**Present**: Josh Bearden **Chair**, Curtis Corlew, Cindy McGrath, Anthony Perri, Nancy Ybarra, and

 Shondra West (Note taker)

**Absent**: Natalie Hannum A’kilah Moore, and David Reyes

**Guest**: Professor Edward Haven and Luis Zuniga

CURRENT ITEMS

1. **Meeting called to order:** 2:08pm
2. **Announcements & Public Comment:**

None

1. **Approval of the Agenda**

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

1. **Approval December 2, 2016 Minutes**

**Action**: Approved with corrections; (M/S) Perri/McGrath); unanimous

Remove Anthony Perri from “present”

1. **Discussion of GE Box D “Language and Composition”**

Edward Haven questioned the committee about adding General Education requirements; and how are courses selected for the boxes? The Philosophy department would like to add PHIL-151 to Area D - language and rationality: analytical thinking section. Edward shared Phil-151 curriculum requires analytical thinking in oral, reading, and writing assignments. Nancy shared Title V governs which courses satisfy GE criteria for Area D which is English 100, MATH 026/29 or higher. There are no other courses to fulfill this area.

Cindy shared GE’s history: in the past GE requirements were excessive and it was cumbersome for students to complete both GE courses and their major, which impacted graduation. It was agreed upon by the former GE committee and Senate to reduce the number of GE courses by; eliminating Communication & Critical Thinking GE box, adding a new area E - Ethnic/Multicultural Studies, and placing the eliminated GE courses into an existing Area C - Arts/Humanities. Students are required to complete 60 cumulative units total from both GE plus major requirements; additional courses (electives) are used if students lack 60 units upon completion of GE + major units. It was shared the decision to add Phil-151 is postponed until a conversation with Senate is agreed upon to add GE courses. This course will be taught after the C-ID process, which will take a year.

1. **COOR Approval**

**PHIL-151 Philosophy of Art**

**Action**: approved with recommendations; (M/S) McGrath/Corlew; unanimous

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| **GE SLO 1: oral/reading/writing - Nancy** | Committee agreed that this course meets GESLO1 based on item 5 discussion.  |
| **GE SLO 2: interdisciplinary - Cindy** |  This course is written to be interdisciplinary: music, art, dance and drama.  |
| **GE SLO 3: creative & critical thinking -Curtis** | This course requires analyzing, evaluating, and philosophical implications that all satisfy GESLO3. |
| **GE SLO 4: Ethics -Anthony** | Theories are tailored to GELSO4. |
| **GE SLO 5**: **Worldview - David**  | More assignments are needed to express multicultural and worldview. The course talks about the body of art, but requires more specific details. |

**Discussion:**

Luis: the course is broad due to the changing topics per term. Each semester the topic will change between art, dance, or drama. This course is interdisciplinary to include philosophy and one additional subject, e.g. art.

**Committee recommendations:**

* The assignments has the potential to cover worldview. It was recommended to add cultural component to the “sample assignment” that requires attending two concerts; and add a cultural component to the “art response” section.
* Revise the course content page (7) for clarity. The curriculum committee maybe confused by the philosophy of art in conjunction with the interdisciplinary content. Change the title to ***Philosophy*** ***of the Arts***. Adding the (s) is concerning that student’s maybe confused that this course will focus on all the arts simultaneously. An example title to express the changing of themes covered: ***Ethical Inquiries of Societal Issues*** or ***Philosophy of Arts Atheistic***. The reason for singular “Art” stand for the philosophical history which matches up to CSUs; Atheistic is recognized as an upper division course. It was questioned: would it be better to write the course as a generic art atheistic course and have one outline? This course is intended to cover the philosophical history of the art.
* Final recommendations: title change to plural “Arts” and revise the outline. The recommendations are not needed for GE approval instead for curriculum approval.
* **Drama 070**

**Action**: approved; (M/S) McGrath/Curlew; unanimous

**Discussion:** This is an update to the existing COOR.

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| --- | --- |
| **GE SLO 1 oral/reading/writing - Nancy** | Oral presentations involve college level reading and writing.  |
| **GE SLO 2 interdisciplinary - Cindy** | Covers interdisciplinary topics/film - atheistic, arts, political science, and history.  |
| **GE SLO 3 creative & critical thinking - Curtis** | Assignment paper requires analyzing, evaluation, and synthesizing of theories. |
| **GE SLO 4 Ethics - Anthony** | Content is integrated as defined in CSLO2 and 4 |
| **GE SLO 5** **Worldview - David**  | Overall content covers worldview via content and film. |

**Committee recommendations:**

* + Remove the duplicated statement on page 4 (bottom page).
* **NURS-036**

**Action**: Tabled

**Discussion**: This course is tabled; not certain if the department is requesting GE approval. It’s possible that the nursing department would like to offer this course to help nursing students earn an associate degree without taking an extra Natural Science class.

1. **GE Assessment Planning**

The committee discussed date conflicts and agreed to meet on Feb. 24th

**Update on program assessment Discussion:**

A’kilah helped with the random selection; 40 GE sections were selected and faculty were contacted via email. The committee is hopeful that 30 participants will agree to the video assignment; Josh will check with A’kilah whether 20 participants would be acceptable and that it wouldn’t impact the statistical analysis of the class. The sample includes some adjunct faculty; the committee should consider adding an incentive to complete the assignment. The committee discussed multiple challenges such as time constraints, video developments, and requests of a second sample in the Fall. A sizeable sample is needed to achieve the GE assessment results needed for accreditation and to provide information whether target topics are being taught. Josh is willing to attend various meetings and discuss the importance of completing the assignment and that Flex credit is available.

**Committee recommendation:**

* + Share that assessment meets the UF contractual agreement, and ask if the President or Deans can express to faculty that assessment evaluations fulfill their contract obligations.
	+ Have the Office of Instruction send a notification reminding department chairs to inform their faculty professors about fulfilling their Flex obligations.
	+ During college assembly that is planned to discuss GE assessment, include information about assessments fulfilling contractual agreements.

**Assessment Updates:**

Josh attended a Flex assessment workshop hosted by Briana. The information shared by Briana was completing an assessment similar to GE for Biology students; and to include a survey upon completion of the assessment. It’s possible for GE to develop a completion survey questioning - how well did professors teach global issues; and faculty can take the same survey. The results can be used towards making curriculum improvements. The survey can help with understanding “diversity” and what will it require to make it more meaningful.

**Committee recommendation:**

* Survey the faculty in regards to teaching global diversity towards developing a clear perspective that departments are meeting diversity requirements. There’s an assumption that departments are not, but in reality, they are based on how curriculum has evolved into multicultural dimensions over the years.

 **Video Prompt**

The committee approved the GE prompt previously. The committee was asked about changes:

* To help defuse the assignment apprehension, send the prompt to everyone so they can develop a clear understanding of what’s being asked.
* Josh will meet with everyone individually.
* Emphasize the technical support services are available to organize, create, and deliver the video.

**Committee recommendation:**

Create parameters (instructions):

* + Have students stand when recording their videos; the speech becomes more justifiable.
	+ No reading from their paper.

 **Approval of the final rubric**

* Homework assignment for the committee - review the final rubric column 2-4 for feedback.
* Be cautions of adding new things that will change the current assessment model. The model needs to remain intact to assure GE effectiveness. However the proficiency criteria (descriptions) can be modified; it was asked of the committee to review and modify the proficiencies so they are well-defined.

**Meeting Adjourned**