

## Gen Ed. Cur. Com. Minutes January 31, 2018

Minutes approved, no nays no abstentions

### Communications: Com 220

- Moved for approval, seconded
- No nays no abstentions
- Approved

### English

#### ENG 099:

- Move to take ESL courses taken as package, seconded
- ENG 009: change designator, number, and WRT 100 and get Skill Area I credit--feed into ENG 110, 105-105P
- Discussion: no longer be a non-credit writing course in the ENG department taught at CCSU
- Student takes 100 then done?
  - Not done and the student gets placed into ENG 110; prepares for ENG 110
- Percent of students to fall into this category?
  - Shrinking; expanded range of placement testing; cut in half 099 sections needed; 099 becomes 100--*possibly* 4 sections with 12 students in the fall and 2 or 3 in the spring
- Motion to approve, seconded
- No nays no abstentions
- Approved

#### ESL

- Proposing 3 classes designated specifically to help ESL students that now corresponds with native English learners' courses
- If a student takes ESEL 100 and 105, will student meet Skill Area I?
  - Yes
- Motion to approve, seconded
- No nays no abstentions
- Approved

### HST

- HST 252 deleted, decline of number in major and no faculty member to teach the course
- HST 342-change dates
- HST 438--changes to 400 level course to reflect thematic nature of the course
- Both have international credit?
  - Yes
- Motion to approve, seconded for international credit
- No nays no abstentions
- Approved

- Motion to approve, seconded--deletion of course HST 232
- No nays no abstentions
- Approved

#### SOC

- Motion to approve, seconded
- No nays no abstentions
- Approved

#### PE

- New course
- Tie FYE to PE 144--they meet both requirements; topics are dealt with connected to FYE--being successful in school
- Taken off subcommittee--do not need resources from other departments; not an FYE course yet but the plan is to talk to Glynis; once this happens, must go to all committees
- Not going to vote on FYE connection
- Is the plan no other departments will not be able to teach FYE?
  - Cannot answer and unsure
- If PE wants to take FYE away from other departments, there will be a not vote
- Not PE's plan
- Note of concern--faculty wrote text and recommended--be careful of not violating the rules; department chair worked through this but unsure the outcome; will take back to Dean Kostelis to make sure the process was followed
- Cur. Com does not approve FYE status, correct?
  - Moving toward FYE course
  - Concern if we create this course meeting FYE, whenever we decide, it should be FYE--it is no longer in our [faculty] hands
- Already a course--asking for changes in the course in PE 144, a course already on the books
- Currently does not meet FYE requirements for graduation
- Discussions around the course, department has not voted on FYE; no FYE language in here just around the course
- Concern, will this body have an opportunity to weigh in on this IF PE does decide to move toward FYE
- In description of course, can include physiological effects on students. Has this been discussed with the psych department? No but little concern since this is one chapter and resources to help students.
- Fitness is being removed, why?
  - Fitness component but not solely fitness--well rounded course
- Financial component?
  - One chapter on finances, chapter written by Richard Bishop from Financial Aid
  - Financial issues of being with college students

- Was the finance department asked about this? They understand it is just one chapter, maybe invite as guest speaker--unless they take from the finance department
- No sample syllabus incorporated here but can ask for one to help answer these questions
- Fix bylaws to help fix FYE concerns
- Nervous of doing this change of course if Glynis decides to make this as an FYE course
- Bylaws can be put in place so this would require this course to be appropriate for FYE before a final decision is made--must come back to us before considering for FYE
- Motion to approve, seconded
- Yea: 6
- Opposed: 4
- Abstentions: 1
- Approved

#### PHIL

- Postpone PHIL and REL

#### MTH

- Placement of Math 101 with MTH 102 and 103
- When presented last time, objections because 102 and 103 do not carry
- Beth as SOC rep not Cur. Chair: Gen Ed Credit to 102 and 103 Skill Area II
  - Motion to approve; seconded
- Discussion
- Concern--rep of department from MTH--when we MTH be withdrawn the whole course is being withdrawn
  - Will be brought back with the Gen Ed. Cur. Com. recommendations; MTH then will decide how to move forward with recommendations
- Will 099 still exist and will not be removed and not have college credits
  - Can take several MATH classes without any credit toward your degree?
  - Are MTH 102 and 103 things they should have taken and mastered in high school or prior to CCSU, such as algebra
  - Title of course for 103 is College Algebra
- Norm is takes 102 or 103 they do not need to take the other
  - Possible
- Motion on floor means 102 or 103 satisfies Skill Area II
- Put in language that MTH 102 AND 103 cannot be counted toward Study Skill Area II
- Motion to put in the language to give Gen Ed Credit for Skill Area II for MTH 102 and 103 but MTH 102 and 103 cannot both be counted toward Skill Area II
  - Yea: 6
  - Opposed: 2
  - Abstentions: 1

Take MTH as a package

- Approved: 6
- Opposed: 2
- Abstentions: 0

Don Adams: Assessment

- Self-study for NEASC
- Consider establishing learning outcomes for Gen Ed as a whole, but should go through the Gen Ed Cur. Com.; that is why he is coming here now
- Believe we are in full compliance with NEASC but question marks remain--some think they are big others think they are small
- Affirms the status quo and as a subcommittee allows us to discuss this as changes; this makes this possible
- Using closed the loop--assess, make responses to assessment, and revisit
- Kate: will bring assessment data to next meeting
- Voting on the motion to approve what is on the agenda:
  - Voting on the handout (see attached)
  - Move to approve document handed out--to then begin the full curriculum committee process, going through all subcommittees
  - What is this? Reaffirmation of status quo, approving for language of the catalogue for Gen. Ed.
  - Seconded
  - No department has had an opportunity to review this?
    - Correct
    - Cannot vote in good conscious to vote on this today
    - Making a motion to put on agenda for the next round--not for full committee
  - Clarify, concerns are warranted, but many people leaving and need to have a robust conversation
- Motion is on the floor which has been seconded; call to question seconded
- All in favor

Adjourned at 1:38pm

15 voting members, 8 in attendance

## A Plan to Accommodate General Education Assessment

*[Place the following on the "Undergraduate General Education Program" page of the catalog underneath the paragraph headed "How does the General education program benefit students? And above the paragraphs headed "General Education Objectives"]*

### Use of Assessment Data

The primary responsibility for using measurements of student learning in an ongoing process of improving teaching and learning in general education rests with experts within each of the disciplines that offer general education courses. General education courses are first and foremost high quality courses within an academic discipline. In addition, the General Education subcommittee of the Curriculum Committee biennially considers the evidence of student learning in general education by reviewing assessment reports provided to it, e.g. by the Academic Assessment Committee.

### Assessment of General Education Learning Outcomes

CCSU regularly measures student achievement of learning outcomes in general education primarily by rigorous discipline-specific standards applied by experts within each discipline. The Academic Assessment Committee coordinates assessment for general education.

### General Education Learning Outcomes

CCSU's general education requirement is designed to ensure that all of our students are broadly educated with a balanced regard for all the domains of knowledge, including the arts and humanities, as well as all the sciences (divided into social, behavioral, natural and mathematical sciences). The requirement deliberately allows students a great deal of choice so as to foster intellectual curiosity and a love of learning within each of the domains of knowledge. Hence, the particular set of learning outcomes a student achieves by satisfying the requirement will vary depending upon which particular disciplines the student chooses to study within each requirement. Partly as a result of completing the general education requirement, students may:

- (Study Area I) e.g., analyze philosophical arguments logically and critically (Philosophy); accurately identify key elements and vernacular of theatrical practice and theory (Theatre);
- (Study Area II) e.g., make judgments and draw appropriate conclusions based on the quantitative analysis of economic data, while recognizing the limits of this analysis (Economics); identify, describe, and apply key concepts, principles, and overarching themes in Geography (Geography);
- (Study Area III) e.g., demonstrate anthropological knowledge of at least one world area, spatially or temporally defined (Anthropology); identify, describe, and apply key concepts, principles, and overarching themes in psychology (Psychological Science);
- (Study Area IV) e.g., demonstrate an ability to effectively convey, both orally and in writing, a knowledge of biological content, methods, and issues (Biology); accurately and effectively communicate key ideas and results in mechanics, electricity, magnetism, optics, thermodynamics or quantum mechanics (Physics & Engineering Physics);
- (Skill Area I) e.g. design and produce effective multi-mediated messages (Communication); write grammatically correct sentences in English (English);
- (Skill Area II) e.g., analyze a computing problem and identify the computing requirements appropriate to its solution (Computer Science); explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words (Mathematical Sciences);
- (Skill Area III) e.g., write and speak at the novice-high proficiency level in a language other than English;
- (Skill Area IV) e.g., access and use information ethically and legally (Library Science).

For an exhaustive list of learning outcomes each student will achieve by successfully completing the General Education requirement, consult the websites of the Departments offering the courses the student chooses.

Jan. 31, 2018

Name	Dept.
Laura Bowman	Psych. Science
Youngseon Kim	Marketing
Marian Anton	Math
Beth Menester	Sociology
Don Adams	VISITOR
Michael Burton	LEEL
RATI KUMAR	COMMUNICATION
Jeremiah Jarrett	SEST Deans office
Carol Cotto	PEHP
Carl Knox	MUSIC
Mary Ann Johnson	English CHAIRS Dean
Robin Smith	Political Science
Talat Salama	Construction Management
Stephen Cohen	English (grad)