CTE GENERAL EDUCATION COMMITTEE MEETING
MINUTES
February 18, 2011
1:30PM-2:30PM
COSME 116

Members Present: Jess Aki (Co-Chair), Mike Barros, Diane Caulfield, Ross Egloria, Frank Fenlon, Ken Johnson, Ralph Kam, Kara Kam-Kalani (Co-Chair), Derek Oshiro, Derek Otsuji, Sam Rhoads, Marcia Roberts-Deutsch, Jerry Saviano, Eric Shaffer, Bert Shimabukuro, Russell Uyeno

I. Jess Aki opened the discussion by addressing the need to first come to a consensus on the number of appropriate categories to include in the CTE Gen Ed curriculum. On the table were different proposals for a five, six, and seven category scheme.

II. Marcia Roberts-Deutsch explained three ways in which an increase in the number of categories does not imply an increase in number of credits required for completion of the degree: (1) Students can take a course which satisfies the Gen Ed hallmarks, (2) Students can test out of a course, or a course that satisfies the Gen Ed hallmarks can be used as a program pre-requisite, or (3) a CTE course which has been shown to meet the hallmarks for a Gen Ed category may satisfy the category requirement.

III. Bert Shimabukuro expressed his concern that nothing is stated about the “quantity” that needs to be addressed in order for a CTE course to meet the Gen Ed requirements. Marcia Roberts-Deutsch affirmed that some quantification needs to take place, because individual CTE courses may address some but not all of the hallmarks, or several CTE courses may address a Gen Ed requirement cumulatively (e.g., ethics.)

IV. Mike Barros expressed his concern over who or what body enforces whether hallmarks are being addressed. There may be a subcommittee made up of both Liberal Arts and CTE faculty that reviews courses and makes sure hallmarks are being addressed. The process by which courses are certified is also something that needs to be addressed.

V. Diane Caulfield inquired as to whether the Math department was consulted in formulating the hallmarks for Numeracy. She also mentioned that there was former discussion that 11 hallmarks were too many. Jess Aki indicated that the Numeracy hallmarks have been pared down.

VI. Jerry Saviano commented that the writing hallmarks can be expanded from 3 to 5 or 6. Eric Shaffer commented that hallmarks should be general. He also noted that the number of hallmarks needs to be pared down or there will be assessment issues. Sam Rhoads indicated
that for the Numeracy category, he included as many hallmarks as possible with the intent of paring it down.

VII. Marcia posed the general question of whether the titles of each of the proposed categories were appropriate. For example, might the ‘Writing’ category be better labeled as ‘Reading and Writing’? Also, how do we differentiate mathematics from symbolic reasoning? Marcia also suggested keeping the hallmarks at a minimum of 5 or less. Ralph Kam suggested using category labels that are consistent with the ACCJC categories for ease of accreditation purposes. Marcia also inquired about the rationale for choosing ‘Numeracy’ as a category title. Sam commented that he would have called it ‘Numeracy and Logical Thinking’ so as not to exclude Philosophy 110. He believes ‘Numeracy’ involves thinking with numbers and thinking with logic and making deductive arguments.

VIII. It was also inquired how Humanities 50 (Introduction to Logical Thinking) would fit into the categorization scheme because students could possibly take HUM 50, but CTE programs may still want students to take Math. In response to this inquiry, it was noted that different CTE programs can have their own requirements outside of the categories we are proposing. CTE Programs ultimately need to determine which courses are critical for their students to be successful in their field.

Jerry Saviano expressed his concern that a student can get an A.S. degree without ever taking a course in Mathematics (if they take PHIL 110 instead). He believes that PHIL 50 is not a substitute for a math class.

IX. Sam Rhoads posed the question of whether there was a course that can cover both written and oral communication skills.

X. Several comments were made in regards to the hallmarks for each of the proposed categories. Jess Aki reiterated that the hallmarks for each category need to be pared down. Bert Shimabukuro noted that the menu of hallmarks is incomplete, so an informed decision cannot be made by him and those in his division.

Jerry informed the group that there is new language to be added to the Writing category. It was also commented that there is new language for the Social Sciences hallmarks as well. Sam Rhoads also mentioned that he has a revised set of Computing Literacy hallmarks. Marcia Roberts-Deutsch suggested finalizing hallmarks for each of the seven categories.

XI. Derek Oshiro suggested that we should identify which areas in CTE are deficient as the starting point.

XII. Ralph Kam commented that one of the primary purposes of General Education is to have the student “stretch” themselves beyond just their area of specialization. Others, however, felt that
Gen Ed courses need to be “relevant” to the student’s area of study or field. Marcia spoke to the issue of “relevance” stating that Gen Ed courses can be tailored to fit those in CTE programs. Ken Johnson added that students in the Pearl Harbor Naval Shipyard programs who had taken Speech and Psychology benefitted greatly from having to take those courses.

XIII. Bert Shimabukuro stated that there are two issues that need to be addressed. First, the hallmarks that are presented need to be cleaned up. Second, the issue of needs must be addressed. Bert further commented that CTE programs know what their needs are and can decide how the hallmarks can meet their needs. However, the issue remains as to whether the Gen Ed curriculum must have relevance to the student’s program of study versus relevance to the students’ ability to function effectively in society as a whole.

IX. Jerry Saviano commented that General Education is supposed to be an opportunity for a “transformative” experience to take place. He gave the example of the student who enters college to become a welder, but then later learns that s/he is interested in something other than welding.

X. Ken Johnson wanted guidelines for the number of hallmarks for each category. Marcia suggested 5-7 hallmarks per category, noting that some hallmarks can be consolidated.

XI. It was noted that the CTE Gen Ed committee will look at and discuss the new draft of hallmarks before it goes out to the CTE programs. CTE programs will then look at the hallmarks and discern which of their courses already meet the proposed hallmarks and which ones students may need to take from Liberal Arts.

XIII. The next meeting is scheduled for March 11, 2011, 1:30PM

Respectfully submitted by Kara Kam-Kalani