

GEOC Meeting April 7, 2008

In Attendance: Cora Lynn Deibler, Katharina von Hammerstein, Mike Darre, Anke Finger, Jane Goldman, Dean Hanink, Peter Gogarten, John Bennett, Tom Roby, Rosa Helena Chinchilla, Felicia Pratto, Anabel Perez. Missing: Arnie Dashefsky, Murphy Sewall, Bill Lott, Hedley Freake, Xae Alicia Reyes, Dan Civco, John Troyer, Marie Cantino, Niloy Dutta.

Meeting called to order at 11:05am.

1. Minutes of the March 27, 2008 meeting.

Motion to approve the minutes as written. Motion carried.

2. Announcements

- *New GEOC Student Employee.* Cleo Smygiel has joined the GEOC student staff and will support Katharina von Hammerstein and Anabel Perez in the coming year.
- *Provost's Competition.*
 - 2008 winners named:
 - Arnie Dashefsky: Anti-Semitism and Society
 - Norma Bouchard, Barbara Lindsey: Template for Blended Foreign Language Courses
 - Guillermo Irizarry, Odette Casamayor-Cisneros: Latino Literature, Culture, and Society
 - Olivier Morand: Economic Growth and the Environment
 - Eve Shapiro: Global Sexual Communities in the Digital Age
 - Harry van der Hulst: Language and Mind
 - Provost's Reception: 2008 winners will be recognized at the April 29, 2008 Provost's General Education Course Development Reception. Winners of the 2006 competition completing their projects at the end of this academic year will also be honored.
 - Plans are underway for the Year 1 Workshop with ITL staff for winners of the 2007 competition. The workshop will be held the week of May 12, 2008.
- *GEOC Membership.*
 - CA3 Science and Technology: The Senate Nominating Committee has suggested David Wagner (EEB) for membership to GEOC. The following GEOC members voiced support for this suggestion: Mike Darre, Jane Goldman, and Peter Gogarten.
 - CA4 Diversity and Multiculturalism: Morty Ortega has accepted his nomination to GEOC. He will co-chair the CA4 subcommittee with Anke Finger.
 - Second Language: Rosa Helena Chinchilla has received a grant from the Humanities Institute for the upcoming academic year. As a result, she will not be able to serve on GEOC during the grant term.
 - Mike Darre suggested asking a current subcommittee member to step up to co-chair during Rosa Helena Chinchilla's absence.
 - Alternatively, Rosa-Helena Chinchilla could be replaced for that year by someone Nominated by the Senate Nominating Committee.
 - Katharina von Hammerstein will ask Xae Alicia Reyes her preference.
 - Information Literacy: Letitia Naigles is leaning toward accepting her nomination to GEOC. She has yet to give a final answer. Dan Civco is on sabbatical Fall 2008- he currently serves as co-chair with John Bennett. John Bennett expressed willingness to stay on the subcommittee as a member during Civco's absence to ease the transition.
- *One CAR.* The unified Curricular Action Request form is ready to be reviewed by GEOC and Senate C&CC. An email with short instructions will go out to committee members later today or early tomorrow. The long-term goal is for all schools/colleges to use this form for their internal proposal review. However, at this time, the form is not ready for presentation to the schools/colleges and will be used only to GEOC and Senate C&CC business.
- *End of Semester Party.* Katharina von Hammerstein invited GEOC members to an end-of-semester gathering at her home. Email invitation with details to follow.

3. Subcommittee Reports

Quantitative Competency

The Q subcommittee recommends **approval** of prerequisite changes to the following courses:

LING 3310Q [205Q] Phonology

Current Catalog Copy: LING 205Q. Phonology.

First semester. Three credits. Prerequisite: LING 202. Calabrese, van der Hulst

The analysis of sound patterns in language within a generative framework: distinct features, segmental and prosodic analysis, word formation, the theory of markedness.

Revised Catalog Copy: LING 3310Q. Phonology.

First semester. Three credits. Prerequisite: LING 2010Q.

The analysis of sound patterns in language within a generative framework: distinct features, segmental and prosodic analysis, word formation, the theory of markedness.

LING 3510Q [206Q] Syntax and Semantics

Current Catalog Copy: LING 206Q. Syntax and Semantics.

Second semester. Three credits. Prerequisite: LING 101 or 202. Beck, Boskovic, Lasnik, Sharvit.

The analysis of form and meaning in natural languages in a Chomskyan framework: surface structures, deep structures, transformational rules, and principles in semantic interpretation.

Revised Catalog Copy: LING 3510Q. Syntax and Semantics.

Second semester. Three credits. Prerequisite: LING 2010Q.

The analysis of form and meaning in natural languages in a Chomskyan framework: surface structures, deep structures, transformational rules, and principles in semantic interpretation.

Justification for above changes: Changes reflect change in curriculum brought by dropping LING 2020 (202), as well as departmental consensus that LING 1010 (101) is not adequate preparation for LING 3510Q.

Motion to approve the Q report. Motion carried.

Q recertification of courses [copied from Q Report 3/28/08]:

“The subcommittee recommends a combination between a simple letter with check-off box together with submission of exam samples as an appropriate basis for Q-course re-certification.

The paragraph to be checked off should say that the Q-relevant content of course _____ Q has not changed since it was approved by GEOC. David Gross and Tom Roby will generate a draft of this paragraph. The letter should be signed by the head (or her/his designee) of the offering department.

The Exam copy provided should be a copy of a recent comprehensive final, or of the final and midterm exams (in case many parallel sections with different exams are offered, one sample is sufficient). In case the exams do not reflect the Q-content of the course, additional comments can be provided.”

GEOC feedback:

- Clarification: suggestion for Q courses above is NOT meant as a suggestion for the other content areas or competencies.
- Jane Goldman asked if it might be appropriate to review the lab assignments in Q courses.
 - Peter Gogarten stated that if the final exam raised flags about the Q content of the course, then the subcommittee could ask for more details about the lab assignments.
- Tom Roby argued that consistency is important in getting information from departments.
- Felicia Pratto noted that each content area and competency should have their own criteria for recertification.

- Tom Roby pointed out that there was strong opposition in the Q subcommittee for asking departments for course syllabi.
- Jane Goldman also pointed out there will be resources for assessment and we need to find the links between recertification and assessment to draw on those resources.
- Peter Gogarten stated that it cannot be GEOC's task to police departments. He argued that GEOC should believe what departments state rather on their recertification document, whatever shape it takes.
- Asking particulars about student learning is a more complex undertaking than individual subcommittees can support. It is more suited for Assessment, than Recertification.
- Peter Gogarten would like ALL Q courses taught for one semester, regardless of when they were approved, to submit their final exam for GEOC review.

Katharina von Hammerstein asked that the Q subcommittee hold off on sending any letter to departments teaching Q courses, stating recertification need be a consolidated GEOC effort, not piecemeal. However, a brief draft of the above letter will be a good model for other GEOC subcommittees. The last draft of the academic plan states that GEOC should have a recertification plan by the end of the coming academic year.

Assessment will be discussed in the Q subcommittee in a meeting with Felicia Pratto at the end of the semester.

CA4 Diversity and Multiculturalism

The CA4 subcommittee recommends **approval** of the following course:

PSYC 3402W Child Development in Social Political Context

Motion to approve the CA4 report. Motion carried.

CA4 Assessment:

Anke Finger and Arnie Dashefsky have updated the CA4 assessment document based on suggestions raised at the March 20, 2008 GEOC meeting. Updates, along with additional GEOC comments follow:

- *Update:* Consolidation of the long phrase, “*through the lens of ‘race,’ ethnicity, gender, sexual identity, political system, religious tradition, or of disability,*” in Learning Goals and Objectives
- *Update:* Under measurements and results, removed references to comparative analyses and the grading of written reflection.
 - If the writing is not graded, does it matter?
 - Who will be reading this material?
 - Instructors would only be supplying the materials, not doing the reading to determine if CA4 goals are being met. This could be accomplished in a manner similar to W courses assessment.
- *Measures:* second sentence under measures is unclear. The sentence currently reads: “*At least one of the basic principles of assessment in CA4 should be based on written reflection or work of equal substance as part of the course, which would include analysis of two or more groups or perspectives, through the lens of “race,” ethnicity, gender, sexual identity, political system, religious tradition or disability, and its application to relevant theory and methods presented in the course.*”
 - What does “basic principles” refer to?
 - “Basic principles” will be edited to increase clarity.
- Katharina von Hammerstein sent the draft to Eric Soulsby for comments.
 - He noted that it is impossible to measure “an understanding.” This needs to be edited to be more concrete.
 - CA4 will make changes to the articulation of learning objectives to make them more measurable.
- *Measures:* Peter Gogarten argued that the Measures portion of this document does not describe any measures themselves, but procedures for measuring.
 - John Bennett argued that the document needs to identify those things that are measurable.

Katharina von Hammerstein has suggested that, once the learning objectives are edited to be more concrete, the document be forwarded to the Assessment subcommittee.

CA1 Arts and Humanities

Cora Lynn Deibler offered an oral report of CA1 activities.

The CA1 is continuing to discuss assessment in relation to the Arts and Humanities Content Area. Cora Lynn Deibler noted that their conversations have taken shape much like CA4's.

Assessment Subcommittee

Katharina provided an oral report of the subcommittee's activities:

- Writing Competency: Assessment of W courses is taking place now and over the summer. Three departments have been identified for this assessment and written assignments are being collected. W assessment will continue into next year, possibly including ENGL 110/111.
- CA3 Science and Technology: CA3 assessment is currently under way and will continue into next year.
- Information Literacy Competency: Fall 2007 SAILS results will arrive in June 2008. The Assessment subcommittee awaits those results to determine how best to proceed.
- Next: CA2 Social Science and CA4 Diversity and Multiculturalism assessment will begin next year.

Ideally, Quantitative Competency assessment and CA1 assessment would follow.

4. Reports and Discussion

Academic Adjustment for General Education Competencies

Previously independent of each other, the two centers noted in the original document- University Program for College Students with Learning Disabilities and Center for Students with Disabilities- have merged. References to these centers in this document will change to read only "Center for Students with Disabilities."

Other change:

- change in numbering in the list at the bottom of page 1, plus the addition of "as appropriate" to point 5.

Katharina von Hammerstein will forward the document to Senate C&CC.

CCAGE courses

Paragraph to be included in the GEOC guidelines, directly before individual CA and Competency articulation of criteria. The proposed wording is:

"In the interest of ensuring student learning in each of the Content Areas and simultaneously providing models for connections across Content Areas, proposals for General Education courses may include components of more than one Content Area. A course that adequately fulfills the specific individual criteria of each of two Content Areas may be approved as a cross-content area General Education course and will be listed under each of the two Content Areas. A course may fulfill criteria of three Content Areas and be listed as such, only if one of the three is Content Area Four. Commitment to each Content Area must be deep enough to satisfy the criteria that Content Area. If, on the other hand, a course fulfills the specific criteria of only one Content Area, the course will not qualify as a cross-content area General Education course. See the criteria for individual Content Areas for further clarification. Those who propose cross-content area General Education courses are encouraged to consult with the respective GEOC subcommittees.

Note: For rules explaining how students meet the General Education requirements in different Content Areas, see 'Content Area Operating Principles' in Part A."

Motion to approve the above wording and forward it to Senate C&CC. Motion carried.

“Content Area Operating Principles”

This section of the GEOC Guidelines currently reads:

- a. The Content Area courses in Groups One, Two, and Three must be taken in six different academic units. Content Area courses may be counted toward the major.
- b. Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Group One, one-credit performance courses may be included. Students may use no more than three credits of such courses to meet the requirement.
- c. In Group Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.
- d. In Group Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.
- e. One, and only one, Group Four course may also serve as a Group One, Group Two, or Group Three requirement.
- f. For Groups One, Two and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Groups.
- g. Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.
- h. General Education courses, whenever possible, should include elements of diversity.

Suggested revisions replacing above f. and g. are noted below, in **bold font**. No changes to points a-e., h.:

- f. For all Groups, there **can be multiple designations. An individual course can be approved for - one Group; - two Groups; or - three Groups, if one of the three is Group 4.**
- g. **Only one cross-content area course may count toward the two courses required for any one Group.**
- h. **Students taking a course with multiple designations across two of Groups One, Two, or Three, must indicate at the time of registration for which of these Groups the cross-content area course will be counted for on their plan of study.**
- i. Interdisciplinary (INTD = **interdepartmental**) courses are not necessarily cross-content area courses nor are cross-content area courses necessarily INTD courses. INTD courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and **can** be placed in **one or two** of the first three Content Areas. No more than six credits with the INTD prefix may be elected by any student to meet the General Education Requirements.

Discussion:

- Mike Darre pointed out that the Senate originally expressed concern over courses across CA1-3.
- Jane Goldman suggested an edit to point h to read “Students must [indicate at the time of registration] for which of these Groups...” [Note: this change made to the revised text above]

Motion to approve the draft Content Area Operating Principles as amended. Motion carried. This will be forwarded to Senate C&CC Fall 2008.

Intersession CAR and Intersession Evaluation:

The following changes were suggested for the Intersession Curricular Action Request:

- Deletion of Grade Distribution question
- Rephrasing of syllabus request to read: “Please provide a copy of the latest representative syllabus for this course as taught in the regular session.”
- Rephrasing of proposed syllabus request to read: “Please provide a copy of the proposed representative syllabus for this course as it is planned for the intensive session.”

The following changes were suggested for the Intersession Evaluation form:

- Introductory text clarification: instead of reading, “The University Senate requires that all Gen Ed courses be recertified by GEOC if they are to be offered in sessions of less than four weeks,” the sentence should read, “The University Senate requires that all Gen Ed courses be recertified by GEOC if they are to be offered in sessions of **four weeks or less.**”
- Question 9a. will be amended as follows: “a. ways in which you changed the class to fit the compressed schedule, **including any modifications to learning objectives and methods of assessment.**”

The changes will be made and the revised documents posted to the GEOC website.

Respectfully submitted,

Anabel Perez
GEOC Administrator