

**General Education Oversight  
Committee (GEOC)**

**Status and Actions AY 2021-2022**

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## **Executive Summary**

The routine duties of the General Education Oversight Committee (GEOC) include the following: review proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review proposals to teach General Education courses during intensive session; fund innovative proposals in the Provost's General Education Course Enhancement Grant Competition; assess whether the goals of General Education Curriculum components are met; and consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses.

This academic year, the committee received 144 course proposals, acted on 126 of those course proposals as of early April, funded 7 proposals for innovation in the curriculum, and considered whether 17 courses from 9 departments were aligned with the criteria for their component of the General Education Curriculum.

It is important to note that GEOC also instituted a new procedure this year for when a course under review is at risk of not being approved. Before reporting the course as "declined," subcommittee co-chairs are asked to first reach out to the proposer to get clarifications or ask for revisions to the proposal. If problems cannot be resolved between the subcommittee and the course proposer, the GEOC Chair invites the proposer to the GEOC meeting in which the course is discussed. The proposer can present their case and members on the full committee have the opportunity to ask questions. The proposer is asked to leave when the committee is ready to vote on the course proposal. In this way, GEOC hopes to increase transparency in the review process and give proposers every opportunity to make the case for their course in the General Education curriculum.

Chair Wagner continued to coordinate conversations about possible synergies between work on the Delta 2 GE and LTE task forces and GEOC.

## **Status**

The current General Education curriculum has been in its present form for more than a decade and a half. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements, the

curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and four competencies (Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy) and Environmental Literacy).

Environmental Literacy, added February 2018 and implemented Fall 2019, is the newest addition to the General Education Curriculum.

The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) proposing to the Senate goals and objectives of the Content Areas and Competencies; 2) proposing policy regarding the University-wide General Education program; 3) reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum; 4) reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed; 5) monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and, 6) reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

GEOC is a faculty committee. Voting members are typically assigned to be chairs or co-chairs of one of the nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member, although USG has not appointed a representative to the position for several years. Two non-voting ex-officio members of the GEOC can represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. During the AY 2021-2022 only the Writing Center was represented in meetings. Chair Wagner and the Director of the Q Center, Amit Savkar, met on an ad hoc basis. Representation from the First Year Writing (FYW) Program was added two years ago and was formalized in the Rules and Regulations under the previous chair. A representative from FYW was present at GEOC meetings.

In April 2021, the University Senate also voted to approve the addition of one ex-officio member that would collectively represent the five Social Justice, Diversity, and Intersectionality Institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program.

Jason Oliver Chang, Director of the [Asian and Asian American Studies Institute](#), was the representative during the AY 2021-2022. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. During the AY 2021-2022 Chair Wagner attended Senate C&C meetings as ex officio member.

## **Actions 2021-2022**

In 2018-2019, under the leadership of Eric Schultz, then GEOC chair, an assessment of the Quantitative Literacy Competency was conducted by Eric Loken, Neag School of Education. In 2019-2020, the committee received and discussed the assessment report based on structured interviews of instructors and teaching assistants of selected courses, focusing on introductory courses that are important for students in non-quantitative majors. This year, the Q subcommittee determined that a working group should be formed to revise the Q criteria. Due to the pandemic, the Q working group was only constituted at the end of the AY 2020-2021. More details are provided below.

GEOC has had an Environmental Literacy subcommittee for four years, and there are currently 81 courses approved now for EL, including 7 EL courses during the AY 2021-2022 to help students fulfill the EL General Education component.

In light of the First Year Writing (FYW) Program's transition to a new course, ENGL 1007, in 2019-2020, the question arose as to whether GEOC had oversight over FYW courses. A representative from FYW was previously added to the committee in an ex-officio role, but the question remained as to whether FYW was actually part of General Education or only related to it. While FYW courses are prerequisites to all W courses, they are not themselves considered W courses. On the other hand, FYW has typically been used to satisfy Information Literacy requirements. In consultation with the Senate Executive Committee (SEC), it was determined that GEOC should review and provide oversight for FYW courses. Additionally, a working group is being formed with the following charge: "The FYW working group will review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program." This work was started in the AY 2020-2021. We attempted to form an official working group that could take on this charge in AY 2021-2022. Unfortunately, the Associate Director of the FYW program, Alex Gatten, left the university, which put the effort on hold until the AY 2022-2023.

In 2019-2020 in agreement with the SEC, GEOC convened a working group - led by Tom Scheinfeldt and Brenda Brueggemann - to review the state of the Information Literacy Competency at UCONN and provide recommendations for further steps. In its last meeting in AY 2019-2020, on April 27, 2020, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: "GEOC moves that we make IDML a competency on a par with Q, W, and (upcoming) E courses ; to wit, introduce a new designation (say, 'L') for IDML. We recommend allowing for the possibility of courses to carry other designations." (Note that IDML stands for Information, Digital , and Media Literacy). The SEC charged Delta 2GE with the task to recommend how IDML can be integrated in the new General Education Proposal. The Delta 2GE Taskforce recommended in their report to the Senate C&C that IDML be integrated in all topics of inquiry in the new Common Curriculum for Leadership and Global Citizenship. As a curriculum review committee, GEOC also periodically considers issues and policies related to both the General Education curriculum and course policy more broadly. While some topics are still under consideration, GEOC has discussed the following this year:

- Ensuring accessibility to General Education courses for all students
- Accommodations for students with disabilities
- Issues regarding W course compliance, including the following questions:
  - What is considered 'writing instruction' by W standards?
  - How can W compliance be assured for Variable Topics courses?
  - Should there be a requirement that at least one W course students take be in the English language? This proposal was ultimately declined.
- Using the Seal of Biliteracy to satisfy Second Language requirements
- Intensive session enrollment caps
- Allowing graduate-level courses to carry General Education designations

GEOC also proposed and/or passed:

- Revisions to the Second Language guidelines
- A change to the W requirements that added a word count in addition to the page count for the required essay length
- A proposal from Scholastic Standards to disband the Academic Adjustments Committee

# General Education Course Portfolio

## Status

As of the 2022-2023 catalog deadline, the General Education curriculum now contains courses bearing 936 content area designations; 666 writing, quantitative, and second language competency designations; and 77 Environmental Literacy designations (Table 1). General Education courses continue to grow and evolve at UCONN with the exception of a few areas. First, only a few courses that fulfill the SL Competency have been added in recent years. This is not surprising given that SL courses only need to be elementary level and are limited by the number of languages that UCONN is able to offer. The other areas are CA3, CA3-Lab, and Q. While most content areas and competencies have added dozens of new courses over the years, UCONN has added less than 10 courses in each of these areas (CA3, CA3-Lab, and Q) in the last decade or so. In some ways, this is also not surprising, as courses in these three areas often cover basic-level information or skills (i.e. Many course titles in these areas include the words “General,” “Fundamentals,” or “Introduction.”).

The table below breaks the courses in each content area and competency down by level (1000- and 2000-level versus the total). It is worth noting that, while the majority of content area courses are 1000- or 2000-level, there are a significant number of 3000-level content area courses available. [Note: There are no 4000-level content area courses, although a 5000-level CA4 course now exists as of this year.]

In terms of competency courses, 3000- and 4000-level courses significantly outnumber 1000- and 2000-level courses, but this is largely due to W-in-the-major courses that students often take in their Junior or Senior years. In general, a future study of when students take their Gen Eds - or when they take particular Gen Eds - might be enlightening.

**Table 1.** Distribution of General Education courses as of the February 2022 University Senate (catalog deadline) meeting.

Content Area/Competency	1000-level courses	2000-level courses	Total # of courses	Percent at 1000-level	Percent at 2000-level



CA1 Arts & Humanities	121	110	348	35%	32%
CA2 Social Sciences	57	31	129	44%	24%
CA3 Science & Technology	31	12	45	69%	27%
CA3 Science & Technology – Lab	31	2	33	94%	6%
CA4 Diversity & Multiculturalism	37	56	188	20%	30%
CA4 Diversity & Multiculturalism-Int'l	64	45	193	33%	23%
<b>Total content area courses</b>	<b>341</b>	<b>256</b>	<b>936</b>	<b>36%</b>	<b>27%</b>
Q Quantitative Competency	39	26	83	47%	31%
Second Language	35	0	35	100%	0%
W Writing Competency	30	117	548	5%	21%
<b>Total competency courses</b>	<b>104</b>	<b>143</b>	<b>666</b>	<b>16%</b>	<b>21%</b>
<b>E Environmental Literacy</b>	<b>17</b>	<b>32</b>	<b>77</b>	<b>22%</b>	<b>42%</b>
<b>TOTAL</b>	<b>462</b>	<b>431</b>	<b>1679</b>	<b>28%</b>	<b>26%</b>

Please note that entries in the table are the current course totals for all content area and competency courses, as well as percentages for courses in those categories at the 1000- and 2000- level.

Number column totals exceed the total number of actual courses in the curriculum because some courses have multiple designations or cross-listings.

## **Actions 2021-2022**

As of April in AY 2021-2022, GEOC received 144 course proposals (17 more than last year) and processed 126 of them. These proposals have thus far resulted in the addition of 33 new courses, the revision of 84 existing courses (lead by an overhaul of the Sociology curriculum), 5 course deletions, and 4 courses approved for intensive session offering. Eighteen course proposals are still in the GEOC review process, meaning that they are in one or more of the GEOC subcommittees.

Many of the other courses will either be acted on during the last GEOC meeting unless open questions cannot be resolved between the subcommittees and the proposers. Table 2 breaks down the course requests according to Gen Ed designation that have currently been fully approved.

The W subcommittee continues to experience a high volume of Course Action Requests (CARs) to both add and revise W courses. The subcommittee maintains a large number of members to handle the workload, including some members from regional campuses. Additional strategies to support the W subcommittee are being discussed.

Departments also continue to add Environmental Literacy (EL) courses. There are currently 81 courses approved for EL. EL courses are available at all UCONN campuses.

**Table 2.** General Education course additions, revisions, deletions, and intensive session requests approved by the Senate in AY 2021-2022\*. (*\*Note that some proposals are for courses that have multiple designations, so the totals in Table 2 add to more than the 126 proposals received.*)

Content Area/Competency	Additions	Revisions	Deletions	Intensive	TOTAL
CA1 Arts & Humanities	7	10	0	3	20
CA2 Social Sciences	4	11	0	0	15
CA3 Science & Technology	1	4	0	1	6
CA3 Science & Technology – Lab	1*	2	0	0	3
CA4 Diversity & Multiculturalism	5	14	0	0	19
CA4 Diversity & Multiculturalism – Int’l	1	10	0	1	12
Q Quantitative Competency	3	7	0	0	10
W Writing Competency	16	49	5	0	70
Second Language*	0	1	0	0	1
E Environmental Literacy	7	6	0	1	14
<b>TOTAL:</b>	<b>45</b>	<b>114</b>	<b>5</b>	<b>6</b>	<b>170</b>

GEOC began reviewing Second Language (SL) courses in 2018-2019.

\*The transfer course PHYS 91500 was approved for a CA3-Lab designation.

## Environmental Literacy Capacity

From the first discussions about adding the EL component, there have been concerns about the University’s capacity to provide a sufficient number of instructional ‘seats’ to meet the need.

Table 3 provides a comparative look at enrollment capacity for EL Courses from the Fall 2020 semester to the Fall 2021 semester. Similarly, Table 4 compares enrollment capacity for EL Courses from the Spring 2021 semester to the Spring 2022 semester.

To summarize, although there are a few areas of concern, EL capacity at UConn largely appears to meet the current demand, even at the regional campuses. Avery Point, in particular, has consistently had large numbers of EL seats go unfilled. Likewise, Storrs appears to offer an adequate number of seats. The campus had 4% of seats remain unfilled in the Fall 2020, Spring 2021, and Fall 2021 semesters, while that percentage jumped to 8% in the Spring of 2022. Hartford and Waterbury generally meet the demand, except for Spring 2021 where they, along with Stamford, were over-enrolled.

The main area of concern continues to be Stamford, which has seen a total excess of two EL seats over four semesters. The Stamford Campus consistently fills all or almost all of its EL seats, suggesting that there may be a need for additional seats at the Stamford campus.

It should also be noted that four EL-approved courses were added to the offerings for ECE credit for a total of five approved courses available to incoming high school students: MARN 1001E, MARN 1002E, MARN 1003E, NRE 1000E, and PHIL 1108E. In AY 2021-2022, 157 students transferred one of these classes for credit to UConn (see Table 11 below for more information about ECE.)

**Table 3.** Enrollment in EL Courses for Fall 2021 compared to Fall 2020

	Fall '20 Caps	Fall '20 Enrolled	Fall '20 Remaining	Fall '21 Caps	Fall '21 Enrolled	Fall '21 Remaining
Avery Point	124	80	44 (35%)	90	68	22 (24%)
Hartford	99	97	2 (2%)	190	173	17 (9%)
Stamford	95	94	1 (1%)	260	260	0 (0%)
Storrs	2049	1967	82 (4%)	2262	2177	85 (4%)
Waterbury	95	78	17 (18%)	70	69	1 (1%)
TOTAL	2462	2316	146 (6%)	2872	2747	125 (4%)

**Table 4.** Enrollment in EL Courses, Spring 2022 compared to Spring 2021

	Spring '21 Caps	Spring '21 Enrolled	Spring '21 Remaining	Spring '22 Caps	Spring '22 Enrolled	Spring '22 Remaining
Avery Point	196	133	63 (32%)	99	93	6 (6%)
Hartford	212	213	-1 (0%)	40	39	1 (3%)
Stamford	186	187	-1 (0%)	225	223	2 (1%)
Storrs	2266	2180	86 (4%)	2496	2307	189 (8%)
Waterbury	96	97	-1 (0%)	105	99	6 (6%)
TOTAL	2956	2810	146 (5%)	2965	2761	204 (7%)

## Intensive Session Offerings

### Status

GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC used to collect faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, GEOC had been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that were in question might simply be declined or sent back for revision.

Recently, however, GEOC members have expressed some concerns about the intensive session format in general. In some cases, GEOC has been reluctant to approve some proposals at all. The main concern relates to accessibility for students with disabilities. GEOC is investigating the issue. There are currently 112 General Education courses approved for intensive session proposals. One course remains on the Provisionally Approval list.

## Actions 2021-2022

GEOC approved the following courses for intensive session offering:

- AMST/URBN 2400 City and Community in Film (CA1)
- MARN/MAST 1001E The Sea Around Us (CA3, EL)
- PHIL 1106 Non-Western and Comparative Philosophy (CA1, CA4-Int)
- SPAN 3232 Literature of Crisis in Modern Spain (CA1)

The following tables track General Education offering during the Winter and Summer sessions. For example, Table 5 shows that about 65% of the Winter 2022 Intensive Session seats at Storrs were filled by students taking Gen Ed classes. At Stamford, 25 seats were available, eight of which were filled. All eight seats were in a Gen Ed class, thus Stamford saw 100% enrollment in Gen Ed classes. By contrast, Hartford did not appear to offer any Winter Intensive Session Gen Ed classes, thus they show a 0% enrollment.

In terms of Summer 2021, Table 6 shows that Storrs enrolled the highest percentage of students in Gen Ed classes of the campuses, with 47% of the seats filled being in Gen Ed classes. Again, the lowest number was Hartford, with only 18% of their seats filled going to Gen Ed courses. This might seem to suggest that there is a need for more Gen Ed Summer offerings in Hartford. However, that is not actually the case. Hartford in fact offered 746 Gen Ed seats, of which only 430 filled, leaving 316 (42%) of their Gen Ed seats unfilled. This is on par with Storrs, which saw 39% of their Gen Ed Summer seats go unfilled.

**Table 5.** Intensive Session Enrollment, Winter 2022

Courses by campus	Capacity for Winter 2022 Enrollment	Total Winter 2022 Enrollment	Gen Ed Winter 2022 Enrollment	Percentage of Gen Ed Seats
Avery Point	0	0	0	0%
Hartford	335	293	0	0%
Stamford	25	8	8	100%

Storrs	2769	2021	1306	65%
Waterbury	25	26	26	100%
TOTAL	3154	2348	1340	57%

**Table 6.** Summer Session Enrollment, Summer 2021

Courses by campus	Total Summer 2021 Enrollment	Gen Ed Summer 2021 Enrollment	Percentage of Gen Ed Seats
Avery Point	385	101	26%
Hartford	2352	430	18%
Stamford	1370	556	41%
Storrs	8751	4084	47%
Waterbury	837	328	39%
TOTAL	13,695	5499	40%

## General Education Course Enhancement Grant Competition

### Status

The annual Provost’s General Education Course Enhancement Grant Competition (also known as the Provost’s Competition) is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UCONN’s General Education curriculum. Since 2004, this grant program has tremendously enriched UCONN’s General Education program by positively encouraging the development and enhancement of courses that support GEOC’s goals for continuous improvement and renewal of General Education. In 2016-2017 the maximum award was adjusted upwards to \$7500. The competition has also changed from a two-year grant to a one-year potentially-renewable grant, partially due to concerns about encumbering money in future fiscal years, and partially to allow GEOC to assess the progress of awardees before additional

funds are offered. Proposals are reviewed by a panel of faculty and representatives from GEOC subcommittees, the Instructional Design and Development Group in the Center for Excellence in Teaching and Learning, a pool of previous competition winners, and additional experts in the focus areas.

Given the areas of foci for this year's competition, a special panel of advisors was also convened to help draft the Call for Proposals, and faculty with expertise in the relevant areas were purposefully recruited. This year's Selection Committee was co-chaired by Lewis Gordon and Manuela Wagner and included:

**Lewis Gordon (Co-Chair, PHIL)**

**Manuela Wagner (Co-Chair, GEOC, LCL)**

David Embrick (SOCL, AFRA)

Suzanne Wilson (Senate C&C)

Jeffrey Shoulson (Provost's Office)

Lauren Schlesselman (CETL)

Bhakti Shringarpure (ENGL)

Jason Vokoun (Former EL Co-chair on GEOC)

Kyle Barron (Previous grant winner, 2021)

Kathryn Moore (Previous grant winner, 2021)

## **Actions 2021-2022**

In light of the university's efforts to create a new General Education curriculum and to address areas in need of additional courses, GEOC solicited in the call for proposals courses that enhanced offerings in the following areas:

- 1) Courses that focus on the critical exploration of racism and colonialism; that promote antiracist and decolonial pedagogies; and that encourage students to take active roles in initiatives related to equity and social justice (Justice, Equity, Diversity, Inclusion - JEDI)\*
- 2) Environmental Literacy (EL) courses
- 3) Courses that seek to build bridges between related topics and disciplines, including between the different priority areas

Ten proposals were submitted, of which seven were awarded funding (Table 7). Proposals came from twelve different departments (accounting for cross-listings) across the College of Liberal Arts and Sciences, the College of Agriculture, Health, and Natural Resources, and the School of Engineering.

**Table 7.** Recipients of 2021-2022 General Education Course Enhancement Grant Competition funds

Proposer(s)	Course #	Course Title	General Education	New or Revised Course	New funds or renewal
X. Cindy Tian	ANSC 2XXX	Everyday Biotechnology	CA3, EL, IDML	New	New
Brenda Brueggemann & Psyche Ready	ENGL 2XXXW/ENGL 3XXXW	Introduction to Professional & Technical Writing and Special Topics in Professional & Technical Writing	CA1, CA2, CA3, CA4, W, IDML	New	New
Alexander Menrisky	ENGL 3XXXE(W)	Environmental Justice Writing	CA1, EL, W	New	New
Nathan Acebo & Chen Chen & Sandy Grande & Hana Maruyama & Kat Milligan-Myhre & Santiago Munoz-Arbelaez	HIST ANTH EDLR 1XXX (POLS later)	Introducing Decolonization and Indigenous Worlds	CA1, CA2, CA4	New	New
Erin Scanlon & Matthew Guthrie & Kenneth A. Perez	PHYS 1010Q	Elements of Physics	CA3, Q	Revised	New
Oksan Bayulgen	POLS ENGR HRTS 3209	Sustainable Energy in the 21st Century	CA2, CA3, EL	Revised	New



Felicia Pratto	PSYC 2XXX	Racism and Anti-Racism in the History of Psychology	CA2, CA4	New	New
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## Assessment of General Education Components

### Status

Components of the General Education curriculum have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with General Education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and finally the dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (General Education Assessment Task Force 2016). Two content areas are at initial stages only; none have completed all four phases. By contrast, W courses have been subjected to rigorous assessment in selected academic programs (W Course Taskforce 2011, Deans 2014).

### Actions 2021-2022

In 2017-2018, GEOC initiated assessment of the Q competency. GEOC is particularly interested in the Q competency courses that enroll a high number of students outside of STEM fields. For such students, these courses provide unique opportunities for quantitative reasoning. A Q Competency Assessment group identified a list of six key courses to evaluate in the initial phase of assessment: CHEM 1127Q, COMM 3000Q, LING 2010Q, MATH 1070Q, PHYS 1010Q, and STAT 1000Q. The expertise of Eric Loken (EPSY) was secured, and he conducted interviews with instructors and teaching assistants of these courses, at Storrs and regional campuses, asking how instructors of Q courses understood the goals of the Q component and how it related to their course design, assignments and interactions with students. Loken submitted a report of his work to Chair Wagner in November 2019. The report was then reviewed by the Q subcommittee which in turn submitted

a report to GEOC. Below is an excerpt of the report summarizing the Q subcommittee's recommendations, submitted at the end of AY 2019-2020.

(1) In order to raise awareness of the Q criteria among both instructors and students, we strongly suggest that instructors of Q courses include the Q criteria in their course syllabi.

(2) In order to raise students' awareness of resources that are available to support their learning, we strongly suggest that instructors of Q course include information about the Q Center and other relevant resources in their course syllabi.

(3) Students with "math anxiety" may be in particular need of support. The Q Center might offer such services (such as training or counseling) with the support of GEOC. In principle, the Q center offers support with all of the fundamental Q courses in Mathematics, Physics, Chemistry, and Statistics. The Q center offers one-on-one tutoring, but the Q Center tutoring is meant to support in-class learning and instruction. Currently they do not have the staff or resources to specifically address the problem of math anxiety.

(4) Suggest the instructor to add optional questions regarding whether the course achieves the Q learning objectives in the Student Teaching Evaluation Form. This aims to collect student feedback, which is important but completely lacking in the current assessment report. We ask GEOC to consider how to best implement this and how to collect and utilize the information. This may apply to other designations. Alternatively, GEOC can periodically carry out a survey of such courses with the help of CETL and UITS to gather the information.

(5) Although the committee does not feel that a major revision of the Q criteria is necessary at this time, we believe it may be necessary to revisit the issue of the balance between "hand calculations" and the use of software in Q courses, particularly with the rise of big data and artificial intelligence. We will look into this issue. "

Due to the regular workload of the subcommittee during a pandemic, the subcommittee continued its deliberation concerning their final recommendations with regard to Q criteria during the AY 2020-2021. It became clear that it would be beneficial to engage in a bigger conversation and to also include colleagues from the social sciences. During the AY 2021-2022, a working group was formed and charged with coming up with recommendations concerning any changes in Q criteria.

However, due to the ongoing pandemic and other duties of one of the co-chairs and the working group members the working group will need to reconvene during the next AY.

The Information Literacy (IL) Competency was the one most in need of revision. In 2020-2021, a working group, led by Tom Scheinfeldt and Brenda Brueggemann outlined different options of how IL, in a more complex form integrating Digital, Information, and Media Literacy, could be integrated in the UCONN general education curriculum. One option would be to create a new “L” course requirement within the general education curriculum; another possibility would be to incorporate IL within the requirements for the other four existing GEOC competencies (e.g. Quantitative, Second Language, Writing, and Environmental); a third option would be to incorporate IL within the requirements for the existing GEOC content areas. The working group concluded that removing IL from the general education curriculum and GEOC’s purview altogether and leaving it up to individual departments to teach IL was a final option. Upon reading the report, the SEC charged GEOC to come up with recommendations vis á vis the different options outlined in the report. In its last meeting in the AY 2020-2021, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: “GEOC moves that we make IDML a competency on a par with Q, W, and (upcoming) E courses; to wit, introduce a new designation (say, ‘L’) for IDML. We recommend allowing for the possibility of courses to carry other designations.” (Note that IDML stands for Information, Digital, and Media Literacy). The SEC then charged Delta 2GE to come up with a recommendation of how to integrate IDML in the new General Education Curriculum. Tom Scheinfeldt was nominated to the Delta 2GE Taskforce and led this working group during the AY 2020-2021 and into the fall semester of AY 2021-2022. The working group’s conclusion was that IDML should be infused throughout all Topics of Inquiry in the Common Curriculum for Leadership and Global Citizenship. The working group also provided objectives for IDML and sample course IDML objectives for the six Topics of Inquiry.

## **General Education Course Alignment**

### **Status**

GEOC’s charge includes “monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate”. Given the large number of courses that comprise the General Education Curriculum, it is not possible for GEOC to examine each course. It instead has developed a stratified sampling design, wherein

courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan two years ago to accommodate an increasing number of subject areas, and particularly the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in Appendix A.

Information on each selected course is provided by the department and includes instructional patterns, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or competency, so that GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits. Over the years, GEOC has acquired information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise, or delete courses. For this reason the process is referred to as an alignment. Historically, if a course is determined by GEOC to not be aligned, no action is taken beyond identifying specific issues with the department and notifying the University community. A change to the By-Laws last year, however, now allows GEOC to strip a course of its Gen Ed designation if the course cannot be brought into alignment with the help of the department. The process was finalized this AY. For details see Appendix B.

## Actions 2021-2022

Seventeen courses from nine departments were submitted for alignment this year (Table 8). As has been the case in recent years, GEOC found that all content area courses were generally aligned upon review of the material submitted by departments. Two W courses did not align for various reasons, mainly having to do with specific items missing from the syllabi submitted.

**Table 8.** Courses reviewed for alignment.

Subject Area(s)	Course Number	Course Title	Content Area and/or Comp	Aligns?
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AAAS	3212	Asian American Literature	CA4	Aligns
ACCT	4997W	Senior Thesis in Accounting	W	Aligns*
AFRA	3505	White Racism	CA4	Aligns
AFRA	4994W	Senior Seminar	W	Aligns
AMST	1201	Introduction to American Studies	CA4	Aligns
AMST	1700	Honors Core: American Landscapes	CA1	Aligns
CHEM	1127Q	General Chemistry I	CA3, Q	Aligns
ECON	1201	Principles of Microeconomics	CA2	Aligns with recommendations
ECON	2102W	Economic History of Europe	CA1, W	Aligns*, but the vote was not unanimous for CA1
ECON	2211Q	Quantitative Intermediate Microeconomics	Q	Aligns
MARN	4030W	Chemical Oceanography	W	Does Not Align
MAST	1200	Introduction to Maritime Culture	CA1	Aligns
PSYC	1100	General Psychology I	CA3	Aligns
PSYC	1101	General Psychology II	CA2	Aligns
PSYC	2100Q	Principles of Research in Psychology	Q	Aligns
PSYC	3100W	The History and Systems of Psychology	W	Does Not Align
PSYC	3102	Psychology of Women	CA4	Aligns*

\* The course did not align at first, but revisions were already requested and received by either CA4 or W, and the course now aligns. W will conduct follow-up with the other courses that did not align.

NOTE: GPS 4278W was also due for alignment, but CETL notified GEOC that they plan to stop offering the course, both because it is an older online course that would require a lot of revision, and because the BGS program is working to encourage students to take other existing upper level W courses based on their interests.

## **De-Designation**

In 2021, the Senate approved a procedure for de-designating unaligned courses. If a course is unable to meet alignment standards after extensive communication and consultation with the department, GEOC will initiate the de-designation procedure. There are separate procedures for when a decision about course alignment is contested by the department versus when it is uncontested.

For example, MUSI 3371Q was deemed to be unaligned with Q criteria in 2020. After discussion with the department, GEOC and the MUSI department mutually agreed that the course should be de-designated as Q. GEOC thus began the uncontested de-designation process, and as of this catalog year, MUSI 3371 no longer carries a Q competency. This year, a SOCI course was found to be unaligned, and with the department's support, GEOC will begin this procedure again in time for the Fall.

## **General Education Course Substitutions, Transfers, and Adjustments**

### **Status**

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level. Of these, most are for transfer students who completed coursework at their previous institution or abroad. General Education credits in these cases are carried in a generic course code. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year.

The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and

educational history provide compelling evidence of an inability to complete graduation expectations. Chair Wagner is ex officio member of the Academic Adjustments Committee and attended all meetings this AY. In 2006 the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program. Data include course substitutions granted for students matriculating to UCONN in the Fall semester, for ECE courses taken during the year prior to their matriculation. There are no W ECE substitutions.

**Actions 2021-2022**

After peaking at 230 course substitutions in 2016-2017, substitutions declined every year until 2020-2021 when they jumped back up due in large part to the addition of the EL requirement. Last year’s report predicted that EL substitutions would eventually go back down as all students became subject to the EL requirement, and that appears to be the case. Course substitutions are at a several-year low of 109 with only 22 substitutions in EL compared to 96 last year, and 25 substitutions in SL compared to 40 last year. All other numbers have remained relatively consistent.

**Table 9.** Category Substitutions by School or College 2021-21.

Sch/Col	CA1	CA2	CA3	CA3-L	CA4	CA4-Int’l	Q	W	Env Lit	2 <sup>nd</sup> Lang	Total
ACES										5	5
AGHNR					1	2					3
BUSN			1		2				1	2	6
CLAS	1			3			7			14	25

CTED	1		4						6		<b>11</b>
EDUC	2	1	2		3	2			10		<b>20</b>
EGBU											<b>0</b>
ENGR	4	1	3	2				2	3		<b>15</b>
FNAR					1		9		1	2	<b>13</b>
NURS	2	1									<b>3</b>
PHAR					1				1		<b>2</b>
SOCW			1				3			2	<b>6</b>
<b>Total</b>	<b>10</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>11</b>	<b>6</b>	<b>19</b>	<b>2</b>	<b>22</b>	<b>25</b>	<b>109</b>

\*Note: There is some overlap between substitutions reported in Table 9 and Table 10 for Q and SL courses.

The Academic Adjustments Committee approved 23 course substitutions for Q requirements (1) and Second Language requirements (22) at the time this report was drafted (Table 10). The committee received 30 requests, and there was a significant increase in the number of Second Language requests from previous years. In past years, the request for Second Language substitutions stood at either 14 or 16 requests annually. In the 2021-22 AY, that number increased by more than 10 to 27 requests.

The University Senate voted this year to remove the Academic Adjustment Committee, so future reports of these numbers will come directly from the Center for Students with Disabilities (CSD).

**Table 10.** Academic Adjustments.

Competency	Sought 2019-2020	Approve 2019-2020	Sought 2020-2021	Approved 2020-2021	Sought 2021-2022	Approved 2021-2022
Quantitative	4	3	6	5	3	1
Second Language	16	14	16	14	27	22

Students matriculating at UCONN in 2021-2022 used 4,989 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 11). These numbers



have steadily increased in previous years, although ECE saw a 22.2% overall comparable decrease in credits transferred this year. Carissa Rutkauskas of ECE explains the data as follows:

“At first glance, there is a false sense of an increase as a result in an updated methodology. The largest decreases were in labs and Q courses, which seems to make sense, given the disruptions during the pandemic.

These reasons that contribute include:

- 6% decrease in first time freshman enrollment since last year
- 5% decrease between 2020 to 2021 in UConn ECE enrollment
- 16% decrease in ECE students matriculating to UConn”

It should also be noted that EL was moved from being listed under Content Areas to being listed under Competencies, and Info Lit and Second Language were also added to the data for the first time. The addition of these two Competencies accounts largely for the seeming increase in ECE credits.

**Table 11.** ECE transfers into General Education, 2011-Present\*

UConn ECE General Education Course Substitutions	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2011-2021 Sparkline
CA1	253	200	205	147	227	202	194	736	942	994	857	
CA2	106	147	128	62	118	182	167	303	409	477	496	
CA3	64	87	89	39	63	96	104	152	190	205	159	
CA3-LAB	476	458	594	369	495	591	565	982	1,291	1,303	887	
CA4	14	8	4	7	10	6	21	89	86	99	63	
CA4-INTL	8	15	8	6	19	13	24	82	122	132	127	
<b>Content Area Total</b>	<b>921</b>	<b>915</b>	<b>1,028</b>	<b>630</b>	<b>932</b>	<b>1,090</b>	<b>1,075</b>	<b>2,344</b>	<b>3,040</b>	<b>3,210</b>	<b>2,589</b>	
Info Lit											751	
Q	589	810	760	476	561	798	698	1,248	1,347	1,402	992	
Second Language											500	
W	43	26	0	0	0	0	0	0	0	0	0	
E								140	172	195	157	
<b>Competency Total</b>	<b>632</b>	<b>836</b>	<b>760</b>	<b>476</b>	<b>561</b>	<b>798</b>	<b>698</b>	<b>1,388</b>	<b>1,519</b>	<b>1,597</b>	<b>2,400</b>	
<b>Grand Total</b>	<b>1,553</b>	<b>1,751</b>	<b>1,788</b>	<b>1,106</b>	<b>1,493</b>	<b>1,888</b>	<b>1,773</b>	<b>3,732</b>	<b>4,559</b>	<b>4,807</b>	<b>4,989</b>	

\* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UCONN ECE students and compares it to the incoming class. Previously the request was only last year's students.

# **Communication about the value of the General Education Curriculum and plans to change its structure and goals**

## **Status**

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to conduct an in-depth assessment of the University's current General Education system. Their findings culminated in a set of recommendations that were modified into a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report's recommendations by: 1) Doing a better job of communicating the values and the importance of General Education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of General Education with clearer and more forceful language; 4) Investigating further the possibility of changing the General Education requirements; 5) Seeking ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach General Education courses, including TA support for large lectures and resources on how to teach General Education courses.

From 2017-2019, the Delta Gen Ed Task Force, empaneled by the Senate, considered the General Education curriculum and how its purpose is being communicated. In April 2019, the Delta Gen Ed Task Force presented a report to the Senate. On April 29, 2019 the Senate accepted "the DeltaGenEd Task Force report and its vision for a new curriculum. The Senate C&C further recommends that the SEC empanel a Delta2GenEd Task Force in 2019-2020 to refine components of the proposed curriculum and to prepare an implementation plan"(Senate Minutes 4-29-19). The Delta2GenEd Task Force is co-chaired by a continuing member of the Delta Gen Ed Task Force, Tom Long, and GEOC Chair Wagner. At the same time, through the presidential initiative on Life-Transformative Education (LTE), led by Vice Provost for Academic Affairs, John Volin, the LTE Task Force was formed. The task force includes "a team of visionary leaders from all levels of the university with the ultimate goal to make life-transformative education the foundation of UCONN's educational philosophy by creating grassroots, bottom-up change with institutional

support” (Life-transformative Education, UCONN, n.d.). Chair Wagner is a member of the LTE Task Force.

Over the past two and a half years, the Delta2 GenEd Task Force continued to refine the proposed framework for General Education at UCONN entitled Core Curriculum for Leadership and Global Citizenship.

## **Actions 2021-2022**

GEOC engaged in several activities in support of the Senate recommendations.

The above-mentioned Provost’s General Education Course Enhancement Grant Competition is certainly one of the most effective examples of creating awareness of the value of general education. It has been an important part of General Education Curriculum innovation at UConn and is likely to gain in importance if the new Common Curriculum for Leadership and Global Citizenship is adopted.

Chair Wagner met with the various subcommittee co-chairs in order to determine and address the varied needs of the subcommittees. Since the W subcommittee has the highest number of proposals to review, we are continuing to seek ways to alleviate the burden of the W subcommittee co-chairs as well as the subcommittee members. Therefore, we continuously look for new W subcommittee members from different parts of the university.

GEOC also charged an FYW working group with the review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program. This work was started in the AY 2020-2021. Due to unforeseen issues, the working group could not be assembled this AY. Chair Wagner communicated to incoming Chair Pam Bedore that it would be important to revisit this question during the AY 2022-2023.

A Q working group considers whether there should be changes to the Q requirement in addition to their recommendations with regard to improving the communication of the current requirement. This year, the work was paused. It will continue next semester.

This summer, Chair Wagner will again present on the value of General Education to the Orientation Leaders-in-Training. Based on feedback from Maria Sedotti, Director of the Storrs

Orientation Services, this could be an opportunity to reach students before they arrive at UCONN to discuss general education from a complex perspective.

Chair Wagner coordinated the flow of pertinent information between GEOC, the Delta2GenEd Task Force, and the LTE Task Force, and the Senate C&C which was charged with finalizing the recommendation concerning the Common Curriculum for Leadership and Global Citizenship to allow for possible synergies. Chair Wagner continued to co-chair the DELTA 2GE Taskforce together with Tom Long during the fall semester. In November, the DELTA 2GE Taskforce submitted their recommendations to the SEC. The SEC then charged the Senate C&C under the leadership of Chair Suzanne Wilson to produce the following documents: 1) Curriculum Guidelines, 2) Changes in the bylaws, 3) Implementation guide. Additionally, the Senate Budget Committee will produce a budget report outlining the costs related to the new Common Curriculum. In a special Senate Meeting on February 28, the members of the Senate discussed and voted to approve the proposed Common Curriculum for Leadership and Global Citizenship, pending approval of the Bylaws which will be presented in the May Senate Meeting and voted on in Fall 2022 and the Implementation Guide and the Budget proposal which will be voted on in Fall 2022. Possible cross-pollinations of ideas are likely in discussions of a) the value and importance of general education; b) cutting edge approaches to teaching and learning; c) examples of best practices at UCONN and at other institutions, d) how integrative learning experiences can become part of every UConn student.

## **Concluding Remarks**

In conclusion, General Education at UCONN finds itself in an interesting phase in which the established curriculum requires oversight while a new General Education curriculum is in the process of being designed. The fact that colleagues continue to engage in new course development and course enhancement, as can be seen in the number of new course proposals and proposals for revisions to General Education courses as well as in the participation in the Provost's General Education Course Enhancement Competition, are indicators for UConn's healthy engagement with General Education. Additionally, conversations in the Senate showed the interest and good will toward adopting a new General Education Curriculum.

GEOC is grateful for the fruitful collaboration with the UCONN administration and the Senate Executive Committee as well as to the UCONN community for their support and engagement.

Many thanks go to Jennifer Terni, Brenda Brueggemann, Michele Back, Oksan Bayulgen, Richard Dunn, Tania Huedo-Medina, and Linda Halgunseth, who provided immensely valuable input to GEOC and are now rotating off of this committee.

GEOC is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support and for sharing her exceptional competence.

Respectfully submitted, 4/26/2022

Manuela Wagner

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**GEOC Committee Membership, 2021-2022 Academic Year**

Name	Position
<b>Manuela Wagner</b>	<b>GEOC Chair</b>
Michele Back	SL Competency Co-Chair
Oksan Bayulgen	CA4 Co-Chair
Lisa Blansett	First Year Writing Chair (Ex-Officio)
Brenda Brueggemann	Information Literacy Chair
Scott Campbell	First Year Writing – Alt (Ex-Officio)
Keith Conrad	Quantitative Competency
Lindsay Cummings	CA1 Co-Chair
Robert Day	CA2 Co-Chair
Kelly Dennis	CA1 Co-Chair
Richard Dunn	CA4 Co-Chair
Ali Gokirmak	CA3 Co-Chair
Lori Gresham	W Competency Co-Chair
Linda Halgunseth	CA2 Co-Chair
Oliver Hiob-Bansal	W Competency Co-Chair
Tania Huedo-Medina	Quantitative Competency
Andy Jolly-Ballantine	CA3 Co-Chair
Morty Ortega	CA4 Co-Chair
Eleanor Ouimet	Environmental Literacy

Annelie Skoog	CA3 Co-Chair
Kathleen Tonry	Writing Center (Ex-Officio)
Eduardo Urios-Aparisi	SL Competency Co-Chair
<i>Karen C. P. McDermott</i>	<i>Admin: Program Assistant</i>

**GEOC Subcommittee Membership, 2021-2022 Academic Year**

<p><b>CA1 Arts &amp; Humanities</b>                  Kelly Dennis (ART &amp; ARTH), Co-Chair                  Lindsay Cummings (DRAM), Co-Chair                  Dwight Codr (ENGL)                  Carrie Eaton (NURS)                  Anna Lindeman (DMD)                  Polya Tocheva (Law Library)                  Daniela Weiser</p>	<p><b>Writing</b>                  Lori Gresham (PSYC), Co-Chair                  Oliver Hiob (ENGL), Co-Chair                  Ariana Codr (WGSS)                  Jason Courtmanche (ENGL)                  Alex Gatten (FYW)                  Renee Gilberti (ISS/McNair)                  Beth Ginsberg (POLS)                  Heon Jeon (ENGL)                  Challa Kumar (CHEM)  <i>Kevin McEvoy (MKTG) [Sabbatical]</i>                  Jesus Ramos-Kittrell (MUSI)                  Luciana Santoferrara (EEB)                  Carol-Ann Wetmore (NURS)</p>
<p><b>CA2 Social Sciences</b>                  Robert Day (BUSN), Co-Chair                  Linda Halgunseth (HDFS), Co-Chair                  David Atkin (COMM)                  Mary Donegan (URBN)                  Kenneth Lachlan (COMM)</p>	<p><b>Quantitative</b>                  Tania Huedo-Medina (AH), Co-Chair                  Keith Conrad (MATH), Co-Chair                  Matthew Badger (MATH)                  Robert Lupton (POLS)                  Sara Stifano (COMM)                  Jennifer Tufts (SLHS)</p>



<p><b>CA3 Science &amp; Technology</b>          Ali Gokirmak (ECE), Co-Chair          Annelie Skoog (MARN), Co-Chair          Andy Jolly-Ballantine (GEOG), Co-Chair          David Perry (PHYS)          Peter Schweitzer (PHYS)</p>	<p><b>Information Literacy</b>          Brenda Brueggemann (ENGL), Co-Chair          Co-Chair TBD          Lisa Blansett (ENGL)          Jonathan Moore (BUSN)          Marcus Rossberg (PHIL)          Anke Finger (LCL)</p>
<p><b>CA4 Diversity &amp; Multiculturalism</b>          Oksan Bayulgen (POLS), Co-Chair          Richard Dunn (ARE), Co-Chair          Anne Borsai Basaran (COMM)          Sarah DeCapua (ENGL)          Jane Gordon (POLS)</p>	<p><b>Second Language</b>          Eduardo Urios-Aparisi (LCL), Co-Chair          Michele Back (EDCI), Co-Chair          Anne Gebelein (El Instituto)</p>
<p><b>Environmental Literacy (NEW)</b>          Morty Ortega (NRE), Co-Chair          Elle Ouimet (ANTH), Co-Chair  <i>Marina Astitha (CE) – [Sabbatical Spring 2022]</i>          Christopher Elphick (EEB) – Fall 2021          Syma Ebbin (ARE)          Janet Pritchard (ART &amp; ARTH)          Robert Thorson (GSCI)          Friedemann Weidauer (LCL)</p>	

**Provost's Competition Selection Committee**

Manuela Wagner, GEOC, LCL (Co-Chair)  
Lewis Gordon, PHIL (Co-Chair)  
David Embrick, SOCI  
Suzanne Wilson, Senate C&C, EDCI  
Jeffrey Shoulson, Provost's Office, CLCS  
Lauren Schlesselman, CETL  
Bhakti Shringarpure, ENGL  
Jason Vokoun, NRE  
Kyle Barron, NRE  
Kathryn Moore, ART & ARTH

**Appendix A: Course Selection for Alignment**

1. Using the Six-Year Alignment Schedule, the departments that are up for alignment in the current year are determined.
2. Using enrollment data from the previous academic year, the number of sections and enrollment for every Gen Ed course for each eligible department up for alignment is recorded.
3. It is noted whether courses are offered at any of the Regional campuses.
4. When all courses for each department have been logged, the largest course will be pre-selected and will automatically be aligned for whatever content area(s) or competency/ies it carries.
5. After that, an online random number generator is used to choose two of the courses for each content area and/or competency. If there is only one eligible course in an area, that course is automatically selected for alignment. If there are multiple courses available for CA3, one selected should be Lab and one should be non-Lab if possible. If there are multiple courses available for CA4, one should be International and one should be non-International if possible.
6. In alternate cycles, the GEOC Chair may approve the selection of the second-largest course so that the same large course is not always being aligned every cycle.
7. Once courses are selected, all possible record sites are checked to verify that the course has not been added, revised, or reviewed in the past five years.

8. If a course is found to be ineligible for alignment, the random number generator is again used to select another course.
9. If a department has no courses eligible for alignment, their responsibility is fulfilled for that cycle. If the department only has courses eligible for some content areas or competencies, they are only responsible for courses in those areas.

## **Appendix B: Procedures for De-Designating General Education Courses that No Longer Meet the Criteria**

### **Procedure for De-designating General Education Courses**

Per Senate By-Laws, Rules and Regulations on General Education, Section 2.d.:

The GEOC is charged with:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- **monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, *and recommending removal of courses from the General Education Curriculum that no longer meet these criteria***; and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

### **Recommended De-designation Procedure:**

1. GEOC completes its Alignment review of Gen Ed courses by late March.
2. Once GEOC's Alignment report is approved by the Senate C&C, the GEOC Chair immediately provides heads of any department whose courses did not align all evidence that supported the finding of non-alignment.

3. Response of the department head to the notification determines whether de-designation is Uncontested or Contested.

a. **Uncontested** – The Department Head agrees that the course does not align and no longer wishes to offer the course as Gen Ed.

b. **Contested** - The Department Head disagrees that the course does not align and refuses to make GEOC-required changes.

4. In the case of *uncontested* de-designation, GEOC notifies the Department Head in writing by email of GEOC's intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. This notification becomes part of the official record and is attached to the Course Action Request (CAR) implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the committee agrees with de-designation. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a "read receipt" notice from the department head.

5. In the case of *contested* de-designation, GEOC notifies the Department Head in writing by email of GEOC's intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. The department may appeal the decision to GEOC and the relevant subcommittee(s). If the appeal is unsuccessful, GEOC notifies the Department Head of GEOC's intent to proceed with de-designation. This notification is kept as part of the official record and is attached to the CAR implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the department head has time to inform the committee of the continued intent to de-designate. The four week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a "read receipt" notice from the department head.

6. On rare occasions, a department may be nonresponsive to GEOC's communications regarding an unaligned course. In these cases, the GEOC Chair will make up to three good-faith efforts to contact the department head using various means, including email, phone calls, and/or in-person visits if possible. If after three attempts the department has not responded, the GEOC Chair will reach out to the Senior Vice Provost for Academic Affairs for guidance on how to proceed.

7. After four weeks, GEOC completes a CAR for de-designation. Most courses are de-designated via course revision, but a course deletion will be necessary to remove the W version of a course that has W and non-W versions. The CAR is reviewed and voted upon by the Senate Curricula and Courses Committee, for review and approval. GEOC notifies the Chair of the school or college Curricula and Courses Committee of this action.

8. If approved by the Senate Curricula and Courses Committee, the course action is proposed to the University Senate. If the motion passes in the Senate, the course will lose its Gen Ed designation as of the next catalog year. Students who take the course in the current catalog year still receive Gen Ed credit for the course because the catalog change can only go into effect for the following catalog year. The de-designation is not retroactive. Students who have already passed the course and received Gen Ed credit will retain their Gen Ed credit.

9. It is possible to remove one specific Gen Ed designation from a course while allowing it to retain others. For example, a course designated CA1, CA4, and W can have the CA4 designation removed while still retaining its CA1 and W status.

#### **Failure to Make Agreed-Upon Alignment Changes:**

In most cases, departments willingly agree to make the requested changes to their courses to bring them into alignment. However, in order to ensure compliance, the following procedure is proposed:

1. Once a department has agreed to bring their course into alignment, the department head or designated faculty member will have six (6) months to submit evidence to GEOC that the course has been brought into alignment. Depending on the specific alignment issue with the course, “evidence” of change will likely entail the submission of an updated syllabus or other course documents that show changes have been made. If the alignment issue requires a change to catalog copy, “evidence” shall be the submission of a new CAR form showing the required changes.

2. If the course is still deemed by GEOC to be unaligned, the department will have four additional weeks to bring it into alignment. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.

3. If the revision is still unaligned after this additional four-week period, GEOC will notify the department of the intent to de-designate, and the procedures listed above will then go into effect, depending on whether the de-designation is contested or uncontested.