Meeting Minutes

1. Approval of Minutes of November 11, 2019
   - Motion to approve minutes of November 11, 2019, as submitted. Motion was seconded and approved unanimously.

2. Consideration of Proposals (Accessed via CIM)
   - Motion was made to approve BIOL 183 (Ecology of Sustainability) for K1, R3, and Service-Learning Half. Motion was seconded and approved unanimously.
   - Motion was made to approve THEA 201 (Theatre History I) for K4, THEA 231 (Acting II) for K4 and S3, THEA 301 (Theatre History II) for K4 and R1, THEA 320 (American Musical Theatre) for K4 and R1, and THEA 344 (Survey of Historical Costumes) for K4. Motion was seconded and approved unanimously.

3. Preliminary Discussion on S2 and S3 Feedback
   - S2 - Comment on word mastery used throughout elements, suggested an alternative statement using the information in optimally the best way; a lot of feedback indicated it is working well meaning majority have been able to interpret mastery; if it’s made more specific, becomes discipline-specific, but understand concern; could change to successful; didn’t see other recommendations ULEC can change; don’t expect perfection to get the exceeded benchmark; if mastery does equal perfection, then should be changed in Elements A, B, and C; feel confident that feedback was overwhelmingly positive or were things ULEC can’t do anything about, nothing further to add.
   - S3 - Comments divided along ok its fine-a little vague or it’s too vague and needs to be more arts-specific; when outcome initially created, hoped it would be more arts-specific but was determined it would need to be eliminated or made more broad in its interpretation; thinking about production and performance or interpretation of it, all combined into one outcome; many students can demonstrate originality but not creative thinking, it’s a loss as it challenges students to solve problems that aren’t linear or rationale; originality and creativity are different, understand it creates an opportunity to get S3 in an art form, but there are so many opportunities in upper-division courses within their major they achieve it somewhere else; one comment stated that the issue isn’t with the element, but with the structure of the rubric itself; dashboard numbers looks okay; time commitment for ensemble work, S3 needs
improvement as there are more STEM and reading occurring, aren’t many options, you can read and read and never express it; in the arts—especially theatre—empathy is being taught as a way of managing conflicts, where are our students learning empathy, it’s explicitly in theatre curriculum; agree that we don’t have an arts-specific outcome, but glad it exists.

4. Miscellaneous Business
   - Jean Pratt provided an overview of the COB’s new rubric development process, making it faster and easier to score artifacts. COB members attended a rubric development and assurance of learning workshop. She’s willing to walk through the actual workshop if anyone is interested or would like additional information.