

GEOC Meeting April 26, 2017

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

Eric Schultz – Chair, (Karen Piantek – Admin), Joseph Abramo, Michael Bradford, Scott Campbell, Baki Cetegen, Michael Darre (Ex-Officio), Ana Maria Diaz-Marcos, Arthur Engler, **Bernard Goffinet, David Gross**, Thomas Meyer, Olivier Morand, **Michael Morrell, Gustavo Nanclares, Fatma Selampinar, Kathleen Tonry (Ex-Officio)**, Eduardo Urios-Aparisi, **Manuela Wagner, Steve Zinn, Alvaro Lozano-Robledo, Tyler DiBrino (student rep)**

Meeting was called to order at 1:30pm.

1. Welcome

Guests: John Bell, Laura Burton, Pam Bedore, Kate Capshaw, John Redden, Robert Thorson, and Katrina Higgins

2. Regrets: Tom Meyer, Eduardo Urios-Aparisi, Michael Bradford

3. The minutes from April 4, 2017 were accepted as submitted.

- D. Gross's comments on the W report were clarified, and misspellings of Goffinet were corrected.

4. Next Meeting: Fall 2017 (Doodle poll forthcoming)

- E. Schultz recognized the service of F. Selampinar, S. Zinn, and O. Morand, who will be leaving GEOC after this semester.

5. Chair's Report

A. Association of American Colleges and Universities Summer Institute on General Education and Assessment

- E. Schultz would like to meet with GEOC members individually again for coffee to get their ideas.

B. Communications [aka Gen Ed Charm Offensive]

- E. Schultz noted that members should have gotten five emails with links to promotional videos on the Google drive from E. Schultz. Most members indicated that they did not received the emails. E. Schultz noted that he will upload the videos to HuskyCT.

C. Environmental Literacy

- E. Schultz asked the committee to consider the document he sent; the committee will begin work on the competency next year.

6. Guest Presenters – Provost's Competition Winners, Final Reports

A. John Bell for DRAM 1501

- John Bell gave some background and information about the course he created. He said that it currently enrolls mostly puppetry students, but it is designed for a general population.

- The course includes lectures, discussions, student presentations, readings, short papers, a mid-term exam, a final, quizzes, and puppet object performance short videos.
- J. Bell will teach the class this Fall to a general population, and he has eight students so far. He felt that it was good for him to work with students outside the field of puppetry for perspective.
- E. Schultz said he noticed in the report that J. Bell indicated he would have liked more support from an instructional design standpoint. In the future, GEOC will encourage instructors to utilize services available from CETL.
- E. Schultz also noted that J. Bell flagged issues with student writing in his report, so he suggested J. Bell might want to see if his students have gone through FYW next semester.

B. Laura Burton for EDLR 2001

- L. Burton noted that EDLR is an upper-level major, so this was an opportunity for her to work with students earlier in their careers. She had 21 students the first time the course ran, which was about twice as many as expected.
- L. Burton explained the CA4 content. She noted that part of the motivation for the course was to introduce students to EDLR as a potential major.
- M. Wagner asked about the experience of teaching online in terms of work load. L. Burton noted that she will see how the second iteration goes now that content has been initially loaded. In particular, she will rethink the discussion board piece this semester.
- E. Schultz asked L. Burton to discuss her rubric. She said her goal is to get students away from checking boxes. This was the reasoning behind grouping students on the discussion board, to focus the group discussion more.

C. Pamela Bedore and Kate Capshaw for ENGL 2413/W

- K. Capshaw explained the course's origin as a Special Topics version. Currently lots of English majors take the course, but enrollment is expected to be more broad now that the gen ed version has been approved.
- K. Capshaw noted that there was a nice intersection this year of the course with events on campus.
- Basic technology issues were the main problem. They need to clarify the use of texts because some are digital and it is awkward for students to try to scroll through them on their phones during discussion.
- E. Schultz questioned the proposers about the interdisciplinary component. K. Capshaw indicated that they incorporated conversation about art history and how an image appears on a page, including word-image interaction. P. Bedore noted that students are used to critiquing text or images, but not both. One goal was for students to learn a vocabulary to "read the world around them."
- K. Capshaw felt they might do fewer novels since they felt rushed doing one a week.
- J. Bell asked if images were required in their writing assignments. Yes. Proposers noted that one student created a graphic novel and wrote about the process.

D. John Redden for PNB 3120W

- J. Redden explained that the course was created to increase W capacity within the department. The goal was to teach Physiology students how to write for the public.
- He explained a “speed dating” activity where students had one minute to give a summary of a scientific study to one of their peers.
- Class exercises include work with Google to show students the difference between scientific writing versus the more public-friendly version of a study (e.g. vaccines and autism, the scientific language versus Jenny McCarthy’s more accessible book.)
- Several student reports are currently under peer review.
- The course has been very successful. J. Redden indicated that he has had 19 students every semester with up to 30 on the waiting list.
- Using the grant funds, he has presented at two conferences and brought a student with him.
- Capacity and time have been the main problems with the course. The course is currently 1-credit, but he is looking at increasing the number of credits.

E. Robert Thorson for the GSCI sequence (attachment)

- R. Thorson gave a little background on geology and then explained what they attempted to do with the seven courses funded by the grant. They took the existing curriculum and structured it to focus on three areas: history, hazards/disasters, and general geology. Each course teaches 2/3rds general geology and then the last third is more specialized content. All of the courses can then be attached to a lab.
- GEOC funds paid for lab equipment, among other things.
- R. Thorson gave a few details of certain courses in the sequence and noted that the department is now offering the accompanying lab in the summer.
- R. Thorson was surprised that the hybrid course did not work as well as expected. Specifically, the class time component didn’t work as they had hoped. Otherwise the outcomes have been good; the courses are hitting capacity.

7. Subcommittee Reports

A. CA4 report

- a. MISI 92001 Foreign Studies in Military Science (#2030) (CA4-INT) [Updates received]
- J. Abramo explained that he had a conversation with the submitter about ensuring CA4 outcomes, and the proposal was resubmitted with a robust set of outcomes.
- E. Schultz noted that MISI has a faculty oversight committee in place.
- G. Nanclares asked about the length of the paper required. J. Abramo noted that it must be at least nine pages, and it has a rubric. E. Schultz read the requirements to obtain course credit to the committee.
- G. Nanclares expressed concerned about students getting CA4 credit for overseas experience.

- S. Zinn noted that he felt students would get more CA4 experience from being embedded in a culture than sitting in a classroom in Storrs.
- M. Wagner expressed concern that there is only a final assessment and there is no process or opportunity for progress. Other members expressed concern about the hindsight aspect of the course as well.
- S. Zinn suggested that maybe the course should just be CA4 rather than CA4-INT because there is definitely a diversity or multicultural component. E. Schultz took the suggestion as a motion and asked if there was a second. No one seconded, so the committee continued discussion of the course in the context of CA4-INT.
- J. Abramo explained his position based on his conversation with the proposer. He noted that combat is not the default but is relatively rare, so in many cases, students are interacting with local people in the regions where they are stationed.
- A. Robledo-Lozano noted that he understood how UConn was trying to help students here, but he did not feel as though we were doing them any favors by allowing them to satisfy this requirement in this way.

The CA4 report was rejected and CA4 credit was denied for MISI 92001. There was one aye vote in support of the report and one abstention.

B. W Report

- a. CE 4900W Civil Engineering Projects I (Old form) (Revise prereqs and enrollment restrictions)
[No updates received to date. Will be removed from the docket.]
 - b. COMM 4640W Social Media: Research and Practice (#3262) (New W)
 - c. ENGL/AFRA 3215/W Twentieth- and Twenty-First Century African American Literature (#199)
(New W, CA4-INT)
 - d. LLAS/SOCI 3525/W Latino Sociology (#2913) (Add W version)
- S. Zinn gave a brief explanation of the report.

The W report was approved as submitted (add COMM 4640W, ENGL/AFRA 3215/W, and LLAS/SOCI 3525/W).

8. Old Business (Item A was addressed first in the meeting.)

A. Modifications to Policy on Academic Adjustment (Katrina Higgins)

- K. Higgins explained that in December 2006, the Senate accepted a policy to allow students with disabilities to request curriculum adjustments for Q and second language requirements. A document was drafted that laid out both policy and procedures, and the university was almost immediately out of compliance, so the committee has revised the document. They took out procedures and focused on policy; procedures will instead live on the Provost's webpage. An appeals process also needed to be drafted.

- E. Schultz noted that he sits on the Academic Adjustment committee, and there is no waiver for any gen ed component. Students do not get out of completing a requirement; they just find other ways for students to complete the requirement.
- M. Wagner asked what another way to fulfill a language requirement might be. K. Higgins indicated that often the student is a native speaker of another language. If students cannot complete a language course, though, they complete courses focused on culture.
- Members asked how often students exercise these kinds of options. K. Higgins indicated that they handle maybe 20 petitions a year. Students go through a rigorous process before it comes to the committee.
- E. Schultz asked that in future years we get a report on academic adjustments. K. Higgins indicated that she can provide this.
- If a course is a requirement for a program plan (a.k.a. an “essential element”), a substitution would not be approved. In extreme cases, students may eventually need to find another major.
- M. Morrell asked why a Dean would make decisions about some of this and not faculty. K. Higgins indicated that in practice this would really go through the department rather than the college Dean.
- J. Abramo asked whether legal ramifications have been explored. Not explicitly, but policies are generally reviewed.
- GEOC will consider the changes and provide feedback at a later date.

B. Revision of Senate By-laws, Rules and Regulations related to General Education

- *Not addressed at this meeting due to time constraints.*

9. New Curricular Action Requests

a. ANSC 4697W Undergraduate Honors Thesis Writing In Animal Science (Old form) (Revise prereqs, W)

- S. Zinn explained that they are just allowing students who took the graduate level research course to use it as a prereq.

S. Zinn motioned to send the course to Senate C&C; G. Nanclares seconded. The course was referred to the Senate C&C (W).

b. ECE 2001W Electric Circuits (#17-3520) (Revise rereqs, W)

- S. Zinn felt as though the change in prereq did not affect the W component and that this course could move forward to the Senate C&C.

S. Zinn motioned to send the course to Senate C&C; G. Nanclares seconded. The course was referred to the Senate C&C (W).

10. New Business

A. GEOC Annual Report

- E. Schultz noted the report has been provided in the packet and will be submitted to the University Senate. He made revisions from previous years to focus on information that is most relevant and helpful.

B. Environment course scenarios

- These will be reviewed and discussed next semester.

C. Study Abroad and CA4 Gen Ed

- This will also be an item of discussion next year.

11. Business for Next Year

B. Reports from the W Center and First Year Writing

Meeting adjourned at 3:10pm

Respectfully submitted,

Karen Piantek
GEOC Program Assistant