

GEN ED APPROVED MINUTES 10/15/21

Committee Members

ARHU	First Year Comp	Math	HEWE	SCEN	SOSC	Nursing EMS	Faculty Chairs	Non-Voting Members
Andrew Winters	Karen Palmer (Chair)	Kyle Russ-Navaro	OPEN	George Carpenter	Tara O'Neill	Jason Ebersole	Curriculum Chair: Matt Percy SLOA Chair: Bill Swenson	Advising: Tania Sheldahl

In attendance: Karen Palmer, Tara O'Neill, Jason Ebersole, George Carpenter, Kyle Russ-Navarro, Andrew Winters, Bill Swenson, Matt Percy

Non-voting members in attendance: Sarah Southwick, Tania Sheldahl

Agenda

Welcome

Approve Minutes 9/17 – George motioned to approve, Jason seconded.

Membership Update: We still need faculty from HEWE. Since we are looking at AAS gen eds, it would be nice to have someone on the committee that has an AAS. Per the constitution, we just need 2 occupational faculty, not necessarily by school. It looks like we need to get approval from FA to add new membership. In “other” categories. Patti has requested to not be an official member (she has not been officially listed as one previously), but rather to serve in an advisory position to come to meetings when needed. Jill has requested the same. I also think we should add Sarah as an official member since we do a lot of work with assessment.

Updates from Last Meeting:

- Kyle: MAT 141 & 142 are the same class? Patti is still working on this.
- Advising issue: Two senators volunteered to attend Advisor meetings. Senate did not want to do secret shoppers or send out a survey to students. The best thing to do is ask students to report specific advisor issues to Deans. From Jennie’s Report: Monthly Advisor Meeting

September 22, 2021

9:00am-9:30am

Faculty Senate tasked Jason Ebersole and me (Jennie Jacobson) with attending the meetings and facilitating conversation between faculty and advisors.

Tania Sheldahl's additions are in red.

Today I reported that faculty have heard that the advisors move students out of rigorous classes and into easier classes. I asked the advisors for their perspective on this issue.

They reported that a few things could be going on:

Promise students have strict requirements so occasionally they are advised to take rigorous classes when their other classes are not as hard. *This allows students to balance their course load each semester.*

Students are sometimes advised to wait and take rigorous classes after they've completed their English requirements.

Students will request changes after they've talked to their friends.

Students will request changes after they've read the syllabus and become aware of how much work a particular class entails.

Jason reported that pre-nursing students are sometimes advised to take classes at The Meadows instead of YC. The advisors said this does happen when students can't take classes in the middle of the day – which is how we currently offer the CNA class. The advisors recommended evening or weekend classes for this pre-requisite. AHS 114

Advisors noted that some students report being withdrawn from classes for making one mistake or missing one deadline. *Some classes appear to have assignments where if a student does not do well, it is a point of no return to get back on track.* Jason asked the advisors to encourage the students to read the syllabus and course calendar very closely.

An advisor noted that due dates in the course calendar and in Canvas are occasionally inaccurate. I encouraged the advisors to let the individual faculty member know, or the dean or the department chair. *Joani Fisher was tasked with sending the list of department chairs to Tania Sheldahl and Diana Dowling to share with the advisors.*

Jason and Joani informed the advisors that we have more adjunct faculty now than ever. Some of the above issues may be related to that.

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- 100 vs 200 level courses—Currently looking at the list of Gen Eds (and all 200 level courses) to see if there is a trend in 100 vs 200 level courses. Maricopa definition: <https://curriculum.maricopa.edu/curriculum/curriculum-procedures-handbook/courses/types-and-levels>
Feedback was given on this in teams, according to Amy, HLC may require that we come up with some definition (even if vague) for 100 vs 200 level courses. ---Andrew felt that this should be discipline specific, and what even counts as a prerequisite should be discipline specific. We need to identify what HLC requires and possibly agree upon one rendition of Bloom’s taxonomy.
-Matt believes that the level of difficulty in the learning outcomes should determine the level of the course and we could create a one sentence statement to clarify this. Matt was curious how many 200 level courses we have that don’t have a prerequisite (approx. 50%).
-Even if we don’t use Bloom’s to determine prerequisites, it would be good for the college to adopt a version that we can all agree on and use to guide curriculum.
-Karen felt like a broad statement would be good to have in case gen ed requirements change with universities, and because there are so many accreditation/certification/content area specific requirements/variables.
-Sarah recommends that SLOA take over proposing Bloom’s Taxonomy to the college, how would this impact our numbering system, and to consider how including too many prerequisites may pose a barrier to students.
-According to Bill, we already have a Bloom’s Taxonomy in our handbook that we use in SLOA.
-Andrew moved that SLOA take a look at Bloom’s Taxonomy, this was seconded by Matt Percy.

Course Levels

*Additionally, Maricopa courses provide content at different levels of knowledge and skill. **Developmental (below 100-level)** courses generally cover pre-college-level competencies and prepare students to take college-level courses; **First-year (100-level)** courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses; and **Second-year (200-level)** courses generally cover competencies for which some previous experience or knowledge may be desirable, sometimes including prerequisite courses.*

Assessment to do (Tabled until the spring):

Identify all degrees, including AAS, and make sure Gen Eds are being assessed: *Dr. Ryan wants every gen ed course assessed (whether listed in the AA or AAS degree), so we need to do our best to categorize them and assess them. Updates may be made later as the process evolves. Per Liz—have exceptions for Gen Eds for AAS degrees been documented somewhere?*

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- Update processes in the Assessment plan to match current process
 - Revise Written Communication—communication, world languages (not on the plan), computers? – *Have 3 different rubrics that fall under ‘communication’ – oral, written, languages? Could digital literacy fit here?*
 - Definition for world Languages
 - Edit the form to have the actual year (2021-22) instead of Year 1, etc.

Review Gen Ed Charge: (*Can't be submitted until January during the whole faculty Senate meeting*) – *send updates to Karen via email.*

General Education Advisory Committee

a. Purpose: To oversee and promote high quality standards in the General Education Curriculum at Yavapai College.

b. Activities:

1. Select General Education Chair and pass candidate on to FS for final approval;
2. Oversee, review and evaluate revisions to criteria, descriptions, and outcomes in all General Education categories at the College and make recommendations to the Curriculum Committee;
3. Review any changes to courses listed on General Education lists and send recommendations on to the Curriculum Committee;
4. Review any changes to the General Education component of any degree offered at Yavapai College and make a recommendation to the Curriculum Committee;
5. Assist in planning, organizing, and facilitating General Education Curriculum activities on Assessment Day;

c. Membership:

- Voting: A faculty member to represent each of the state's AGEC Foundation General Education and Area Studies categories (Arts and Humanities, First Year Composition, Math, Science, Social and Behavioral Sciences, and Other categories of Communication and World Languages), two faculty members representing occupational education from two different schools or divisions and campuses, Curriculum Committee Chair, and SLOA Chair.
- Nonvoting: Faculty Senate President, a representative from Student Advising, *and a representative from the Office of Student Instruction—this is not currently in the definition.*

d. Chair: General Education Chair: Elected by committee members the last meeting of the fall semester in the preceding academic year to serve as chair the following academic year.

From Tara: Hi Karen,

I think the Gen Ed charge seems pretty good, there were just a few grammatical updates (I don't know if they even matter...)

under a. it should say 'General Education Curriculum *at* Yavapai College.

under c, it should say 'two faculty members representing occupational education from two different *schools or divisions* and campuses.

***And, do we want someone from every AGEC category to be represented, do you think that's even possible? What do we do about Com & World Languages?

New Business

- AZ Transfer call for AGECE Revision: Updates? According to Andrew, this won't be resolved for a few years and the next update will be at our next ATF meeting.
 - Discussion: *U of A is the lead on this project, and it is anticipated that the other universities will follow suit. We will wait and see what is recommended. The Gen Ed ATF is at the end of October. Let faculty in your areas know about the Gen Ed ATF in case they want Karen to mention anything.*
- Test run with POT 81 courses: Karen sent out e-mails to faculty with POT 81 students on Monday, 9/27. Asked for submission by Week 10. Results: Should we send out requests for assessment and ask for folks to complete by November 1/15? – so far only 5 out of 20 have been received (and those were for student drops). Karen will send a reminder email out again, Andrew noted that it may be going to spam folders since it was automated.
- **Curriculum to approve:**
 - **ART 200 & 201 title changes only.** Per proposal: It was determined by the department and the dean that by including Art History I in the designation that students were erroneously believing that this was the first art history survey and that it must be completed before enrolling in Art History II (which is not the case). *Voted YES in teams.*

Course Description: Historical and critical survey of the development of world cinema as an art form, as a system of communication, and as an industry from its invention to the present day. How films work technically, aesthetically, and culturally to create, reinforce, challenge, comment on or change social, political or aesthetic norms.

Course Outline:

1. The development of film as a communication medium and art form
2. The development of key world film industries seen in their historic, geographic and political contexts
3. Film genres and vocabulary
4. Film analysis and critique
5. Film as a medium for social, political or aesthetic commentary

Course Outcomes:

- Identify the key world film industries and artists and their contribution to world cinema. (2)
- Use the basic technical and critical vocabulary of motion pictures. (3)
- Analyze the relationship between the technologies of cinema, film aesthetics and visual communication. (1)
- Classify genres, and analyze and critique films within their geographic, historical and stylistic contexts. (1-5)

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- Analyze the ways films have been used to promote, counter or comment on political, social and artistic movements. (1-5)

- **HUM 243/THR 243 Changing the title** "History of Film" to "World Cinema" to emphasize its global focus.

Adding GIH designation to acknowledge the global focus of the class.

This will also change the title and designation of the cross-listed class THR 243. *The committee approved this change.*

- Note: Course already approved by ASU as HU (Humanities) and G (global)
- Note: Course description, outline, and outcomes unchanged.

- **Motion:**

Andrew motioned to approve both class changes above, Matt seconded. The motion passed.

- **Cross Listing:**

Tania mentioned that it can be difficult to require two different prefixes when classes are cross-listed and this is an issue in DegreeWorks. Andrew brought up that credentialing is confusing with cross-listed classes. Jason says people should be credentialable for both areas. Karen feels that departments need to be sure they are credentialing instructors accordingly. Any new cross-lists instructors should be reminded that instructors must be credentialed in both areas.

- **Motion:**

Andre proposed that we approve MAT 182, and approve 183 with edits. The motion was seconded by Kyle and passed.

- [AGLS Conference Report](#)

- From Tania: AGECE presentation in Degree Works—can we think of a better way to present this info for students?

-Teach students about AZTransfer

-color coding doesn't work because of accessibility

-add a note that students have to take something from each category – add special requirements to course description

-Tania is trying to identify what access instructors can have to student profiles, instructors, chairs and program directors can ask for access to DegreeWorks

-Faculty should be trained, advising should be involved in what faculty have access to and how they are trained

-Tania and Karen would like to get together to identify how student affairs and faculty could work better together

- **New Business** Karen will let us know when things have been added to Teams and we can vote there.
 - **Andrew motioned to adjourn, Matt seconded, meeting ended at 1:20pm**
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