

GEOC Meeting March 27, 2008

*In Attendance: Katharina von Hammerstein, Jane Goldman, Arnie Dashefsky, Niloy Dutta, William Lott, Xae Alicia Reyes, Marie Cantino, John Bennett, Janice Clark (for Mike Darre), Tom Roby, Hedley Freaake, Felicia Pratto, Murphy Sewall, Peter Gogarten, Rosa Helena Chinchilla, Anabel Perez.
Missing: John Troyer, Cora Lynn Deibler, Mike Darre, Dean Hanink.*

Meeting called to order at 11:05am.

1. Minutes from the last meeting were edited as follows:

- Deletion of last bullet on page 5, beginning "John Bennett argued that..."

Motion to approve minutes carried.

2. Announcements

- *GEOC Workshop for Freshman Orientation Leaders.* Katharina von Hammerstein and Kim Chamber led a successful workshop for Freshman Orientation Leaders. These students guide incoming students around the campus and introduce them to general education during summer Freshman Orientation.
- *Senate Nominating Committee and GEOC Membership.* Robert Cromley has accepted his nomination to serve on GEOC. Cromley will co-chair the CA2 Social Science subcommittee. Kenneth Nolls has declined his nomination to serve on GEOC as co-chair of CA3. Rosa Helena Chinchilla's continued membership in the coming year is unclear due to her UCHI fellowship. Chinchilla will update Katharina von Hammerstein by the end of the semester about her membership.

3. Subcommittee Reports

Writing Competency

The W subcommittee recommends **approval** of the following course revision:

ANSC 277WC [4662WC] Dairy Herd Management
(Revision of Format and Catalog Copy)

This course has been changed in format- a discussion period has been replaced with a lab period. The catalog copy has been changed from:

ANSC 277WC Dairy Herd Management Second semester, odd numbered years. Three credits. Two class periods and one 2-hr **discussion period**. Taught concurrently with SAAS 077. Prerequisite: ANSC 275; ENGL 105 or 110 or 111 or 250. Kazmer.

Dairy farm management practices with emphasis on business and economic decision making. The effects of various programs in selection, nutrition, facilities, reproduction and herd health on overall business health will be evaluated. Each student will manage a computer simulated herd during the semester and must fulfill requirements for "W" and "C" skill course designations to successfully complete the course. Field trips are required.

to:

ANSC 4662WC. Dairy Herd Management 3 units. Second semester, odd numbered years. Three credits. Two class periods and one **2-hr laboratory period**. Taught concurrently with SAAS 0262. Prerequisite: ANSC 3261; ENGL 1010, 1011 or 3800. Kazmer.

Dairy farm management practices with emphasis on business and economic decision making. The effects of various programs in selection, nutrition, facilities, reproduction and herd health on overall business health will be evaluated. Each student will manage a computer simulated herd during the semester. Field trips are required.

Motion to approve the W report. Motion carried.

Note” the “C” designation will continue to be used in the catalog copy so long as there are students that can legitimately fall under the old requirements. The “C” designation is not a GEOC requirement, but a catalog requirement.

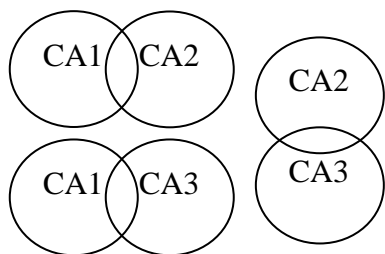
4. Cross-Content Area General Education Courses

Katharina von Hammerstein distributed the document, “Thoughts on Interdisciplinary Course Proposals to GEOC cont. (von Hammerstein, 3/27/08).”

When Katharina von Hammerstein presented the idea of Cross-Content Area General Education Courses (hereafter CCAGE courses. NOTE: in the following discussion, CCAGE courses refer to those crossing CA1, 2 or 3 only) at the Senate Executive Committee Meeting, Gary English suggested that GEOC not get mired in details and, instead, have discussions on principles and forward the result of these discussions to Senate C&CC.

In GEOC’s previous discussion of this topic, a consensus was reached on Option C (diagram below) which allows the approval of General Education proposals across two content areas out of CA 1, 2, 3.

Option C:



(Options A and B described in March 20, 2008 Meeting Minutes)

Issues still to be discussed:

- Distribution requirement: “double-dipping” of CCAGE courses to count or not count for students for more than one content area
- Implications of CCAGE courses for CA4 Diversity and Multiculturalism
- Implications of CCAGE courses for Students

Distribution Requirement:

- The general consensus is that no “double-dipping” across content areas 1, 2, 3 ought to be allowed. While students will be permitted to take ONE cross-content area (1, 2, 3) Gen Ed course per content area, any CCAGE course can only count for one out of CA1 or CA2 or CA3.
- Marie Cantino noted that currently a student can “double dip” one CA4 course with the other CAs.
 - Would this restriction to one “double dip” with CA4 remain in place with CCAGE courses? (This point reproduced in discussion about CA4 implications)

CA4 Implications:

- Hedley Freake suggested GEOC discuss implications for CA4 prior to suggesting draft revisions of the Gen Ed Guidelines which would later be presented to Senate C&CC.
- Should course design involving CA 4 and two out of CA1, 2, 3 be allowed? Or should courses only be allowed to cross two out of all CAs 1-4? Currently course design may involve CA4 and one out of CA 1, 2, 3.

- With regard to student options, CA4 is currently the only content area that is allowed to also count for one other content area.
- Bill Lott argued that inclusion in CA4 should not be allowed for a course that is a CCAGE course across two out of CA1, CA2, and CA3.
- Jane Goldman stated that restricting CA4 to courses that are not CCAGE courses would be artificial.
- John Bennett pointed out that in the general spirit of general education, if a CCAGE course can be brought forward for inclusion in CA4, this inclusion may make the course even better.
- Arnie Dashefsky concurred, and stated that overlap with CA4 should be allowed *so long as the course meets the criteria*. If CCAGE courses are going to go through the normal process of review and some may meet the criteria for CA4 plus two other CAs, a credit restriction for students' double dipping may make more sense than restricting the overlap in the design.
- Katharina von Hammerstein asked: should a student be allowed to choose which pair of content areas get credit in a CCAGE course that is also CA4? And what does this mean for course design?
- Felicia Pratto argued that as CA4 is a point of view, not a school of thought or discipline, it would make sense to allow CA4 courses to also be CCAGE courses.
- John Bennett pointed out that from an advisor's point of view, CCAGE course inclusion in CA4 does not create extra problems.
- Xae Alicia Reyes stressed the importance of advising in "gatekeeping" in general education requirements.
- Janice Clark also noted that even with all the overlap across content areas, only one INTD can be used as a CA4 course. (The guidelines state the following in re: to INTD courses in General Education: "Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected to by any student to meet the General Education Requirements.")

Implications for Students:

Discussed were the following options from Katharina von Hammerstein's handout:

Students are permitted

Option B- to select **a total of ONE CCAGE** course to count towards general education requirements

Option C- to take **no more than ONE CCAGE course per general education content area**. No double-dipping allowed; a course may count for only one CA.

The following points and questions were raised during the ensuing discussion:

- Murphy Sewall asked why GEOC could not stick to a requirement of 8 courses to complete general education? Answer: according to current Content Area Operating Principles, one of the two CA4 courses can be used for double-dipping with CA 1, 2, 3. Thus, the total number of a student's Gen Ed courses could be 7.
- If both courses that fulfill credit for a particular CA are CCAGE course, students may not learn enough of the central elements of the given CA.
- Hedley Freake stressed the need for communicating special restrictions- like the above CCAGE course options- to students in a straightforward manner.
- Jane Goldman argued that the current general education guidelines already include a level of complexity in the requirement for a lab and an international course.
 - She is in favor of requiring that at least one course per CA be a non-CCAGE course.
- Niloy Dutta supported the creation of a course designation that simplifies the crossing of content areas, not one that adds complexity.
- Jane Goldman pointed out that the current guidelines require that one CA3 course be a BIOL, PHYS, or CHEM course.
 - Note: review of the general education guidelines found no reference to the above.
- Murphy Sewall pointed out that there are two separate questions that need answering:

- What do we want to do?
- How can we communicate it in a way that makes sense to students, advisors, and faculty?

What do we want to do?

- John Bennett voiced support for Option C, one CCAGE course per CA.
- Arnie Dashefsky needed clarification and asked if some courses will be like wildcards that can be applied to certain content areas. Yes, CCAGE courses would be like a wildcard that can be applied for credit in one CA.
 - He also voiced support for Option C.

A consensus was reached in GEOC in support of

- course design across two CAs out of CA 1, 2, 3 and, in addition, CA4. Courses must fulfill the criteria of all CAs;

- allowing students to select a total of ONE CCAGE course per Content Area 1, 2, or 3 to count towards their general education requirements (Option C). One CA 4 course may also be a CCAGE course.

How can we communicate this in a way that makes sense to students, advisors, and faculty?

- Janice Clark suggested the use of a category of numbers specifically designated for CCAGE courses, similar to independent study and study abroad courses.
- Katharina von Hammerstein suggested to list CCAGE courses in both Content areas reference the second and/or third content area in parentheses.
- Katharina von Hammerstein will work on new text to explain GEOC's support for changes to the Gen Ed Guidelines that includes CCAGE courses in CA 1, 2, and 3 and their relationship to CA4. The following GEOC members will assist in the new language: Jane Goldman, Tom Roby.
 - The original text proposed by Katharina von Hammerstein read: "In the interest of securing student learning in each of the Content Areas and simultaneously providing models for connections across Content Areas, some General Education courses may include components of more than one Content Area. If such courses can adequately address and meet the specific individual criteria of each of the two Content Areas, they may be listed as cross-content area general education courses, satisfying either of those two Content Areas. If, on the other hand, such courses fulfill the specific criteria of only one Content Area, they would not qualify as cross-content area general education courses. See criteria for individual Content Areas for further clarification."
 - Marie Cantino noted that it is worth adding something in the text about how much (quantitatively) of the courses must be in particular CAs. Also, proposers should be encouraged to discuss they plans to submit a CCAGE course with the chairs of the particular CA subcommittees.
 - More details about particular CAs can be added to the individual CA sections rather than in Gen Ed Guidelines. Recommended wording of this addition: "Proposers of cross-content area general education courses should consult with the particular subcommittees."
 - Murphy Sewall pointed out that recommendations and CA-specific details on the GEOC website will allow GEOC to be more in depth than it can be in the guidelines themselves.
 - Jane Goldman argued, though, that the basics of what GEOC wants must be in the official Gen Ed Guidelines and that criteria and guidelines must be included there.
 - The following sentence should be added to the above text: "Commitment to each Content Area must be deep enough to satisfy each Content Area criteria on its own."
 - This sentence does not require quantification of courses.
 - Guidelines for proposals can be expanded on the GEOC website.

Gen Ed Operating Principle f currently states: *“For Groups One, Two, and Three, there will be no multiple designations. An individual course will be approved for inclusion in only one of these Groups.”* Katharina von Hammerstein’s proposed draft change is: *“For Groups One, Two, and Three, there can be multiple designations. An individual course can be approved either for inclusion in only one of these Groups or for inclusion in two.”*

- Bill Lott noted that leaving out Operating Principle f, as proposed by Hedley Freake, would allow proposers to propose courses across 3 CAs out of CA 1, 2, 3.
- Felicia Pratto proposed language to the following effect: “An individual course can be approved either for inclusion in one or two CAs, or three CAs if one of the three is CA4.”
- Hedley Freake argued that Operating Principle f should be written like Operating Principle e, which includes all 4 content areas. Operating Principle e states: *“One and only one Group Four course may also serve as a Group One, Two, or Three requirement.”*
- KvH will work on the language and present to GEOC at its next meeting. The following GEOC members will help in the drafting: Murphy Sewall, Bill Lott.

Operating Principle g currently states: *“Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and must be placed in only one of the first three Content Areas. No more than six credits with the INTD prefix may be elected to by any student to meet the General Education Requirements.”* Katharina von Hammerstein’s proposed change is: *“Interdisciplinary (INTD) courses may be proposed for inclusion in General Education. Each such INTD course must be approved by the General Education Oversight Committee (GEOC) and can be placed in one or two of the first three Content Areas. No more than six credits with the INTD prefix may be elected to by any student to meet the General Education Requirements.”*

- The 6 credits rule above does not prevent students from using two INTDs in one CA.
- If an INTD course is a CCAGE course, then it must meet the CCAGE course requirements. There should be something in the above Operating Principle that notes that INTD does NOT mean cross-content area.

5. Assessment

Recertification/ Reapproval of General Education Courses

Although not pressing, Gen Ed assessment is in the Academic Plan and listed as something for which GEOC must have a policy by the end of the next academic year, 2008-2009.

Current Recertification Questions:

Why do we wish to recertify courses?

Goals:

- After a course is first approved, the question that remains over time is if the delivery matches what GEOC originally approved?
 - How does the course change, if at all, when taught by other instructors?
- Does the course continue to meet the General Education requirements for which it was approved? Would we approve the course today?
 - This is regardless of content changes.
- Are students learning the relevant aspects of the given Content Area?
- A clear link must be made between recertification with elements of assessment.
 - We want to offer instructors an opportunity to reflect on their teaching and students’ learning.

What is doable for departments?

- Felicia Pratto has spoken to several different departments about what is doable.
 - Some departments argue that they cannot provide most of the information we request for recertification (on the initial draft recertification document).
 - Felicia Pratto has revised the questions as a result.

- There is a communication issue between GEOC and departments about what this recertification means.
- Who is going to do the work collecting the data in the departments?
- A lot of the generic information about instructors and enrollment can be obtained from OIR and need not be part of the recertification questionnaire.
 - In what we ask of departments, we should focus on information that cannot be obtained through other means.
- Reviewing syllabi should be an integral part of recertification, particularly with W courses.
 - Random sampling of syllabi would be more effective for Ws than asking questions of departments.
 - MATH department has said that providing syllabi for their many courses is not doable.
- We could restrict one track of recertification to limited information that we consider critical, and develop second in-depth track to look at a smaller sample of courses.
 - Random selection of courses to review them in-depth.
 - Develop a lead-in sheet to remind departments of the criteria of particular content areas
 - Ask dept heads or designees to review courses with an eye toward the goals of content area for which they have received approval.
 - We need to tell departments ahead of time what information we will be requesting
- Linkage of Content Area assessment and recertification.
- Murphy Sewall pointed out that the really substantive questions in the current draft of the recertification questionnaire are 7-10.

Other questions regarding recertification:

- What is valuable information to GEOC?
- How frequently do we need to recertify courses?
- What should the recertification process be viz. GEOC subcommittees?
- Should we review all Gen Ed courses or only the large courses?
- Should there be a separate review of Ws in the major?

Summary:

- Course design and delivery is an issue.
- Does the course meet the CA criteria.
- Link to assessment of the CAs.
- Generic info should be obtained from OIR.
- Lead-in sheet for departments with emphasis on particular content area goals.
- Random selection of courses to be review thoroughly.
- Include student perception of the give courses.

Respectfully submitted,

Anabel Perez
GEOC Administrator