

# GEOC Meeting September 30, 2015

*Members in **BOLD** were in attendance:*

**Mike Young – Chair, (Karen Piantek – Admin), Joseph Abramo, Pamela Bedore (Sen C&C), Michael Bradford, Scott Campbell, Ana Maria Diaz-Marcos, Arthur Engler, Bernard Goffinet, David Gross, Thomas Meyer, Stephanie Milan, Olivier Morand, Gustavo Nanclares, Fatma Selampinar, Eduardo Urios-Aparisi, Manuela Wagner, Bing Wang**

Meeting called to order at 11:14am.

## 1. Minutes of September 16, 2015 meeting

- There was a small change requested to the wording of the first bullet item under the First Year Writing Waivers discussion. It was felt that the original wording did not accurately capture what the speaker had said.

**The minutes were accepted with the change.**

## 2. Old Business

- A. Transfer of credits from community colleges and CSUs – the “TAP” transfer course proposal program (*Guests: Ken Klucznik will attend the meeting*)
- Ken Klucznik from the Manchester Community College English Department was introduced to the committee. He gave some background on why he was here.
  - K. Klucznik and Candace Barrington were asked to take leaves from their positions to work on this transfer credit project. The work is primarily to facilitate the transfer of students from the community colleges to the state universities.
  - K. Klucznik provided an informational handout that explained the process of creating transfer credit pathways. He noted that the goal is for any student arriving at a community college to complete a pathway and be guaranteed that it will transfer to the state universities. He said that for every pathway, the system saves on 60 individual articulations.
  - K. Klucznik noted that one of the biggest issues for students is that information is lacking online about which courses transfer to which universities.
  - Each of the four state universities created a list of program requirements fulfilled by Pathway30. The hope is that a list can be created for UConn as well.
  - M. Bradford asked about applicability to the School of Fine Arts; K. Klucznik indicated that this conversation is on the horizon.
  - There is a NEASC requirement that 1/3 of each degree be General Education.
  - K. Klucznik noted that the transfer credit program is competency-based, not course by course. The credit is transferred over as a competency. What they found in many cases in different disciplines, especially the humanities, is that there were very few courses offered across colleges that were similar to others.
  - M. Young noted that real competencies involve the submission of an “artifact” that shows the competency was fulfilled; he said that it sounded like in this case competencies are still fulfilled by individual courses. K. Klucznik explained that for every competency there is a list of outcomes and corresponding rubric, and each college is responsible for vetting courses to ensure that the

courses incorporate and assess for each of the competencies. M. Young indicated that this is essentially how UConn operates.

- K. Klucznik noted that most community colleges stay within disciplinary boundaries for their competencies. At UConn a Q course might be in ECON or LING, but it is almost always going to be a math course at the community colleges.
  - Some pathways are more restrictive than others. What it amounts to is that each major may need its own articulation pathway, although there may be commonalities. The issues here will be the same as those faced by any student starting at a four-year school.
  - The ultimate goal is to give students an area to start with. Because general education courses are often broad, students can explore in their first semester. If an area is not for them, they can then receive a list of majors that the courses they took will count towards.
  - In general, most courses student take will only fulfill one competency. The one exception is WCSU where some 'double-dipping' can occur.
  - M. Young asked K. Klucznik what he ultimately hopes will come out of this discussion. K. Klucznik noted that the goal is some visible product that will tell students what the likely pathway to getting gen ed credit at UConn would look like. Ideally, he would like UConn to look at rubrics and competencies and determine if these credits can fold into UConn's gen ed program. Even if 70% could be included, that would be a start. K. Klucznik noted that he will send rubrics and outcomes for the GEOC to review.
- B. Digital Information Literacy competency; Assessment Project Report update.
- The report still needs to be created; this will be forthcoming soon.
- C. Next steps on the proposal regarding First Year Writing waivers
- S. Campbell and M. Young are working on a plan for this project to proceed. The issue of FYW waivers will likely be included in the info lit assessment report and given to the newly forming Gen Ed Assessment committee to review and make recommendations.
- D. Proposed Policy Revision: Passing the Lab Component of a CA3 course
- This project may not directly be a GEOC issue, at least not yet. Scholastic Standards, under chair Hedley Freake, will look at it first.

### 3. Subcommittee Reports

A. CA1 Report

- No report.

B. CA2 Report

- S. Milan explained the subcommittee's decisions in the CA2 report.
- No discussion.

**The report passed as submitted with one abstention. (Add EDCI 2100 and GEOG 2400)**

C. CA4 Report

- J. Abramo noted that he heard from LLAS this morning about issues that the subcommittee raised with their submission, and the proposer will work on resubmitting it.
- ANTH 2400 passed.
- The subcommittee is still waiting to hear from the GEOG 2400 proposer. J. Abramo noted that they may need GEOC administrative assistance in order to get a response.

**The report passed as submitted with one abstention (Add ANTH 2400).**

D. W Report

- A. Engler noted that the proposer finally responded to his email and addressed the W subcommittee's concerns.
- No discussion.

**The report passed as submitted with one abstention (Revise BADM 4075W)**

**4. New Business**

- A. No new business.

Meeting adjourned at 12:05pm.

Respectfully submitted,

Karen Piantek

GEOC Program Assistant