

19 April 2022

## GEOC Standing Rules Submission to Faculty Senate

The General Education Oversight Committee (GEOC) submits for Faculty Senate discussion and approval the GEOC Standing Rules, as we were charged to do (1/4/2022, communication from Faculty Senate President, Anita Brown). We, in turn, charged the GEOC Advisory Subcommittees to research, deliberate, and draft course evaluation criteria and rubrics (1/25/2022, communication from GEOC chairperson, Jennifer Nyland, to GEOC Advisory Subcommittees upon their election). During the spring semester, the GEOC and Advisory Subcommittees have spent hours to develop the attached documents, recommendations, and rubrics. At the beginning of April 2022, GEOC received the recommended course proposal review criteria from each Advisory Subcommittee and attempted to align the evaluation criteria across General Education categories and the evaluation rubrics for student learning outcomes (SLOs) that were included in multiple General Education categories. As charged, the GEOC has presented these draft documents to the Faculty and collected comments and feedback in the first week of April 2022. Our draft GEOC Standing Rules have been prepared in two versions for Faculty and Faculty Senate consideration. In the first, named “GEOC Standing Rules DRAFT-modified SLOs,” we have proposed modifications to the language, but not the intent, of some of the SLOs. These modifications serve to clarify the SLOs for which the Advisory Subcommittees submitted evaluation rubrics that did not exactly align with the language of the SLOs or were in conflict between Subcommittees. While the GEOC recognizes that it is within our charge from the Faculty Senate to recommend changes to the SLOs, these recommendations are meant to be accompanied by assessment data in support of any proposed changes. Since we do not yet have any assessment data to support our proposed changes to the SLOs, we have also submitted a second version of the draft GEOC Standing Rules named “GEOC Standing Rules DRAFT – original SLOs.” This document is identical to the first with track changes enabled to highlight proposed changes to the SLOs and slightly different Minimum Rubric Evaluation Criteria.

In order to ease the process for Faculty Senate and to increase the likelihood that General Education Revision will continue unimpeded, we suggest the following process for discussion:

1. MOTION 1 to approve:

a. Section 1. GEOC Position/Mission Statement

This section includes The Purpose and Program Principles which were taken directly from the Curriculum Approval Guide, revised 7/30/2021, Section 6.

b. Section 3: General Education Model and Requirements

This section is the General Education Model approved by Faculty 4/28/2021.

c. Section 4: Structure of the GEOC and Subcommittees

The Membership section GEOC and Subcommittees Structure was taken from the current Faculty Senate Bylaws with the following proposed AMMENDMENT: “Appeals to GEOC decisions from GEOC Advisory Subcommittees will be delivered to the Designated Senator, who shall present the request to the Faculty Senate at the earliest possible Faculty Senate meeting.” We determined that some mechanism for rebuttals to GEOC decisions was necessary.

- d. Section 5: GEOC Meeting Dates
- e. Section 6: GEOC Advisory Subcommittees

This section includes the GEOC Advisory Subcommittee description and structure and was taken from the Faculty Senate Bylaws, revised 11/9/2021 with the following proposed AMMENDMENT: “These statements must be submitted as instructed by the Membership and Elections Committee during the nomination process by the nomination deadline. After this deadline, GEOC will communicate to the Membership and Elections Committee the names of Faculty members who have submitted their statement. Any Faculty member who fails to submit their statement by the deadline will have their nomination invalidated. GEOC will ensure that the statements of eligible nominees are made available to the Faculty at the time of the election.” In light of the confusion in the GEOC Advisory Subcommittee elections this month, we determined that some more details about which group was responsible for each of the component parts of the election process and the communication of these parts was necessary.

- f. Section 7. GEOC Curriculum Approval Guide, with the exception of the Minimum Rubric Evaluation Criteria for Student Learning Outcomes sub-section.

This section includes a modification of the process that is presented in the UCC Curriculum Guide, modified for General Education, and specifying a process for courses seeking approval for multiple General Education categories.

2. MOTION 2 to approve:

- a. GEOC Standing Rules Appendices A-N, Criteria and Rubrics developed by the GEOC Advisory Subcommittees for each General Education Category.

3. MOTION 3 to approve:

- a. Section 2: Student Learning Goals and Objectives

Based on the feedback from the GEOC Advisory Subcommittees and the rubrics they developed to assess whether proposed courses met the General Education SLOs associated with their particular General Education categories, GEOC proposes the following AMMENDMENTS to the SLOs:

- i. Critical Thinking & Reasoning: Students will be able to ~~comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation~~analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connection between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
- ii. Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information ethically

- ~~and~~ effectively to accomplish a specific purpose; ~~and use information ethically.~~
- iii. Quantitative Reasoning: Students will be able to interpret models and/or solve quantitative problems from different contexts with real-world relevance; ~~understand and~~ create and communicate reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
  - iv. Scientific Reasoning: Students will be able to identify and use empirical evidence to describe/~~explain~~, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
  - v. Understanding the Human World: Students will ~~explore~~ apply methods that will enable them to recognize and interpret evidence of human thought, action, expression, and/or experience, using contexts and narratives to ~~understand~~ explain humanity's change over time.
  - vi. Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
  - vii. Civic & Community Engagement: Students will demonstrate knowledge and skills necessary to participate actively in civic and community life ~~and identify issues underlying public policy.~~
  - viii. Emerging & Enduring Global Issues: Students will ~~be informed, responsible, and able to~~ consider and discuss emerging and/or enduring global issues being; attentive to diversity across the spectrum of differences; understand how their actions affect ~~both~~ local and/or global communities; and address ~~the world's most~~ pressing and enduring issues collaboratively and equitably.
  - ix. Environmental Sustainability: Students will ~~be able to trace the ways in which individual actions are linked to~~ describe the interconnections of ed natural, human, and social systems ~~and the sustainability thereof with the goal to improve ecological integrity, human well-being, and/or social equity.~~
  - x. Ethical Reasoning: Students will ~~be able to reason about right and wrong human conduct; assess~~ critically reflect on their own ethical core beliefs and values and the social context of problems; recognize ethical issues and their social context in a variety of settings; ~~think about how~~ evaluate different ethical perspectives might be applied on ethical issues, guided by ethical principles and theories; and ~~consider the ramifications of alternate actions~~ develop their own ethical outlook that is supported with cogent reasons.
  - xi. Diversity & Inclusion: Students will ~~demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies; critically examine their own personal beliefs, attitudes, and~~

~~biases about marginalization of people and cultures in the United States and/or across the world as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives and the practices that lead to that marginalization.~~

- xii. Intercultural Competence: Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts ~~that build and enhance relationships.~~

4. MOTION 4 to approve:

- a. Section 7, Sub-section- Minimum Rubric Evaluation Criteria for Student Learning Outcomes (from the modified SLOs Standing Rules document) only if MOTION 3 passes, otherwise
- b. Section 7, Sub-section- Minimum Rubric Evaluation Criteria for Student Learning Outcomes (from the original SLOs Stand Rules document) only if MOTION 3 does not pass.

Respectfully submitted,  
Jennifer Nyland, chairperson GEOC  
Stephen Ford  
Kashi Khazeh  
Kosta Kyriacopoulos  
Jose Juncosa  
Michael Lewis  
Laura Marinaro