

GEOC Meeting April 10, 2013

In attendance:

Mike Young – Chair, (Karen Piantek – Admin), Eric Schultz – Ex-Officio, Tom Abbott, Scott Campbell, Ana Maria Diaz-Marcos, Tom Long, Gustavo Nanclares, Michelle San Pedro, Peter Kaminsky, Eric Schultz, Eduardo Urios-Aparisi, Tom Meyer

Not present:

Richard Jones, Charles Mahoney, Kathleen Tonry, Laurent Michel, Wally Madych, Mary Ellen Junda, Fatma Selampinar, Stephanie Milan, Olivier Morand

Meeting called to order at 12:35pm.

1. Minutes accepted for both 3/6/14 and 3/27/14 meetings

2. Announcements

- A. 2014 Institute on General Ed Conference – University of Vermont – June 3-7
 - M. Young needs to know ASAP if anyone is interested in attending this conference. There is likely a deadline.
 - *NOTE: Post meeting check reveals that the deadline has passed.*
- B. Content Area/Competency Guideline Revision (on hold until Fall 2014)
 - Nothing further to report.
- C. Update on revision of the Info Literacy and Computer Literacy Competencies
 - Laurent Michel will not continue on GEOC; a new computer technology member is needed.
- D. GEOC Member Appointments
 - If you have suggestions for people to nominate, please contact K. Piantek and M. Young.

4. Subcommittee Reports

CA1 Report

- The subcommittee indicated that DRAM 1XXX is not yet ready for review, but they approved ANTH 3450W as a CA1.

CA1 Report passed unanimously as submitted.

W Report

- Statement of Concern about Writing and General Education – While this statement will guide future GEOC actions, any final recommendation from GEOC will take the form of a revision of the Gen Ed guidelines.
- The GEOC Annual report should be about what the committee has done, not what it will do, so the report will not include the recommendation listed on the statement.
- There was some interest in moving this statement forward and E. Schultz questioned why it was urgent to do so. S. Campbell noted that things are moving very fast; he said that the landscape appears to be changing as we go, so action is needed soon.
- Any actions on the GEOC's part would take effect in the 2015-16 catalog year at the earliest.
- It was suggested that the statement should be submitted to the Provost's Office for an open comment period.
- M. Young said he talked to S. Reis about the lack of mention of Gen Eds in the Academic Plan, and some mention has now been added as a bullet. This represents a significant addition since the

document was largely considered to be complete. The justification for adding the Gen Ed section was because felt that omitting it was an oversight.

- In the course of this discussion with S. Reis, the topic of Digital Literacy and First Year English came up, so M. Young was able to open a dialog.
- The GEOC felt it was important for the university to be aware that Gen Ed is “not on cruise control”; it needs some attention.
- It was clarified that accepting the report does not mean endorsement of the proposal; it is simply an acknowledgment of the GEOC’s concern with the hope of a future motion.

Statement of Concern accepted as submitted.

- T. Long confirmed that the university community would want a public comment period on such a proposal.
- This brought up some questions from GEOC members: How public is public? Would this include the whole university or just specific departments? The answers are unclear at the moment.
- It was clarified that any action would be a change in guidelines, not a change in by-laws, but the procedure could be approached as such. In this case, the proposal would be sent to SEC first.
- It was suggested that the motion should use language that would change existing “Exit Expectations” on the W Gen Ed guidelines. (<http://geoc.uconn.edu/writing-competency/>)
- It was noted that some parts of the Information Literacy guidelines may also need to be changed. (<http://geoc.uconn.edu/information-literacy-competency/>)
- One member questioned how binding actions taken on this issue would be. It was noted that recent decisions regarding First Year English seem to be forcing GEOC to revise its guidelines.
- Another member noted in response to this that there is currently no way to run the courses as they are built into the guidelines; the guidelines must change.
- Some members of GEOC felt that more information on the situation and its outcomes and consequences was needed. They wanted to be sure that all possible solutions had been explored since the implementation of decisions made at the administrative level often rely on the cooperation of others.
- T. Long said he and K. Tonry will draft some proposed “exit expectations” language for both W and Info Lit for the committee to review at the next meeting.

W Report

- The report is a motion to approve the courses indicated.

Report passed unanimously as submitted.

5. Other Reports and Discussion

- A. GEOC Annual Report – An electronic draft will be submitted to the committee for review before the next meeting. Please send feedback to M. Young.
 - Connection to Strategic Plan – (See discussion above.)
 - Position/Statement on Writing vis-à-vis Freshman English – (See discussion above.)
- B. Provost’s Competition
 - Winners Reception - 4/28/14, 1:30-2:30pm in ROWE 134
 - Follow up on ENGL 2049W funded project – Nothing to report at this time.

Meeting adjourned at 1:40pm.

Respectfully submitted,
Karen Piantek
GEOC Administrator

Appendixes:

CA1 Revised Alignment Report:

CA1 Sub-Committee Alignment Review (March 2014)

Submitted by Peter Kaminsky, Charles Mahoney, and Gustavo Nanclares

ENGL 2407: The Short Story

Professor A. Harris Fairbanks provides a detailed overview of the numerous ways in which this course supports the goals of general education (with particularly strong emphasis on the acquisition of intellectual breadth and versatility, critical judgment, and moral sensitivity) as well as the specific objectives of CA1. He persuasively sets forth rationales for the ways in which English 2407 fulfills four of the five possible criteria, with particular attention to both the investigation into the modes of symbolic representation and the comprehension of written art forms. He additionally provides a detailed syllabus (Spring 2013) which further demonstrates the alignment of this course with the broad goals of general education and the more specific objectives of CA1. The committee recommends approval of the course alignment.

HIST 1400: Modern Western Traditions

Professor Michael Ditenfass has provided a detailed explanation of the manifold ways in which the course continues to support both the broad goals of general education and the more specific objectives and outcomes of CA1. The current syllabus provided (Fall 2013) accurately corresponds to the detailed information provided in the alignment form. Finally, the information provided in the form and the syllabus are perfectly in line with the objectives and goals described in the original CAR form approved by GEOC in the spring of 2004. The committee recommends approval of the course alignment.

HIST 3635: Mexico in the 19th and 20th Centuries

The committee agrees that this course is aligned with the CA1 criteria. The recent syllabus provided by the course instructor also is consistent with the objectives and outcomes of CA1. Additionally, the form specifies that the course is highly uniform in the way it is taught every year due to the fact the course has always been taught by the same professor since it was approved as a general education course. The committee recommends approval of the course alignment.

LING 1010: Language and the Mind

Professor Jon Gajewski has provided a detailed explanation of the manifold ways in which the course continues to support both the broad goals of general education and the more specific objectives and outcomes of CA1, by fulfilling 3 out of 5 possible criteria (only 1 of 5 is required). The current syllabus provided (Fall 2013) accurately corresponds to the detailed information provided in the alignment form.

Please note that the committee was not able to access the original CAR form for this course (the error message was “page not found”). Nevertheless, given the consistency between the 4 sample syllabi provided (from 2008 to 2013) with respect to fulfilling the CA1 criteria—even with the course being taught by different professors with a variety of textbooks—the committee recommends approval of the course alignment.

WGSS 1104: Feminisms and the Arts

The current version of the course appears to fulfill both the overall aims of general education and the more specific criteria for CA1 (Arts and Humanities). The proposal details the ways in which the course fulfills four of five specific CA1 criteria. The most recent syllabus provided is consistent with the goals and objectives of the original CAR form as well as the alignment form. Additionally, the different offerings of the course are described as highly uniform. The committee recommends approval of the course alignment.

CA1 Report:

CA1 Report – 4/10/14

ANTH 3450W: Anthropological Perspectives on Art

This is a revised course proposal of an already existing course, ANTH 3450: the revision seeks to make this course fulfill CA1 and also the W-requirement.

On the basis of the rationale, description and syllabus, the proposed course clearly fulfills the criteria for both the overall GenEd and CA1 criteria. Re the latter, the course fulfills the following CA1 criteria in these ways:

1. Investigations and historical/critical analyses of human experience;
Students learn about anthropological theories of art from the 19th century to today, as well as grapple with the art histories of other people and how different they can be from a traditionally understood Western Art History.
2. Inquiries into philosophical and/or political theory;
3. Investigations into the modes of symbolic representation;
Students conduct investigations into the modes of symbolic representations of people in Africa, Oceania, and the Americas among others.
4. Comprehension and appreciation of written, graphic and/or performance art forms;
Students analyze what they have learned and write about how they would represent what they have learned to a museum audience. Finally, as they learn about curating artworks from others for others, they will reflect on how they represent themselves.
5. Creation or “re-creation” of artistic works culminating in individual or group publication, production or performance. Three-credit courses in this category must be supplemented by written or oral analysis/criticism.

The CA1 subcommittee recommends approval of the CA1 component of the course.

W Report:

GEOC W Subcommittee Report - 2014 April 10

Continuing Business

The following courses have been pending:

Reviewed and Approval Recommended

EDLR 3300W Sport in Society. The CAR submission has been corrected concerning items #41 and #42. The syllabus gives a sense of where the revision process will occur. **We recommend approval.**

URBN 2000W Introduction to Urban Studies. The CAR submission has been corrected concerning items #41 and #42. The syllabus clearly indicates a process of revision for the writing component. **We recommend approval.**

The following courses are new:

Awaiting Committee Review

EPSY 4120W Fundamentals of Assessment in Special Education. The CAR submission needs to be corrected concerning item #41, but otherwise it is ready for review.

Anth 3450W Anthropological Perspectives on Art. The CAR and syllabus meet the W component.

Not Ready for Committee Review

ECE 4099W Independent Study in Electrical Engineering. The syllabus needs to specify the process and timeline of revision for the writing component. The CAR forms needs to be corrected concerning items #41 and #42f.

We will request revisions before full committee review.

2710W Transition to Higher Mathematics. The syllabus needs to indicate the process of revision through timelines for the writing component. **We will request revisions before full committee review.**

Respectfully submitted,
Tom Long & Kathleen Tonry, co-chairs

Alignment Report:

GEOC Course Alignment Report 2014

April 16, 2014

For the full listing of General Education guidelines, please see <http://geoc.uconn.edu/geoc-guidelines/>

Course #	Course Title	Content Area	Comments	Recommend
ENGL 2407	The Short Story	CA1	<ul style="list-style-type: none"> Professor A. Harris Fairbanks provides a detailed overview of the numerous ways in which this course supports the goals of general education (with particularly strong emphasis on the acquisition of intellectual breadth and versatility, critical judgment, and moral sensitivity) as well as the specific objectives of CA1. He persuasively sets forth rationales for the ways in which English 2407 fulfills four of the five possible criteria, with particular attention to both the investigation into the modes of symbolic representation and the comprehension of written art forms. He additionally provides a detailed syllabus (Spring 2013) which further demonstrates the alignment of this course with the broad goals of general education and the more specific objectives of CA1. The committee recommends approval of the course alignment. See http://geoc.uconn.edu/group-one-arts-and-humanities/ for the CA1 criteria. 	Aligns
HIST 1400	Modern Western Traditions	CA1	<ul style="list-style-type: none"> Professor Michael Ditenfass has provided a detailed explanation of the manifold ways in which the course continues to support both the broad goals of general education and the more specific objectives and outcomes of CA1. The current syllabus provided (Fall 2013) accurately corresponds to the detailed information provided in the alignment form. Finally, the information provided in the form and the syllabus are perfectly in line with the objectives and goals described in the original CAR form approved by GEOC in the spring of 2004. The committee recommends approval of the course alignment. 	Aligns
HIST	Mexico in the	CA1	<ul style="list-style-type: none"> The committee agrees that this course is aligned 	Aligns

3635	Nineteenth and Twenties Centuries		<p>with the CA1 criteria. The recent syllabus provided by the course instructor also is consistent with the objectives and outcomes of CA1. Additionally, the form specifies that the course is highly uniform in the way it is taught every year due to the fact the course has always been taught by the same professor since it was approved as a general education course.</p> <ul style="list-style-type: none"> • The committee recommends approval of the course alignment. 	
LING 1010	Language and the Mind	CA1	<ul style="list-style-type: none"> • Professor Jon Gajewski has provided a detailed explanation of the manifold ways in which the course continues to support both the broad goals of general education and the more specific objectives and outcomes of CA1, by fulfilling 3 out of 5 possible criteria (only 1 of 5 is required). The current syllabus provided (Fall 2013) accurately corresponds to the detailed information provided in the alignment form. • Please note that the committee was not able to access the original CAR form for this course (the error message was “page not found”). Nevertheless, given the consistency between the 4 sample syllabi provided (from 2008 to 2013) with respect to fulfilling the CA1 criteria—even with the course being taught by different professors with a variety of textbooks. • The committee recommends approval of the course alignment. 	Aligns
WGSS 1104	Feminism and the Arts	CA1	<ul style="list-style-type: none"> • The current version of the course appears to fulfill both the overall aims of general education and the more specific criteria for CA1 (Arts and Humanities). The proposal details the ways in which the course fulfills four of five specific CA1 criteria. The most recent syllabus provided is consistent with the goals and objectives of the original CAR form as well as the alignment form. Additionally, the different offerings of the course are described as highly uniform. • The committee recommends approval of the course alignment. 	Aligns
LING 3610W	Language and Culture	CA2	<ul style="list-style-type: none"> • It is not entirely clear in the CAR form how all the CA2 requirements are met (particularly requirement 3); however, it is clearly evident in the provided syllabus. • The syllabus was informative and comprehensive. • Although the comments indicate that the course is taught by multiple faculty (including adjuncts 	Aligns

			and advanced grad students), only one syllabus was provided. <ul style="list-style-type: none"> See http://geoc.uconn.edu/group-two-social-sciences/ for the CA2 criteria. 	
PP 1001	Introduction to Public Policy	CA2	<ul style="list-style-type: none"> The course easily meets the CA2 requirements. The syllabus was very helpful. 	Aligns
WGSS 1105	Gender and Sexuality in everyday Life	CA2	<ul style="list-style-type: none"> The CAR form specifies how the course meets CA2 requirements. Two syllabi were provided; these indicate there is some overlap but also important differences in how the class is taught. In both cases, however, there is sufficient evidence that the course meets CA2 requirements. 	Aligns
NUSC 1165	Fundamentals of Nutrition	CA3	<ul style="list-style-type: none"> Exemplary See http://geoc.uconn.edu/group-three-science-and-technology/ for CA3 criteria. 	Aligns
PHYS 1201Q	General Physics	CA3	<ul style="list-style-type: none"> Exemplary 	Aligns
ENGL 3128W	Ethnic Literature of the US	CA4	<ul style="list-style-type: none"> In compliance with CA4 Criteria #5 See http://geoc.uconn.edu/group-four-diversity-and-multiculturalism/ for CA4 criteria. 	Aligns
ENGL 3613	Introduction to LGBT Literature	CA4	<ul style="list-style-type: none"> In compliance with Criteria #1 and 2 	Aligns
HIST 3635	Mexico in the Nineteenth and Twenties Centuries	CA4	<ul style="list-style-type: none"> Compliance with CA4 Criteria 3,4,5 	Aligns
LING 3610W	Language and Culture	CA4	<ul style="list-style-type: none"> Compliance with CA4 Criteria 1, 2,3 	Aligns
NUSC 1167	Food Culture and Society	CA4	<ul style="list-style-type: none"> Compliance with #1 and 3 	Aligns
WGSS 1105	Gender and Sexuality in everyday Life	CA4	<ul style="list-style-type: none"> Compliance with CA4 Criteria #1 	Aligns
Course #	Course Title	Comp	Comments	Recommend
PHYS 1201Q	General Physics	Q	<ul style="list-style-type: none"> All Q committee members agree that the course complies See http://geoc.uconn.edu/quantitative-competency/ for Q competency criteria. 	Aligns
AIRF 3000/ AIRF 3000W	Air Force Leadership Skills	W	<ul style="list-style-type: none"> Does not comply with W criteria 2, 4, 5, 6, and 8 See http://geoc.uconn.edu/writing-competency/ for W competency criteria. 	Does not Align
ENGL 3128W	Ethnic Literature of the US	W	<ul style="list-style-type: none"> In compliance with spirit of W, although ambiguity in regards to W criteria 6 	Aligns
HIST 4994W	The Nature of Fascism in Western Europe	W	<ul style="list-style-type: none"> In compliance with letter and spirit of W 	Aligns

LING 3610W	Language and Culture	W	<ul style="list-style-type: none"> Exemplary 	Aligns
NUSC 4237W	Writing in Nutritional Sciences	W	<ul style="list-style-type: none"> Exemplary 	Aligns
PHRX 4001W	Writing for the Pharmacy Professional	W	<ul style="list-style-type: none"> Among multiple sections, numerous inconsistencies and compliance issues with W criteria 1, 2, 5, 6, and 8 	Does not Align
PHYS 2501W	Laboratory in Electricity, Magnetism, and Mechanics	W	<ul style="list-style-type: none"> Exemplary 	Aligns
PP 3020W	Cases in Public Policy	W	<ul style="list-style-type: none"> Compliance issue with W criteria 1; the team written project does not give students the per capita minimum page requirement of writing 	Does not Align
PVS 3094W	Seminar	W	<ul style="list-style-type: none"> In compliance with spirit of W, although not compliant with 8 	Aligns
WGSS 3265W	Research Methodology	W	<ul style="list-style-type: none"> In compliance with spirit of W, although not compliant with 8 	Aligns

GEOC Subcommittee Co-Chairs and Members

CA1

Co-chairs: Peter Kaminsky & Charles Mahoney

Committee Members: Gustavo Nanclares

CA2

Co-chairs: Stephanie Milan & Olivier Morand

Committee Members: David Atkins, Charles Venator, Linda Lee (absent)

CA3

Co-chairs: Thomas Meyer & Thomas Abbott

Committee Members: Richard Mancini, David Perry

CA4

Co-Chairs: Eduardo Urios-Aparisi & Mary Ellen Junda

Committee Members: Joseph Abramo

Q

Co-chairs: Wally Madych & Fatma Selampinar

Committee Members: James Cole, David Gross, Jennifer Tufts

W

Co-chairs: Thomas Long & Kathleen Tonry

Committee Members: Douglas Kaufman, Mark Brand, Michael Mei (student rep)