



## General Education Oversight Committee

September 14, 2020, 11:00am-12:30pm

Via WebEx

### Meeting Minutes

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

**Manuela Wagner** – Chair, (**Karen McDermott** – Admin, **Pooja Hingorany** - Admin), **Michele Back**, Fabrice Baudoin, **Oksan Bayulgen**, Lisa Blansett, **Brenda Brueggemann**, Kun Chen (sabbatical), **Robert Day**, **Kelly Dennis**, **George Gibson**, **Beth Ginsberg**, **Ali Gokirmak**, **Lori Gresham**, Neal Krishna (student rep), **Suman Majumdar**, Olivier Morand, **Morty Ortega**, **Tom Scheinfeldt**, Eric Schultz (Ex-Officio), **Jennifer Terni**, Kathleen Tonry, **Eduardo Urios-Aparisi**, **Jason Vokoun**

**Regrets:** Lisa Blansett, Neal Krishna, Kathleen Tonry

Called to order at 11:03 am

#### 1. Preliminaries

#### 2. Welcome and Regrets

#### 3. Past and Future

- A. Minutes of September 2, 2020 meeting (see 'Minutes\_9-2-20.docx')
- There were no changes to the minutes.

**The minutes were approved as submitted with three abstentions.**

#### B. Fall Meeting Schedule

Sept. 14 (Mon) – 11:00am-12:30pm

Sept. 30 (Wed) – 10:00am-11:30am

Oct. 12 (Mon) – 11:00am-12:30pm

Oct. 28 (Wed) – 10:00am-11:30am

Nov. 9 (Mon) – 11:00am-12:30pm

Dec. 2 (Wed) – 10:00am-11:30am

#### 4. Chair's Report

- A. Annual Course Alignment Project – ANTH, BIOL, EEB, PNB, MCB, CHEG, DGS, DIET, DRAM, EDCI, GSCI, HEJS, PHAR, PHIL, SCI, SLHS, URBN
- GSCI and PHAR were also added to the list. They are deferrals from last year.
  - M. Wagner described the alignment process for the benefit of new members and the reminder of previous members.

B. Update on subcommittee compositions

- M. Wagner is still meeting with subcommittee co-chairs to place a number of volunteers we received. Please let us know if you want more members.

C. Delta2GE Update

- The priority this year is to get information out. The group is going to send a survey out to get feedback on the proposed curriculum.
- The task force is always grateful for input.
- T. Scheinfeld will be on the committee to help see how Digital, Media, & Information Literacy (DMIL) can be integrated.

D. Q Competency

- M. Wagner explained that there are no big changes in the requirements needed, but we must potentially recommend to professors a new way to provide details of the course (e.g. in the syllabus). Information about the requirements needs to be better disseminated.
- The Q Subcommittee will work on this.

E. 1-Credit Ws

- EEB wants to revise their W courses to be 1-credit add-ons. They thus asked GEOC for guidance on whether students can fail the W part of the course and still pass the other part of the course, since they are separate. Currently, if a student fails the W portion of a 3-credit W course, they fail the whole course.
- One member felt that in W courses overall, the writing should be integrated with the content of the course, so she was not crazy about the idea of the 1-credit add-on. The member stated that she was not sure such a decision would benefit the students in the long run.
- It was felt by a couple members that the W component would be pointless if it was separated from the course content.
- One member in the writing field offered to look up some research related to this concern.
- Another member gave some perspective on behalf of departments who do not have many TAs. He felt that it was not accurate to say that the writing component was disjointed from the course content. He noted that, in departments that use this model, the writing portion is in fact relevant to the course content and is taught by a professor with experience in that subject matter. The 1-credit add-on is a solution for departments with a limited budget model.
- There was discussion of issues surrounding teaching loads for non-tenured faculty.
- One member felt that the writing component of courses can sometimes make it difficult to understand whether the student is grasping the content of the course or not.
- K. McDermott asked for clarification about whether students get 1 credit of W work with the add-on or if they get W credit for both the 1-credit add-on plus the 3 credits of the course. M. Wagner thought it was 1 credit of W.
- M. Wagner will ask Steven Zinn to come talk to the committee about this since ANSC uses this model a lot.

## 5. Subcommittee Dockets

### A. CA1 Docket (N/A)

### B. CA2 Docket (N/A)

- a. ARE 1150 Principles of Agricultural and Resource Economics [CA2] (#321/51) [Revise title and description]
- b. HRTS 2200 Introduction to Genocide Studies [CA2, CA4-Int] (#15891/2062) [New]
- c. MAST 1300E People and Society in the Maritime Environment [CA2, CA4, EL] (#1687) [Add EL; Revise title & description]
- d. SOCI 2701 Sustainable Societies [CA2, EL] (#15716/1998) [Add CA2, EL]
- e. SOCI 2705 Sociology of Food [CA2, EL] (#15717/1999) [Add CA2, EL]
- f. SOCI 2709W Society and Climate Change [CA2, W, EL] (#15715/1997) [Add CA2, EL]

### C. CA3 Docket (N/A)

### D. CA4 Docket (see report)

- a. MAST 1300E People and Society in the Maritime Environment [CA2, CA4, EL] (#1687) [Add EL; Revise title & description]
  - O. Bayulgen gave an overview of CA4 report.

**The CA4 Report was accepted as submitted by unanimous vote (Approval of MAST 1300E).**

### E. Q Docket (see report)

- a. COMM 3000Q Research Methods in Communication [Q] (#15811/2012) [Revise number]
  - S. Majumdar gave an overview of Q report. He noted a question the subcommittee had about the generic MATH prerequisite.
  - There was discussion of what to do with the course. S. Majumdar said that if the subcommittee were looking at this for alignment, this is an issue that they might want to look at more closely. K. McDermott noted that the course will no longer be eligible for alignment because it is being reviewed now.
  - Ultimately the subcommittee decided that it was sufficient to approve the course and pass its concerns on to the Senate C&C to consider the specificity of the prerequisite.

**The Q Report was accepted as submitted with one abstention (Approval of COMM 3000Q).**

### F. W Docket (see 'W Report\_9-2-2020')

- a. ANTH/HRTS 3320W Propaganda, Disinformation, and Hate Speech [CA2, W] (#14977/1876) [New Course]
- b. COMM 3430/W Science Communication [W] (#2112) [New W]
- c. COMM 4222/W People of Color and Interpersonal Communication [W] (#15846/2047) [Revise number, prereqs]
- d. COMM 4300/W Advanced Media Effects [W] (#15943/2044) [Revise prereqs]
- e. COMM 4410/W Government Communication [W] (#15856/2056) [Revise title, number, prereqs;

- Add W version]
- f. COMM 4460/W Cross-Cultural Communication [W] (#15854/2054) [Revise title, number, prereqs; Add W version]
  - g. COMM 4640/W Social Media: Research and Practice [W] (#15841/2042) [Revise prereqs]
  - h. COMM 4660/W Computer-Mediated Communication [W] (#15845/2046) [Revise level, prereqs]
  - i. COMM 4700/W Health Communication [W] (#15853/2053) [Revise number, prereqs; Add W version]
  - j. COMM 4930W Public Relations Writing [W] (#15844/2045) [Revise number, prereqs]
  - k. ECON 2451/W Economic Behavior and Health Policy [W] (#2119) [New W]
  - l. FREN 3211 Contemporary France [CA1-e, CA4-Int, W] (#14782/1836) [Making existing course a W]
  - m. GEOG/URBN 3200/W Urban Geography [W] (#14902/1861) [Add W]
  - n. HIST 1600W Intro to Latin America and the Caribbean [CA1, CA4-Int, W] (#12724/1509) [Adding W version of HIST cross-list]
  - n. PHAR 3087W Honors Thesis in Pharmacy [W] (#13865/1688) [Adding PHRX cross-listing]
- B. Ginsberg gave an overview of the courses on which the W subcommittee reported.

**The W Report was approved as submitted by unanimous vote (Approval of FREN 3211W, COMM 4300W, COMM 4460W).**

G. EL Docket (N/A)

- a. ENGL 3175E Nature Writing Workshop [EL] (#2115) [Revise description]
- b. GERM 2400 The Environment in German Culture [CA1, EL] (#15590/1971) [Add EL]
- c. GSCI 2050WE Communicating Earth and Environmental Science [W, EL] (#15470/1956) [New W, EL]
- d. MARN 1002 Introduction to Oceanography [CA3, EL] (#15079/1892) [Revise description, add EL]
- e. MARN 1003 Introduction to Oceanography with Laboratory [CA3-L, EL] (#15078/1891) [Revise description, add EL]
- f. MAST 1300E People and Society in the Maritime Environment [CA2, CA4, EL] (#1687) [Add EL; Revise title & description]
- g. SOCI 2701 Sustainable Societies [CA2, EL] (#15716/1998) [Add CA2, EL]
- h. SOCI 2705 Sociology of Food [CA2, EL] (#15717/1999) [Add CA2, EL]
- i. SOCI 2709W Society and Climate Change [CA2, W, EL] (#15715/1997) [Add CA2, EL]

H. Information Literacy Docket

I. Second Language Docket

**6. New Business**

A. Procedures for De-Designating General Education Courses

- M. Wagner explained that during the alignment process, if courses are found not to align with their established criteria, we try to have a chat with the department heads and offer our constructive

criticism. Department heads can agree to make changes or disagree, and there may be some back-and-forth. If GEOC and the department ultimately disagree, the course may need to be de-designated. A document outlining this process was sent to the committee for via email after the last meeting.

- Members agreed that the term “academic year” needed to be changed to “catalog year” within the document for clarity purposes.
- One member asked about the technical aspect of de-designating a course in PeopleSoft. Will de-designating a course remove the designation for everyone in PeopleSoft in the past? We will check with the Office of the Registrar about this.
- One member was concerned that a course would need to carry its designation for four or more years to avoid breaking the contract with students from previous catalog years.
- One member mentioned that, in some cases, the old version of a course may need to be offered in order to properly handle the catalog change due to the overlap with major-required courses.
- One member asked if the Senate can prohibit a department from offering a course for a period of time. This is uncertain.
- The main problem seems to be where Gen Ed courses overlap with courses that satisfy major requirements.
- This would require us to respond with a plan for dealing with accommodations for students who were relying on the course to fulfill their requirements.
- This matter will require further information and discussion.

#### B. General Education and COVID-19

- Peter Diplock offered to join GEOC at one of their meetings if they wanted to discuss ways in which CETL could help Gen Ed instructors adapt to the current teaching climate.
- One member felt that the university could do more to work with internet service providers to help students who lack adequate resources.
- One member recounted a story with a student whose family member was not being cooperative with the noise level in the background. Family disruptions and students’ home environment are impacting students. Even when additional help is offered by a professor, many students feel shy and do not take professors up on these offers.
- One area that CETL can help is absence management. One member noted that due to the current situation, missing class is going to become the new normal. These numbers may begin to rise even after a vaccine becomes available. Some sort of focus on best practices around absence management would be helpful. For instance, certain assignments can include absence management, such as three throwaway assignments (i.e. students are assigned five quizzes but only three count).
- One member commented on the camera on/camera off debate. She felt that it is more difficult to teach without seeing students’ faces. There was discussion of the pros and cons. The main argument against forcing students to keep the camera on is to prevent them from having to reveal their home situation. Another member mentioned that the chat feature allows for engagement without having cameras on.

- One member discussed the difficulties that online classes have thrown into the methods of teaching for professors. He mentioned that his Surface Pro works very well for delivering his lectures, though.
- One member explained that access to technology for professors and students is not the same. The larger classes are particularly unwieldy in the online environment, especially for junior faculty before their tenure. She mentioned that creating smaller classes may be a solution, since large online classes can be difficult to manage. Asynchronous classes could also be a solution for these large classes but not every student has the capability to manage this mode of instruction.
- Members agreed that it would be helpful to have Peter Diplock come speak to the committee.

## **7. Carryover Business**

- A. Gen Ed Goals and Syllabi
- B. Q Criteria Discussion
- C. W Guideline Changes?
  - a. Possible requirement that at least one W course should be in the English language
  - b. Possible change of W requirement on paper length, from page length to word number
  - c. W Course Instruction (aka “W Course Faculty Drift”)
- D. Study Abroad and CA4 Gen Ed

## **8. Course Action Requests in the Queue**

### Full-Committee Review

- A. N/A

### Requests on Hold

- A. N/A

### Requests Awaiting Chair Review

- A. AFRA/SOCI 2250 Racial Disparities in Health [CA2] (#2755) [New CA2]
- B. HIST 3205W Personality and Power in History [CA1, W] (#2594) [Revise level & title; add W]
- C. ENGL 2640/W Studies in Film [CA1, W] (#2614) [Revise description]
- D. GEOG/GSCI 2310E Creating and Sustaining Our National Parks [EL] (#2104/16162)

**The meeting was adjourned at 12:33 pm.**

**Minutes respectfully submitted by Karen C. P. McDermott and Pooja Hingorany**