially contains CO and NH<sub>3</sub> in concentrations of 1.00M and 2.00 M, respectively, what will the concentration of HCONH<sub>2</sub> be at equilibrium?
- a) What is an indifference curve and what are its properties? b) Illustrate and explain the idea of MRS using an indifference curve. What must be true all along the curve? c) How does one find the optimal bundle of two goods given a budget constraint? Show this in a graph and explain why it is the optimal bundle. d) How would your answer change if income decreases? Show the changes in the graph. e) Using an indifference curve and a budget line illustrate and explain why an indifference curve inside the optimal IC is not efficient. (Microeconomics)

## General Education Learning Outcome – Social Institutions

### Outcome

Demonstrate an understanding of the function of major social institutions.

### Subcomponents

- Analyze how political systems impact society.
- Analyze how economic systems impact society.
- Analyze how religion serves to shape the norms of a society.
- Analyze how education interacts with cultural values and norms.
- Analyze how shifts in social institutions impact the family.

### Sample Artifacts

- The student will select a recent Political Science journal article that addresses a public policy as covered in class. The student will then develop a critical analysis of both the policy and the proposed solution. (American Federal Government)
- In “The Lesson” by Toni Bambara, Miss Moore is teaching African American impoverished children how life can be viewed differently when evaluating experiences from a different culture. Miss Moore connects to her students because she comes from the same impoverished area as the children, and she is an African American woman. Would Miss Moore’s teaching techniques be different if she were a white, upper middle class male?

Envision yourself as a teacher who is teaching to a minority group of elementary age children from a disadvantaged area. How would your viewpoint of educating these children be different? In other words, evaluate and analyze how one would teach another culture from the perspective of that culture. Explain your answers. (English Comp II)

- Read Section 1: “Beginnings: God, Time, and the Universe,” and address the various Native American views of the nature of humanity. Tell about at least two creation stories from the tribes represented in this section (Zuni, Lakota Sioux, Lenape Red, Yuchi, Inca, and Aztec). Compare these accounts with each other and with the creation accounts of other major religious traditions. What do these myths tell us about Native American understandings of the divine, time, and the cosmos? (Comparative Religions)
- Analyze how family and other institutions impact the development of Psycho, Night of the Living Dead, and/or The Exorcist. Write for fifteen minutes and provide examples from the films to support your observations and points. (Film Genre: Horror)
- Using your note-taking sheet you filled out when watching the film, Einstein’s Big Idea, compose a 3-4 page essay. The first part of the essay will include a history of the 4 components of the equation. The second part of the essay will include your response to the question, “How do society and science affect each other?” Include historical examples from your film notes and historical examples from our class discussion/notes of the classical and Hellenistic age of science. (History of Science)



## General Education Learning Outcome – Critical Thinking

### Outcome

The student will demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

### Subcomponents

- Analyze evidence, position statements, or data thoroughly, in context, and without bias before reaching a conclusion or stating a position.
- Develop reasoned conclusions from that analysis.
- Support the conclusion or position logically and communicate that support effectively.

### Sample Artifacts

- **Critique a Peer Reviewed Journal Article**

A critique is a short paper (2-3 pages typed) about a journal article that you have read. For this assignment, you are required to complete one critique over an article from a peer reviewed journal.

Your critique must include the following components:

1. Summary of 3-5 main points of article paired with one to two examples or pieces of data including any results and/or new information that was presented.
2. Analysis of the science behind the article including methodology (if the methodology is poor, discuss how to make it better).
3. Discuss your personal response or two new things you learned or think are most interesting.
4. What is the importance or application of this article to your field of study (make conceptual ties in this section to previous learning experiences). (Health Professions)

- **Social Experience Simulations: Social Norms and Prosocial Behaviors**

You will work in pairs or groups of three (3) for this assignment. You are to select one of the three social experience simulations as described below. You and your partner/group will conduct the simulation and take notes on the experience.

Each group member will then write their own paper analyzing the experience. (Note: this is not a group paper!) For specific information to be included in the paper- please review the Social Experience Simulation Grading Rubric.

Toward the end of the semester your group will then present an overview of the experience to the class. Be prepared to answer questions about the experience. You will turn in your individual papers and all observation notes on the day of the presentation.

**\*\*You will be taking part as both the actor and observer for the experience, so your paper will cover your observations from both points of view.\*\***

Suggestions for observation notes: location of experience, demographics of public, reaction of the public, personal thoughts and feelings about participating in the simulation (before and after), physical sensations while participating/observing, etc. (Social Psychology)

- **Ethical Article Summary**

**The purposes** of the article summary are to critically evaluate and synthesize the content of peer reviewed journal articles, use APA formatting in writing, and offer an opinion on the content of the article by defending, rejecting and/or reflecting on the contents.

**Assignment:** Students will locate, read and summarize a peer reviewed journal article. The written summary will include a detailed overview of the main issues/content. In addition, students will provide a personal reflection and may disagree or agree with the content of the article. The personal reflection will demonstrate engagement with the ethical issue(s) and show growth in student's knowledge of class content. The student will draw upon class discussion and/or readings to synthesize and expand on their knowledge.

Students will show excellent usage of Standard English (grammar, vocabulary, etc.) The format of the paper must be APA style with 1 inch margins, double spaced and size 12 Font (Times New Romans, Calibri, or Arial.) The paper should be at least 500 words in length. (Health Professions)

- **Implicit Association Test, Paper Assignment Guidelines**

The purpose of this assignment is to examine implicit attitudes on both an individual and societal level.

After reading *Chapter 4: Behavior and Attitudes* you will access the Implicit Association Test (IAT Corp., 2012) online and select at least one test to complete. The Implicit Association Test is "a computer-driven assessment of implicit attitudes" (Myers, 2012).

Following receipt and review of the results you will answer the following questions:

What is your understanding of implicit attitudes?

How are implicit attitudes related to behavior?

How did you feel as you were taking the IAT?

Was the process interesting? Did it help you understand your attitudes towards the specified group or topic?

Were the results of the IAT close to what you expected? If not, why do you think they may have differed?

What are the criticisms or concerns regarding using the IAT as a measure of the impact of implicit attitudes on behavior?

Don't forget to cite your sources! As always- let me know if you have questions!

(Social Psychology)

- **Use laboratory data to identify an unknown acid.**

Using the data given in the scenario and the attached titration curve, identify the unknown acid from the table of possible unknowns on the back of the sheet and write a conclusion paragraph that identifies your unknown acid and clearly explains how you used your data and results to identify the compound. The paragraph should repeat important results and data for your unknown and discuss how you excluded the other possible compounds. (General Chemistry II)