



General Education Oversight Committee
Monday, April 11, 2022 at 12:00pm-1:30pm
Via WebEx
Meeting Minutes

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

Manuela Wagner – Chair, (Karen McDermott – Admin), Michele Back, Oksan Bayulgen, Lisa Blansett, Brenda Brueggemann, Scott Campbell, Jason Chang (Ex-Officio), Keith Conrad, Lindsay Cummings, Robert Day, Kelly Dennis, Richard Dunn, Ali Gokirmak, Lori Gresham, Linda Halgunseth, Oliver Hiob-Bansal, Tania Huedo-Medina, Andy Jolly-Ballantine, Morty Ortega, Eleanor Ouimet, Annelie Skoog, Kathleen Tonry, Eduardo Urios-Aparisi, Suzanne Wilson (Ex-Officio)

Called to order at 12:02 pm.

1. Welcome and Regrets

- a. **Regrets:** Tania Huedo-Medina

2. Past and Future Meetings

- A. Minutes of March 28, 2022 meeting.
 - No changes.

O. Hiob-Bansal motioned to approved the Minutes. M. Ortega seconded. The minutes were accepted as submitted with two abstentions.

- B. Future Meetings:
Apr. 25, 12:00pm-1:30pm

3. Upcoming Deadlines

- A. End of the Academic Year. Please try to clear your dockets of any courses that have been waiting for more than two weeks.

4. Chair's Report

- A. Common Curriculum Update – Implementation vote postponed
 - There will be no special meeting to review the Implementation plan. The SEC decided to hold this business over to next year.
 - Pam Bedore will be next GEOC Chair.
- B. Seal of Biliteracy
 - This is for students who have proficiency in languages that are typically not taught in school to demonstrate their mastery. The test shows that students have at least an AP level proficiency.
 - There is currently a bill being considered in MA to recognize the Seal of Biliteracy.
 - It is not a short exam. It is a fairly extensive test.
- C. Anti-Black Racism Course Working Group
 - The working group has met three times and will draft a proposal that they will invite specific colleagues to comment on.

- The people who will be asked to comment are faculty at UConn who teach these courses.
- If there is anyone you think needs to be consulted, let us know.
- The working group right now is small.
- Send M. Wagner and K. McDermott any final thoughts.

5. Subcommittee Dockets

A. CA1 Docket

- DMD 2020 Design Thinking [CA1] (#8104) [Revise prereqs and description]
- HIST/MAST/LLAS 2507 New England and the Caribbean Plantation Complex, 1650-1900 [CA1, CA4-Int] (#12625) [New course]
- HIST 2845/W Global History of Capitalism [CA1, CA4, W] (#9324) [New Course]
 - K. Dennis presented the report.

The CA1 Report was approved as submitted (Approval of HIST 2845/W).

B. CA2 Docket (N/A)

C. CA3 Docket (N/A)

D. CA4 Docket (N/A)

E. Q Docket (N/A)

F. W Docket

New

- MSE 4901W Senior Design I [W] (#11846) [Prereqs]

Older

- HIST/LLAS 3608W The Hispanic World in the Ages of Reason and Revolution [W] (#11045) [Add LLAS cross listing]
- LING 2700W Field Methods in Linguistics [W] (#10826) [Add course]
- ME 4974W Ethics for Engineers [W] (#9404) [New course]
- MEM 4971W Senior Design Project I [W] (#11581) [Revise prereqs and credits]
- MEM 4972W Senior Design Project II [W] (#11582) [Revise prereqs and credits]
- PNB 3253W Current Topics in Molecular and Developmental Neurobiology [W] (#10285) [New course]
- POLS 2827W Criminal Justice in Practice [W] (#10645) [Add course]
- SOCI 2240/W Sociology of Race and Religion [W] (#12585) [New course]
- SOCI 2720/W Environmental Racism, Colonialism and Justice [W, E] (#12607) [New course]
 - L. Gresham presented the report.

The W Report was approved as submitted (Approval of PNB 3253W, POLS 2827W, SOCI 2240/W, SOCI 2720/W, LING 2700W, HIST/LLAS 3608W).

G. EL Docket

- ME 2232E Engineering Thermodynamics [EL] (#10192) [New course]

H. Information Literacy Docket

I. Second Language Docket

6. Presentation from the Center for Students with Disabilities – Christine Wenzel

- Christine Wenzel was introduced, and she gave a brief introduction to CSD and their work.
- Most students CSD works with are students with “hidden disabilities.”
- At the K-12 level, students are identified by the system. At the college level, students need to self-identify.
- CSD has found that most students register between 2am-4am.
- Each CSD member usually has a specialty.
- Staff have conversations with the student as part of their evidence-gathering process. Student self-report is given a lot of weight. Previously the process was very documentation-heavy from an outside source, but this has shifted in recent years.
- One member asked about faculty being able to recommend students to CSD. This should only happen if the student suggests they have a disability.
- Faculty should not ask if a student has a disability, but they can ask probing question, and then they can recommend CSD as one possible resource in addition to places like the Academic Achievement Center, etc.
- CSD is also available to graduate students.
- There was a question about the logistics of pop quizzes and extra time.
- Sometimes students request an accommodation that is not possible. It was likely an accommodation they got in high school, but one that would not be appropriate in college.
- The law is clear: Disability accommodations must be made on a case-by-case basis based on interaction with CSD.
- There was discussion of student responsibilities and faculty responsibilities.
- The main responsibility of faculty is basically confidentiality and accessibility.
- There was a lawsuit against UConn a few years back. If a student mentions feeling discriminated against, CSD must send an email to the Office of Diversity, Equity, and Inclusion.
- The category of “Chronic Health” may include students with allergies or asthma, but it also includes more serious illnesses.
- The “Psychiatric Disabilities” numbers seems very high. COVID has exacerbated them, but the number is actually counting conditions, not students. For example, one student may have four or five conditions, so the number is misleading. These days, most students have more than one condition.
- There was discussion of online and in-person accommodations. COVID has demonstrated that we can do certain things – like remote attendance – but just because we can do something, doesn’t mean it should be our common practice. UConn is intended to be a brick and mortar school. If we are saying no to remote attendance, it must be because it will fundamentally alter the class.

7. Provost’s Competition Year 1 Progress Report – Gary Robbins (NRE)

- Gary Robbins was in attendance to present the work he did on his NRE 2215 course. The course utilizes virtual reality for students to do field work before they actually have to do it in reality.
- G. Robbins demonstrated some of the video simulations that were developed under the grant.
- Since the course became an E course, it now gets a lot of different majors. There are lots of Economics students, for example, as well as students from Accounting, Engineering, and the social sciences.
- G. Robbins had an undergraduate student helping him. The student appears in the Environmental Justice video. He helped script the videos, helped with the web pages and analyses, and then he also had to serve as an actor.
- The course enrolls about 30-50 students a semester.

- The course covers water law, philosophy, and economics, among other topics. It is a very versatile class, so it helps perk up interest. G. Robbins considers himself an “Edutainer.”

8. Old Business (on hold)

- A. Aligning the Alignment Process
 - a. Requiring Regional Campus Syllabi
- B. PR and Mentoring Campaign for Gen Ed in the Spring:
 - a. Awareness of importance of Gen Ed (students, staff, faculty: presentations of Gen Ed courses, videos about what Gen Ed did for..., student focus groups on specific topics,...)
 - b. Mentoring: Lack of knowledge about EL
 - c. Outreach to Student Organizations
 - d. Suggestions for student initiatives
- C. Number of EL Seats
- D. Gen Ed Goals and Syllabi
- E. Study Abroad and CA4 Gen Ed

9. Course Action Requests in the Queue

Full-Committee Review

- A. N/A

Requests on Hold

- A. N/A

Requests Under Chair Review

- A. N/A

Meeting adjourned at 1:22pm.