

GEOC Meeting October 29, 2008

In Attendance: Katharina von Hammerstein, Cora Lynn Deibler, Mike Darre, Kayla Armando, Bill Lott, Niloy Dutta, Xae Alicia Reyes, Robert Cromley, Elizabeth Jockusch, Tom Deans, Jane Goldman, Morty Ortega, Murphy Sewall, Tom Roby, Anke Finger, Peter Gogarten, Anabel Perez. Not Present: John Troyer, Letitia Naigles, Kristina Paul.

1. Minutes of the last meeting.

Motion to approve the minutes as written. Motion approved.

2. Announcements

- *Undergraduate Student Member.* GEOC welcomed our new undergraduate student member, Kayla Armando.
- *Wednesday, November 12, 2008.* The November 10th GEOC meeting has been rescheduled for November 12th 1:30p-3:30p.
- *CA3 Assessment Coordinator.* Annelie Skoog accepted the CA3 Assessment Coordinator position.
- *Global Citizenship Curriculum Committee.* Katharina von Hammerstein serves as chair of this committee. Thank you to Anabel Perez and GEOC student workers Kristen Mooney and Cleo Szymgiel for their work in identifying global/international general education courses.

3. Subcommittee Reports

Second Language Competency

- **Membership.** Brian Boecherer will join the subcommittee and serve as informal co-chair. He will attend GEOC meetings when Xae Alicia Reyes cannot attend, though he will not have voting rights.
- **Second Language Requirement in High Schools.**
 - Subcommittee thinks a letter of concern should come from higher up the University hierarchy as the impact would be at the University-level. GEOC will initiate the letter and send it to Veronica Makowsky, with hopes that it be passed on to the Board of Education.
 - Admission. Katharina von Hammerstein has written an email to Lee Melvin, University Admissions, and he stated that his staff informs prospective families of the second language general education requirement.
 - Senate. Should a letter such as the one discussed in GEOC go to the Senate before going to the Board of Education?
 - Some on GEOC argued that since there is no policy change in the Board of Education proposal, a letter from GEOC need not go to the Senate.
 - Equity. Several on GEOC expressed concern that the elimination of second language requirements at the high school level will widen the gap between rich and poor school districts and, subsequently, result in more restricted access to students from districts without these second language offerings.
 - Guidelines. GEOC guidelines state that to enter UConn, it is expected that students have 2 years of foreign language instruction.
 - In practice, however, UConn Admissions is not holding to this requirement. Only upon completion of the UConn degree is the second language expectation considered a requirement.
 - There is no language in the Undergraduate catalog stating that two years of second language instruction is a requirement for general UConn admission, though individual schools have specific requirements.
 - GEOC and Senate C&CC should make sure that entry expectation language gets into the catalog.
 - A short discussion ensued about whether the Second Language Competency language should change to read “entry requirement” rather than “entry expectations”? No consensus was reached.

Writing Competency

The W subcommittee recommends **approval** of the following courses:

POLS 3210W	Ethnic Conflict (Approve following slight edit to catalog copy to read, “Open to juniors or higher.”)
POLS 3218W	Indigenous Peoples’ Politics and Rights (Approve following slight edit to catalog copy to read, “Open to juniors or higher.”)
POLS 3615W	Electoral Realignment (There will also be a non-W version of this course)

Motion to approve the W report. Motion approved.

The W subcommittee reports that they are still discussing the following proposals:

ENGL 2411W

If the instructor chooses to revise justification to reflect what is described in syllabus, then committee would be willing to reconsider the course. Currently, justification language is template language that should be changed.

ENGL 2408W

The W subcommittee recommends that the ENGL department drop 3406, unless they want this course on the books twice. If the instructor chooses to revise justification to reflect what is described in syllabus, then committee would be willing to reconsider the course. Currently, justification language is template language that should be changed.

Quantitative Competency

The Q subcommittee recommends **approval** of the following courses:

MATH 1125Q	Calculus 1a
MATH 1126Q	Calculus 1b

The Q subcommittee recommends **approval of revision of catalog copy** for the following courses:

MATH 1131Q Calculus I

Current Catalog Copy

(115Q or QC) Either semester. Four credits. Four class periods. Prerequisite: Passing score on the Calculus Placement Survey.

Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 120 or 1151. Suitable for students with some prior calculus experience. May be used in place of MATH 1120, 120, or 1151 to fulfill any requirement satisfied by MATH 1120, 120, or 1151.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences. Sections with QC credit integrate computer-laboratory activity.

Revised Catalog Copy

(115Q) Either semester. Four credits. Prerequisite: Passing score on the Calculus Placement Survey.

Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who passed Math 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences.

MATH 1132Q Calculus II

Current Catalog Copy

(116Q or QC) Either semester. Four credits. Four class periods. Prerequisite: MATH 1121, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 on the Calculus BC exam. Recommended preparation: A grade of C- or better in Math 1121 and 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to the physical sciences and engineering. Sections with QC credit integrate computer-laboratory activity.

Revised Title and Catalog Copy

(116Q) Either semester. Four credits. Prerequisite: MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in Math 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121 or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with application to the physical sciences and engineering.

Motion to approve the Q report. Motion approved.

Discussion of these revisions, and the need for these revisions, raised questions about budget resources and effects on teaching.

Recertification. The Q subcommittee has unanimously decided that they would like to see syllabi for all Q courses when recertifying.

CA2 Social Science

The CA2 subcommittee recommends **approval** of the following course:

POLS 3615/W Electoral Realignment
(There will be W and non-W versions of this course)

Motion approve the CA2 report. Motion approved.

CA1 Arts and Humanities

The CA1 subcommittee recommends **approval** of the following courses for inclusion in CA1:

ENGL 2411 Popular Literature
(Also being considered for W to create W and non-W versions)
ENGL 2408 Modern Drama
(This was previously ENGL 3406. Also being considered for W to create W and non-W versions)
ENGL 2409 The Modern Novel
(This was previously ENGL 3409)
PRLS/ SPAN 1009 Latino Literature, Culture and Society

Motion to approve the CA1 report. Motion approved.

** Request: all subcommittee reports should include title and catalog copy. A current and revised catalog copy should be included where this is applicable. **

4. General Reports and Discussion

Q Center Budget

Tom Roby reported a small augmentation to the Q Center budget, though it does not keep pace with the Q Center's growth in recent years.

Makowsky Letter

GEOC members expressed disappointment with Vice Provost Makowsky's response to GEOC's letter expressing concern about how the budget cuts would affect the quality of general education at UConn. One main concern GEOC noted was the move from large courses with discussion sections and/or readers to even larger lecture lectures without the discussion sections and/or readers. Responding to this concern, Vice Provost Makowsky recommended attending ITL workshops on teaching large lectures and assessing how large lecture courses limit learning outcomes, to see if this is indeed the case.

With regards to goals stated in actual course syllabi, GEOC noted that learning content in large lecture courses must be different than learning content in small discussion sections. This particular concern can be part of our Recertification effort, asking departments how the budget cuts have impacted teaching of the course. A formulation of the changes in learning outcomes that result from the budget crunch may carry more weight with University administration. The only figures we currently have to show this impact is that the Q Center has seen a dramatic increase in student traffic since MATH 1070 [105] changed to large lecture only format.

Note: Changes in pattern of credits or major changes in delivery of 1000-level, 2000-level, or general education courses must be approved by the Senate.

5. Assessment

FY 0809 Assessment Budget

The Provost's Office had approved for 2007-08 a W Assessment budget that would include assessment of four departments. W assessment of three departments occurred over the summer. Due to the budget cuts, there are no funds to carry out assessment of the fourth department, NURS.

Only two of the three planned FY 0809 efforts –including the continuation of W assessment- will be funded. Katharina von Hammerstein proposed the following options for allocating/reallocating FY 0809 assessment funds:

- Originally planned W assessment of fourth department
- Start CA4 assessment
- Competition to develop an overarching assessment project (to connect general education assessment efforts) and a student worker to help with crunching numbers.

The cost of each of the above is nearly the same.

CA4 Assessment

CA4 Assessment plans for current academic year

- Naming of CA4 coordinator. A list of potential coordinators has been created
 - Subcommittee concerns for CA4 assessment coordinator (\$5K): Clare Eby, David Moss, Alexandra Bell, Xae Reyes, Alexinia.
 - Intangible goals in CA4 and the difficulty in assessing those goals
 - GA to provide support: Sen Rohini (1 semester salary)
 - A second GA, Mark Oliver, is willing to serve as honorary co-coordinator and serve as liaison between GA and coordinator. He is also willing to do this for no salary.

- Creation of a “wish list” for what coordinator is going to do:
 - Mapping exercise like in CA3?
 - How involved does CA4 want to be in the assessment effort?

Katharina von Hammerstein asked to consider the allocation of assessment funds. A discussion ensued:

- How worthwhile is NURS W assessment?
 - It is very worthwhile to assess the writing in a department in a different discipline than those assessed over the summer.
 - Regardless of availability of funds for readers, the W Assessment Coordinator, Tom Deans, expects to collect writing samples.
 - The synergy created between participating departments in the effort over the summer was one of the most valuable outcomes. Doing the assessment with only one department will lose the benefit of this synergy.
- Overall “Bird’s Eye View” of Assessment.
 - An early effort to capture the big picture in general education assessment will help structure the assessment effort and, in a sense, “assess the assessment.”
 - Having a competition in a political atmosphere where there is no money may be bad public relations for GEOC.
 - Further, so little assessment has been done of the general education content areas and competencies that it might be too early to offer such a competition.

Motion presented to continue with W assessment and start CA4 assessment. Motion approved.

Katharina von Hammerstein was asked by several GEOC members to communicate with the Assessment subcommittee and ask them to better flesh out their idea for the competition. At present, the details are too sketchy.

Katharina von Hammerstein asked CA4 subcommittee co-chairs to provide the following:

- Updated assessment document
- List of possible coordinators and GAs
- Tentative outline for CA4 assessment project

Reminder: our next meeting has been rescheduled and will take place November 12, 2008 1:30-3:30pm in CUE 420.

Respectfully submitted,

Anabel Perez
GEOC Administrator