

GLCOC – 3/17/14

In attendance: Moses Shumow; George Pearson; Omar Abdul Aziz; Stephanie Doscher (ex-officio)

Move to approve minutes from previous meeting; unanimously approved

1. **HFT 3603 Hospitality Industry Law:** Shonali (first reader; not presents, notes are from her email): “Finally HFT 3603: Hospitality Industry Law (in the Global Arena) - not quite sure about the title. The course description and content in syllabus seem appropriate for GL designation. There were perhaps too many tables with rubrics attached to the syllabus and couldn't read the second table (perspective) of the GL assessment matrix - just a dark grey/black color. But the syllabus does mention all three global learning outcomes and the attached tables detail both global awareness and perspective assessments. Overall, believe that the course is OK and can pass as GL course. Perhaps Stephanie or someone can make sure that the GL outcome 2 is okay in the original copy of the GL matrix.”

Professor Jossey Perspective: Mock trial; case brief (students assigned a specific case); questions about ethics

Omar (second course): GL criteria are clearly stated; course is ready to go

Motion to accept course for GL designation; motion passes unanimously.

2. **JPN 3955 Foreign Study Japan**

Omar (first reader): A good Global Learning course. Shows the relevance of the course for global learning; there is participation, groups and individual; students must interact and engage. It's ready to go.

George (second reader): Well set up, exciting course, no problems.

Motion to accept course for GL designation; motion passes unanimously.

3. **REL 3075 Magic and Religion**

George (first reader): Embedded questions are not clear as the part of the assessment for awareness, needs to be clarified. Also needs to clarify how

the journals will be assessed for engagement, if they are not going to be assessed.

Moses (second reader): Similar concerns as George, awareness metric needs to be clarified (where are the embedded questions?), and the engagement section could be strengthened.

Here are the extended notes from both reviewers:

Moses: "- The matrices for assessment need to be more clearly laid out. The artifact for assessing "Awareness" is listed as 'embedded questions,' but after looking back through the syllabus a few times, I was unable to find these or determine how they fit in with the structure of the course. Perspective is fine, as I think the final essay will definitely push the students to examine beliefs on magic and religion from multiple viewpoints. However, under "Engagement," I don't quite see how the journal entries and discussion posts lend themselves to the kind of co-curricular activities that are seen as being a part of a GL course. It would be helpful if the instructor could explain in a little more detail.

- Following up on that last point, the co-curricular activities envisioned for this course are not entirely clear, and yet it seems like the potential for exploring magic and religion within the context of Miami/South Florida is very high (visits to local *Botánicas*, for example, or exploring the practice of *vou-dou* in Little Haiti). I would like to see a little more thought put towards explaining how co-curricular activities might play a more central role in this course.

- Finally, the matrices need to evaluate the entire course, not just the students (an issue each time we do a review, but easily addressed).

George: "I thought the embedded questions might be included in the quizzes, but if so that should be made clear. Also not sure how the journal can be assessed for GL Awareness, since it is graded only by being completed, not for content.

As a resident of Hialeah, I could suggest several interesting venues for extracurricular activities! A quick Google search also reveals several interesting Wiccan events in the South Florida area. Although this isn't a core GL course and co-curricular isn't required, it does seem like an opportunity missed. One of the neat things about religious studies is the chance to go and see stuff.

Finally, an Assessment Matrix needs to be for the class, not individuals. Is there any way we can change the language on this requirement? "

Motion to accept with revisions, approval pending by the chair; motion passes unanimously.

4. REL 3362 Islamic Faith Society

Moses (first reader): Accept with no changes

Shonali (second reader): Accept with no changes.

Motion to accept with no changes; motion passes unanimously

5. HFT 3713 International Tourism

Omar (first reader): Revised version looks much better; it's ready to go.

Rick (second reader): Also believes the revision works well, ready to accept.

Motion to accept with no changes; motion passes unanimously

6. HFT 3701 Sustainable Tourism

Rick (first reader): No changes

Shonali (second reader): No changes

Motion to accept with no changes; motion passes unanimously

George adjourned meeting.