

GECCo Meeting- Minutes

Venue: Virtual WEBX meeting, 12-2.30pm

Date: October 21, 2020

Members Present: Sarah Carberry (Chair), Chris Reali, Mike Unger, Amanda Beecher, Monika Giacompe, Yvette Kisor, Christina Connor, Rebecca Leung, Lisa Cassidy, Leah Warner, Ruma Sen, Malavika Sundararajan

Announcements

Spoke to the provost and confirmed that there is a pool of money for adjuncts who would like to assess. Incentive to participate in assessment even if they are not assessing.

Main Meeting: Discussion of applications of courses for inclusion into GEN Ed.

Category: Culture and Creativity

1. COMM261 Evolution of Video Games J. Lipkin

Comments: Was previously approved with revisions. Received revisions in April 2020. Comments by committee members: Have received revisions- need to confirm if culture and creativity or value and ethics. Some questions may remain. Maybe a typo. Prereqs? An assignment must cover everything under one objective. Textbook is now attached and it is explained how it is used. Description not great. He is talking about culture and cultural products and so it must be a typo. All is assessable (there is no such word but we may coin it) in the final paper now. One comment is- all descriptions of assignments must be refined (maybe we can revise our templates to explain what it is). We can ask him to expand. We need to know what the assignments are (specifics necessary). Hard to tell from the final paper if it will address all the cultural objectives. Since there are three short papers- it may be distributed. Instead of sending a 15 page, a two page assessment will be better. For Gen Ed, check if faculty are going to be assessing these objectives within the content of the presentations. We then adopt the one reader who will be dedicated to the presentations for assessment. If it is not the case they can take the x out of the box in the grid. We may want to think about how to deal with presentations. So, have short papers (more descriptions of the short papers assessing certain outcomes) and add that in the grid. If not being evaluated, it can be dropped from the grid. Only needs more clarification. Also needs to update the ARC form.

Decision: Approved with revisions.

Associated General Additional Comments: Are we creating a big barrier if they are new courses by asking for specific templates? For each outcome it may be one way of showing how it will be assessed. Faculty have flexibility later on how to assess that. We have seen that faculty are not assessing what they say they are going to. We could give examples to provide more clarity. If we have a mechanism and communicate it, it will help ensure consistency. And onus on faculty to pick the possible assignments from the list.

2. SPAN 315 Decolonizing Gender: Latina Voices P. Straile-Costa

Comments: Missing Category on ARC form. Has to have pre-reqs? ARC form- no category. Email says the category. In the course description it says prereqs. On page 3- explain that this presentation will include aspects that will be assessed and whether they will use the presentations for GE assessments. If not assessing then remove from the grid. The ARC form is not signed but we have it in the email but we could be flexible out of that. Check for the GECCo signature line.

Decision: Approved with minor revisions.

Associated General Additional Comments: ARC form needs to be clear about the pre-reqs. Here, it says it needs fluency in Spanish. Seems to be missing.

3. MUSI 232 History of Rock 'n' Roll C. Reali

Comments: None

Decision: Approved

4. ANTH 220 Food and Culture E. Constellanos

Comments: On syllabus it says writing intensive, is it? but it is missing the objectives. Missing SLO 3.2 – “Evaluate the forces that have shaped conceptions of identity in the past and/or present.” Needs a pre-column. Too many check marks across all assignments. It may not be clear when it is being taught and where it is going to be evaluated. Ethnographic assignments- need to be broken down. See if the assignment is always the same. If assignments are different and covering different things then better to separate it. Only check it if it is being assessed. Can let them know they can reach out to Sarah or Chris.

Decision: Approved with revisions

5. LITR201 Readings in Poetry L. Williams

Comments: Outcome 3 - can't be assessed with a single assignment (earlier comment). Grid does not follow GECCo rules (template) Rule- in a single objective both outcomes must be covered by the same assignment. She has it as a presentation but instead of oral presentation, we can suggest she club both outcomes in one assignment that can be collected and evaluated. No specifics about any of the assignments. Suggest, it may be best to go with the original assignments but if you want to use oral then have a note about the product.

Decision: Approved with minor revisions

Associated General Additional Comments: Oral presentations as transcribed? May not be feasible. Written products may be better. It is not against the rules to have an oral presentation for assessment. Majors do it. It is just not easy when passing to a group of people who may not be experts in that field. Only time GECCo was okay with it was when oral communications were part of it, even then we required written products. Also, there is no guarantee those outcomes are what are required in the presentation. Perhaps there can be a qualification- if you want to use oral communication- there is a required written transcript. It may complicate the process. If it is about the content, it may work. Want to avoid having everything. We can directly assess it, alternatively, like senior presentations.

6. LITR235 African American Literature L. Williams

Comments: Course fees are indicated- it was a mistake needs to be changed. Different papers indicated in course SLOs and under grid- It is collapsed under papers. (we are asking the grid to be expanded). Remove participation as it may not be accurately capturing the learning of the assessed items unless it is being tracked throughout the semester. See if all columns are indeed necessarily being assessed.

Decision: Approved with revisions

Associated General Additional Comments: Use participation only if it can show students are learning from that process, else avoid.

Poll- All the above were unanimously approved, and approved with revisions based on comments by members.

Category: Global Awareness

1. INTL 283 Contemporary Latin America E. Castellanos

Comments: Has course fees? Check. Syllabus-all checkmarks for all assignments, drop what is not required. Question about description-can have specifics of the assignments. Not technically required but need some details for the papers and group presentation. Have the example in the cover letter added to the syllabus. Not to include class participation.

Decision: Approved.

Associated General Additional Comments: Could we have a statement about where to have the Gen Ed examples- with sample statements. So eventually change the checklist and what expectations are. Keep in mind, how people are not assessing what they say they are assessing and we must check for it upfront.

Category: Historical Perspectives

1. HIST 212 ERA OF THE AMERICAN REVOLUTION R. Atkinson

Comments: same as HIST 211

Decision: Approved with revisions.

2. HIST 211 Colonial North America R. Atkinson

Comments: Arc form says courses fees? Check for typo. No prereqs, but it has to be stated as such. Explain the bullet points. Seven course objectives. All xs in the grid- need to clarify which ones will indeed assess and drop those that will not. Add HIST objectives. Check if the religious observance statement is up to date. Definitions of the letter grades on page 9 should be linked to the number equivalents of those grades on page 8. There are two week IV on the schedule on page 10 and there's a week XV in addition to the final exam. Check total number of weeks. Does the cover letter need to assert; -the course will be offered every year, by the mentioned instructors. The instructor will participate in assessment of the course. Remove the class discussions.

Decision: Approved with revisions.

Category: Values and Ethics

1. LITR2XXa Voices of Protest I. Jackson

Comments: Good class. All else items are fine. Case study assignments are there not in detail though. Can give suggestions to have more specifics for the case study and other assignments. Fill in the template assignments.

Decision: Approved with note about need for more specifics about case study.

Associated Additional General Comments: Committee members who have it can please send the signed versions, we should be fine. May have missing signatures on the form. Waiting to hear back. There is one version with the signatures. (may be with technical glitches-check).

2. LITR2XXb Southern Literature (T. Barnes)- I Jackson

Comments: Link quizzes with grid. Else drop. Just copy paste template for cases. Good course.

Decision: Approved. With note about adding the template.

3. SPAN 3XX Optimizing your bilingual superpower in the human services context N. Santamaria

Comments: Does it fit into Value and Ethics- has points about emotional distance, etc. but superpower in title does not fit. The description fits but the title does not. Course description is a page long. Need to shorten. ARC may flag it. Suggest-rethinking title, trimming course description. Clarify which aspects under assignments are going to be part of case study and are going to be tied to GE objectives.

Decision: Approved with revision.

4. ANTH 238 Urban Anthropology E. Castellanos

Comments: Too many checks in the grid- suggest to rethink. Change the field work study.

Decision: Approved with Revisions.

5. DATA225 Ethics of Technology A. Beecher

Comments: No comments-just a note to check- are reports equivalents of case studies? The reports will need to realign with the objectives/outcomes of that year. \

Decision: Approved.

Poll- All the above were unanimously approved, and approved with revisions based on comments by members.

One extra course - Survey of Science Fiction? P. Straile-Costa. No information.

End of Meeting.