

**Committee:** General Education and Instructional Effectiveness Committee (GEIEC)

**Meeting Date:** November 26, 2018

**Person Presiding:** Puri Martinez, 2018-19 Elected Chair of GEIEC

**Regular Members in Attendance:**

George Bailey, Beth Chaney, Puri Martinez, Travis Alford, Rosa Alvarez-Bell, Debra Kosko, Maureen Ellis

**Ex-Officio Members in Attendance:**

John Collins

**Others in Attendance:**

Kristen Dreyfus, Cynthia Deale, Sue Raedeke, Rick Hernández, Cynthia Wagoner, Chris Ulffers, and William Donald Staub III

**Actions of Meeting:**

Puri called the meeting to order and asked for a motion to approve the November 19, 2018 meeting minutes. The motion was made by Debra Kosko and seconded by Travis Alford. The motion unanimously passed.

**School of Hospitality Management Proposal -**

The committee discussed the School of Hospitality Management proposal for Global Diversity for HMG 3200. The faculty representative for the School of Hospitality Management was Cynthia Deale. Travis Alford and George Bailey were assigned to lead the review and discussion on the proposal. Travis and George were in agreement that the course meets the requirements for Global Diversity. The committee agreed with both George and Travis, and Puri commended Cynthia and her faculty for the revisions that were made to the proposal, as the committee thought they were very well done. Puri called the motion to approve HMG 3200 for Global Diversity designation, and the motion unanimously passed.

**Department of Health Education and Promotion Proposal -**

The committee discussed the Department of Health and Promotion proposal for Domestic Diversity for HLH 3020—Understanding and Achieving Health Equity. The faculty representative was Sue Raedeke, and the GEIEC lead reviewers were Travis Alford and George Bailey. Sue Raedeke gave an overview of revisions of HLH 3020 for the committee. Travis indicated that the course meets the requirements for Domestic Diversity requirements, and George agreed. All committee members were in agreement to approve HLH 3020 for Domestic Diversity designation.

**Request for Retroactive Domestic Diversity Credit –**

Puri received a request from an advisor to consider History 103 American History from Río Salado College for Domestic Diversity credit. The committee noted there was no weekly schedule included in the syllabus, but all felt confident that the course objectives were sufficient to vote on the course for DD credit. George made a motion to approve the course, and Travis seconded the motion. The request was approved.

Chair's Report –

Puri informed the committee that she had granted the following approvals:

DD for: SOCI 1XX Intro to Sociology from Montgomery College; Cultural Pluralism in US from Bowling Green SU; American Indian Culture from Ohio University Athens.

GD for: HUMM 120 World Religions from Bucks County CC; HUM 130 Myth in Human Culture from Central Piedmont CC.

Puri indicated she plans to work with the Registrar's office and IPAR to make the process of reviewing and approving transfer courses more streamlined (i.e. move this to Curriculog).

In addition, she provided two rubrics that Lida Cope developed for the committee to review and discuss. George preferred the rubric that breaks out each outcome, with the space/area for additional comments. The question was asked if the GEIEC should be assessing rubrics or assessments for the courses. George provided some history on why the committee began reviewing the assessments and readings in the courses. It was done to ensure the course learning outcomes linked to readings and assessments in the course. Puri brought up the General Education Credit Request Form, approved by the Faculty Senate, which requests the daily/weekly schedule, so the committee can review, if needed.

Kristen Dreyfus asked the committee to consider an editorial suggestion to the rubric, which was to change the term "evaluation system" to "assessment system". Travis mentioned that the evaluation system/grading scale is not within the purview of the committee. George agreed that the committee did not need to include the evaluation system in our review/rubric, as the way faculty grade their students should not be the committee's concern. It was suggested to take off the "evaluation system". Travis made a motion to take off the "evaluation system" from the rubric, and George seconded the motion. Discussion on the motion occurred, and all committee members approved removal of evaluation system from the rubric.

In addition, it was suggested to add "course-specific general education learning outcomes", and to take off "and tests" on the fourth line down under each Outcome. Puri made a motion to add "course-specific general education learning outcomes" to the rubric and George seconded the motion. The committee approved the change. Puri made a motion to move "and tests" from the fourth line down under the Outcome, and George seconded the motion. Travis suggested that instead of having "description of assignments" and "weekly schedule", the committee include language that allows for either assignment descriptions and weekly schedules, but does not require both. Kristen Dreyfus mentioned that the GEIEC must make sure each General Education outcome is measured in some way in the course, using a student artifact or product. Travis

moved that the rubric be changed to state, “Description of assignments and/or other activities.” George seconded the motion. Puri indicated that she, as Chair, will ensure faculty understand what is meant by this on the rubric when putting in proposals. Kristen Dreyfus mentioned the rubric at the top needs to state, “Does the information in the syllabus support students in achieving ECU’s learning outcomes?” Travis moved to take out “How well” in the rubric and George seconded the motion. There were 8 committee members who approved the motion, and 1 abstained.

Puri made a motion to add the following to the end of the rubric: the course approved as is, course needs minor revision, and course needs major revisions, with a place for comments. Beth seconded the motion, and all committee members approved the motion.

Puri made a motion to adopt long version #1 of the rubric, with above changes, and Travis seconded the motion. All committee members approved the rubric. See revised rubric below.

#### Department of History Proposal –

The committee discussed the Department of History revised proposal for HIST 1030 World Civilizations to 1500 for Global Diversity designation. The faculty representative was Rick Hernández, and the GEIEC lead reviewers were Scott Abney (not present) and Debra Kosko. Dr. Hernández provided an overview of the proposed course. Debra Kosko indicated that the course met the criteria for Global Diversity designation. Debra moved to approve HIST 1030 for Global Diversity designation, and Beth seconded the motion. The committee approved the GD designation for this course.

#### School of Music Proposals –

The first proposal discussed was for MUSC 1765 to receive Fine Arts (FA) credit, and Debra Kosko was the lead GEIEC reviewer present from the committee. The faculty representatives were Cynthia Wagoner, Chris Uiffers, and William Donald Staub III. William provided an overview of the course and why they are seeking the FA credit. Debra Kosko asked about course organization and course portfolio. William explained how the course portfolio weaves into the schedule of the course. Puri asked William what made the course go beyond the skills level, and he responded that the course requires the student to learn about new music composers and genres. Cynthia Wagoner also mentioned that the students come to the course with certain skill sets already, and they learn the new components that William mentioned in the class to complement the skills. George moved to approve the FA credit for MUSC 1765. Travis seconded the motion, and the motion unanimously passed.

The second proposal to approve MUSC 2248 – Introduction to World Music Cultures for Global Diversity credit was discussed. Rosa Bell and Maureen Ellis were the GEIEC representatives assigned to lead the review and discussion on this course proposal. The course is for music majors, and Rosa Bell mentioned that course-specific outcomes were exactly the same, with minor differences on the syllabus, as that of MUSC 2249, which is a course for non-majors. Travis interjected that the course objectives are exactly the same, but the methods and activities

are different because only majors are expected to read music. Following that discussion, the lead GEIEC reviewer indicated the course met the criteria for Global Diversity credit.

The third and final proposal to approve MUSC 2249 – Music in Word Music Cultures was discussed for both Fine Arts and Global Diversity designations. The lead GEIEC reviewer, Rosa Bell, agreed that this course met the criteria for Fine Arts and Global Diversity designations.

Puri made a motion to approve MUSC 2248 for Global Diversity designation, Travis seconded the motion, and the committee unanimously approved.

Puri made a motion to approve MUSC 2249 for Fine Arts and Global Diversity credit, George seconded the motion, and the committee unanimously approved.

That concluded the meeting business. George made a motion to adjourn, Beth seconded, and all agreed.

Next meeting: January 14<sup>th</sup>, 2019

Other Spring semester meetings: February 18<sup>th</sup>, March 18<sup>th</sup>, April 15<sup>th</sup>.

ECU Gen Ed/Humanities Evaluation Proposal

Proposal: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Does the information in the syllabus support students in achieving ECU's learning outcomes?	No	Need more information. (Please specify.)	Yes
<b>Outcome 1:</b> <i>Distinguish artistic, literary, philosophical or religious works from other types of work and describe how they address enduring human concerns and the human condition.</i>			
Textbooks and other required course materials			
Gen Ed program generic learning outcomes			
Course-specific Gen Ed learning outcomes			
Description of assignments and/or other activities			
Weekly schedule			
Evaluation system			
<b>Outcome 2:</b> <i>Apply discipline-specific criteria and evaluate the significance of specific literary, artistic, philosophical or religious works to enduring human concerns and the human condition.</i>			
Textbooks and other required course materials			
Gen Ed program generic learning outcomes			
Course-specific Gen Ed learning outcomes			

Description of assignments and/or other activities			
Weekly schedule			
Evaluation system			
<b>Outcome 3:</b> <i>Apply discipline-specific knowledge in the humanities to contrast their understanding of the significance of specific artistic, literary, philosophical or religious works to enduring human concerns and the human condition with that of other disciplines.</i>			
Textbooks and other required course materials			
Gen Ed program generic learning outcomes			
Course-specific Gen Ed learning outcomes			
Description of assignments and/or other activities			
Weekly schedule			
Evaluation system			

Recommendation:

- Approve as is
- Approve with minor changes needed. Changes need to be submitted a week after approval

Reject, major changes needed

If changes needed, please specify below

Additional comments: