

Attendance: Mark Jackson (Biology), Shelly Jones (Mathematics), Paul Karpuk (English), Charles Menoche (Music-Alt.), Heather Prescott (History), Chris Pudlinski (Communication-Alt.), Robbin Smith (Political Science), Tom Vasko (Engineering), Robert Wolfe (Arts and Sciences Dean's Representative)

Guest: Tom Burkholder (Chemistry)

Agenda:

New Business:

1. Each subcommittee (except for Grad Studies) must elect a chair and secretary for the 2012-2013 academic year.

Motion to approve Carol Ciotto (Physical Education) as Chair of the General Education subcommittee passed unanimously (Jackson/Smith).

Motion to approve Robbin Smith (Political Science) as secretary of the General Education subcommittee passed unanimously (Vasko/Karpuk).

Teacher Education

5.1 Course Revision: EDTE 210

Add [D] designation for James French

5.2 Course Revision: EDEL 322

Add [D] designation for James French

Motion to move 5.1 and 5.2 as a package approved. Addition of D Designation for EDTE 210 and EDEL 322 taught by James French approved (Smith/Pudlinski).

Academic Standards

6.0 The curriculum Committee, in conjunction with the Academic Standards Committee, has been asked by the faculty senate to develop a set of standards that will help faculty and administration distinguish between 3-credit courses and 4-credit courses. To begin this process, I want to open up the floor for a preliminary discussion of

what we envision as a general set of standards that would make sense across the disciplines.

The committee suggested that Mark Jackson seek more information from Salisbury State and Keene State about their shifts from 304 credit courses with three crucial points made by committee members:

First, any definition of 3 and 4 credit courses ought to address online and hybrid courses as well as traditional on-ground courses;

Second, The issue of load credit for faculty needs to be clarified and should be consistent across the campus;

Third, the new standards should be applicable going forward but should not mean that all current offerings need to be changed to accommodate the new credit system.

Transfer Articulation Policy (TAP) System-wide General Education Core Framework Plan: Public Comment

7.0 The TAP Steering Committee is requesting public comment on the Proposed System-wide General Education Core that was developed over the summer. The framework is a structure for implementing Public Act No. 12-31, which requires ‘... a general education core of courses for which not fewer than thirty academic credits shall be offered by each constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program.’

There are 11 separate competency areas of which some are “designated”, while some are “embedded” competencies. The chair asked the committee members to review these competency areas with each member’s department and to seek any and all feedback about the proposed design of the 30-credit transfer articulation policy.

The plan is to bring the plan to the Faculty Senate in November. The learning objectives in each competency area are also available, although not all of the rubrics for the competencies are available.