

TO: All Members, University Curriculum Committee; Department Chairs
FROM: Paul A. Karpuk, Acting Chair, University Curriculum Committee
832-2774; karpukp@mail.ccsu.edu
SUBJ: April 1, 2015 University Curriculum Committee Meeting
DATE: March 9, 2015

AGENDA

The sixth meeting of the University Curriculum Committee for the academic year 2014-2015 will be held on Wednesday, April 1, 2015 at 3:15 PM in VANCE 105. Copies of proposals with hyperlinks can be viewed on the Curriculum web site (<http://www.ccsu.edu/curriculum>): click the radio button under Agendas, Minutes, Reports, then on the icon for the appropriate agenda, and, where possible, use the hyperlinks to access the individual proposals). Alternatively, you may use the hyperlinks on the following electronic copy of this agenda.

Hyperlinks for most proposals are unavailable because the old database is being phased out. Where hyperlinks to course or program proposals are not available, changes are summarized under the agenda entry, and, in the case of program or course revisions, links are posted to the current catalog entry.

SCHEDULE OF MEETINGS

The schedule of meetings also can be found on the committee website at:
<http://web.ccsu.edu/curriculumcommittee/calendar.asp>

DAY	DATE	TIME	(SUB)COMMITTEE MEETING	ROOM
Tuesday	3/24/15	12:30 PM	School of Education and Professional Studies Subcommittee [SEPS]	Philbrick Room, Student Center
Wednesday	3/11/15	01:00 PM	School of Business Subcommittee [BUS]	RVAC 466
Wednesday	3/11/15	03:15 PM	College of Liberal Arts & Social Sciences Subcommittee [CLASS]	RVAC 105
Thursday	3/12/15	12:15 PM	School of Engineering, Science, and Technology Subcommittee [SEST]	NC 24401
Thursday	3/12/15	03:00 PM	Graduate Studies Curriculum [GS]	RVAC 106
Wednesday	3/25/15	03:15 PM	General Education Subcommittee [GE]	Philbrick Room, Student Center
Thursday	3/26/15	03:00 PM	Graduate Studies	Sprague Carlton, Student Center

Wednesday	4/1/15	03:15 PM	Main (full) University Curriculum Committee	RVAC 105
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I. **Unfinished Business**

A. Proposed course and program changes

II. New Business

A. Proposed course and program changes

Change prerequisites to: STAT 201 and AC 301 (both with a grade of C- or higher).

[If a student took AC 301 and STAT 201 concurrently, and earned a C- or better in AC 301 but not STAT 201, adding STAT 201 with a C- or better as a prerequisite for AC 420 prevents students from taking AC 420 without having first retaken STAT 201 and earned a C- or better.]

Business						
4	Course Revision	BUS	580	Applied Business Research	[BUS] [GS]	2015-02-27 14:31:29

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BUS-Business/500/BUS-580>

Change description to: Requires students to use business knowledge and leadership skills to tackle an important challenge facing a company or organization. Students should form teams of 3-4 and identify a company and faculty advisor(s). With faculty advisor(s) permission, students may work individually.

Computer Electronics & Graphics Technology						
5	Course Addition	CET	270	Electronic Circuits and Devices for Robotics	[SEST]	2015-02-24 11:19:08

Computer Science						
6	Program Revision	Major in Computer Science, B.S. (Honors) (Non-Teaching) (CAC/ABET-accredited)			[SEST]	2015-03-02

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Computer-Science-B-S-Honors-Non-Teaching-CAC-ABET-accredited-45-credits>

Revise program description: Under “Science – A choice of one of the following sequences, amend references to ESCI 121 and ESCI 122 to the following:

ESCI 121 The Dynamic Earth 3 and ESCI 125 The Dynamic Earth Laboratory 1

ESCI 141 Earth and Life History 3 and ESCI 145 Earth and Life History Laboratory 1

Counselor Education & Family Therapy						
7	Course Addition	CNSL	565	Foundations of Gerontology Counseling	[CLASS] [SEPS] [GS]	2015-02-23 15:38:12
8	Course Addition	CNSL	566	Community Resources, Systems, and Challenges in Counseling the	[CLASS] [SEPS] [GS]	2015-02-23 15:48:16

General Education: add [I] designation						
Management & Organization						
13	Course Revision	MGT	431	Compensation and Benefits	[BUS]	2015-03-03
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MGT-Management/400/MGT-431						
Change prerequisites to: STAT 201 (with a grade of C- or higher); pre-approved minor.						
14	Course Revision	MGT	448	Managing Strategy and Operations	[BUS]	2015-03-03
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MGT-Management/400/MGT-448						
Change prerequisites to: Grades of at least C- in FIN 295, MGT 295, STAT 201, and the eight pre-major courses; junior standing; and meeting upper-division Business School GPA requirements.						
15	Course Revision	MGT	460	Staffing	[BUS]	2015-03-03
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MGT-Management/400/MGT-460						
Change prerequisites to: STAT 201 and MGT 305 (both with a grade of C- or higher); junior standing; and (1) grades of at least C- in the eight pre-major courses and meeting upper-division Business School GPA requirements, or (2) pre-approved minor;.						
16	Course Revision	MGT	480	Strategic Management	[BUS]	2015-03-03
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MGT-Management/400/MGT-480						
Change prerequisites to: Grades of at least C- in FIN 295, LAW 250, MIS 201, MGT 295, MKT 295, STAT 201 and the eight pre-major courses; acceptance into upper-division of School of Business; meeting upper-division Business School GPA requirements; and senior standing.						
[MC 207 is removed from the list because it is now one of the eight pre-major courses.]						
17	Course Revision	ENT	305	Financing Entrepreneurial Ventures	[BUS]	2015-03-03
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENT-Entrepreneurship/300/ENT-305						
Change prerequisites to: STAT 201 and ENT 301 (both with a grade of at least C-) ; and (1) grades of at least C- in the eight pre-major courses and meeting upper-division Business School GPA requirements, or (2) pre-approved minor.						
Modern Languages						
18	Course	ARAB	111	<u>Elementary</u>	[CLASS] [GE]	2014-10-16

majors only.

Change description: Delete “Open to physical education, exercise science, and athletic training majors only.”

25	Course Revision	EXS	311	Stress Management	[SEPS]	2015-03-04 15:23:41
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/300/EXS-311>

Change title to: Stress Management and Behavioral Strategies

Change prerequisites to: PSY 112. Open to Exercise Science majors only.

26	Course Revision	EXS	331	Measurement and Evaluation in Exercise Science	[SEPS]	2015-03-04 15:20:32
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/300/EXS-331>

Change course number to: EXS 411

Change title to: Research Methods in Exercise Science

Change prerequisites to: STAT 104, STAT 200, or STAT 215. Professional Program in Exercise Science or Athletic Training only.

Change description to: Emphasis on scientific research progress, including choosing tests, calibrating equipment, testing administration, calculating statistics, evaluating results and presenting research studies.

Change cycling: delete Spring [?]

27	Course Revision	EXS	376	Theories of Strength Training and Conditioning	[SEPS]	2015-03-04 16:19:37
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/300/EXS-376>

Change prerequisites to: EXS 207 and EXS 275. Open to Exercise Science majors only.

Change description: Delete “Open to exercise science majors only or by permission of instructor.”

Change credits to: 3

Change cycling: delete Spring [?]

28	Course Revision	EXS	409	Clinical Exercise Physiology	[SEPS]	2015-03-04 16:22:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/400/EXS-409>

Change prerequisites to: EXS 408 (C or higher) and acceptance into the Professional Program in Exercise Science.

Change cycling: delete Fall [?]

29	Course Revision	EXS	410	Exercise Physiology	[SEPS] [GS]	2015-03-04 15:52:35
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/400/EXS-410>

Change prerequisites to: EXS 208 or EXS 214 (in either case, with a grade C- or higher), and acceptance into the Professional Program in Physical Education or into the M.S. Physical Education.

Change description: Delete "Open to physical education majors only."

30	Course Revision	EXS	413	Organization and Administration of Athletic Training	[SEPS]	2015-03-04 15:42:58
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/400/EXS-413>

Change prerequisites to: Admission to the Professional Program in Athletic Training.

31	Course Revision	EXS	425	Implementation and Evaluation of Health Promotion Programs	[SEPS] [GS]	2015-03-04 15:40:30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/400/EXS-425>

Change course number to: EXS 325

Change title to: Organization and Management in Exercise Science

Change prerequisites to: Open to Exercise Science majors only.

Change description to: Theories and skills to develop, administer, and manage facilities/venues in the fitness industry. Emphasizes human resources, facility design, budgeting, legal, and public relations issues.

Change cycling: delete Fall [?]

Delete graduate credit.

32	Course Revision	EXS	470	Internship in Exercise and Health Promotion	[SEPS][GS]	2015-03-04 15:31:01
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/EXS-Exercise-Science/400/EXS-470>

Change title to: Internship in Exercise Science

Change description to: Off-campus practical experience. Includes corporate fitness, YMCA, strength and conditioning, sports medicine, cardiac rehabilitation, and research experiences. Offers opportunities to apply fundamental concepts. Current CPR and first aid certification required.

Change cycling: delete Fall, spring, summer [?]

33	Program Revision	Major in Physical Education: Exercise Science and Health Promotion, B.S. (not certifiable for teaching)	[CLASS] [SEPS] [SEST]	2015-03-04
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Change program description to:

Major in Exercise Science B.S.

67 credits as follows:

Lecture Courses (61 credits):

EXS 109	Introduction to Human Performance	3
EXS 113	Foundations of Exercise Science	3
EXS 207	Anatomy and Physiology in Exercise Science I	3
EXS 211	Anatomy and Physiology in Exercise Science I Laboratory	1
EXS 208	Anatomy and Physiology in Exercise Science II	3
EXS 212	Anatomy and Physiology in Exercise Science II Laboratory	1
EXS 215	Physiological Aspects of the Human Performance of the Aging	3
EXS 216	Kinesiology	3
EXS 217	Care and Treatment of Athletic Injuries	3
EXS 307	Human Nutrition	3
EXS 311	Stress Management and Behavioral Strategies	3
EXS 325	Organization and Management in Exercise Science	3
EXS 376	Theories of Strength Training and Conditioning	2
EXS 408*	Physiology of Sport and Exercise	3
EXS 409*	Clinical Exercise Physiology	3
EXS 411*	Research Methods in Exercise Science	3
EXS 415*	Fitness Assessment and Exercise Prescription	3
EXS 416*	Graded Exercise Testing	3
EXS 421*	Pharmacology in Sports Medicine	3
EXS 450*	Practicum in Exercise Science	3
EXS 470*	Internship in Exercise Science	6

*Require admission to the professional program prior to enrollment

Skill Courses (6 credits):

EXS 275	Training for Sport Performance	3
EXS 280	Leadership in Exercise & Wellness	3

Required General Education Courses:

BIO 111 or BIO 121 or BMS 102 or BMS 111; CHEM 161; ENG 105 and 105P, or ENG 110; HIST 161 or HIST 162; STAT 104 or STAT 200 or STAT 215; PHYS 111 or PHYS 121; PSY 112 and PSY 236; and COMM 140.

Note: No minor is required with this major.

Applying for Admission into the Exercise Science Program:

Undergraduate applicants seeking admission to the exercise science program are required to submit a file of materials for review by the Department of Physical Education and Human Performance. The applicant's completed file should be submitted prior to September 10 for fall candidates and February 10 (second semester sophomore year) for spring candidates. Applications for admission may be obtained in the Department of Physical Education and Human Performance, Kaiser Hall, Room 0180.

Requirements for Admission:

The following are departmental requirements for admission to the exercise science program:

- Completion of application to the professional program for exercise science;
- Completion of 45 credits of academic work;
- Successful completion of EXS 207 or 208 or equivalent and EXS 113 or equivalent. Courses must be completed before full admission will be granted.
- Successful completion of 3 credits of required skills courses including EXS 275 or equivalent or EXS 280 or equivalent. Courses must be completed before full admission will be granted.
- University GPA of 2.50;
- Departmental GPA of 2.70;
- Two letters of recommendation (from persons who can best assess the candidate's potential);
- The presentation of an essay demonstrating command of the English language, setting out the reasons for wanting to enroll in the program; and emphasizing experiences related to exercise science (500-700 words); and
- An interview with the personnel committee of the Department of Physical Education and Human Performance, including at least one exercise science faculty member.

Retention Policy:

Once admitted to the professional program, the following requirements must be maintained in order to remain in "good standing" within the exercise science and health promotion program:

- Students must maintain a University GPA of 2.50;

- Students must maintain a departmental GPA of 2.70; and
- A letter grade of C or higher is required in all professional program courses.

Note: Internship assignments require the student to be in good standing by having a University GPA of 2.50 and a major GPA of 2.70.

If a candidate drops below the required GPA levels, and/or fails to get a C or higher in any professional program course, he or she may be denied admission to the professional program courses, practicum courses, and internship assignments until the GPA or grade reaches the appropriate level.

Note: Revisions to the exercise science education program may occur in order to maintain compliance with national accreditation standards. Students should check with the program director and/or the CCSU exercise science website regarding the possibility of new requirements. All practicum courses and internship assignments require the student to be in "good standing."

Total Credit Hours: 68

[not 67 as it says at top of revised program description?]

34	Program Revision	Major in Athletic Training, B.S. (not certifiable for teaching)	[CLASS] [SEPS] [SEST]	2015-03-04
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Change program description to:

Major in Athletic Training, B.S.

74 credits as follows:

Lecture Courses (59 credits):

EXS 109	Introduction to Human Performance	3
EXS 112	Foundations of Athletic Training	2
EXS 207	Anatomy and Physiology in Exercise Science I	3
EXS 211	Anatomy and Physiology in Exercise Science I Lab	1
EXS 208	Anatomy and Physiology in Exercise Science II	3
EXS 212	Anatomy and Physiology in Exercise Science II Lab	1
EXS 216	Kinesiology	3
EXS 217	Care and Treatment of Athletic Injuries	3
EXS 218	Scientific Basis for Athletic Training	4
EXS 240	Therapeutic Modalities in Athletic Training	4
EXS 307	Human Nutrition	3
EXS 317	Therapeutics in Athletic Training	4

EXS 332	Psychological Aspects of Sport	3
EXS 408*	Physiology of Sport and Exercise	3
EXS 409	Clinical Exercise Physiology	3
EXS 411*	Research Methods in Exercise Science	3
EXS 413*	Organization and Administration of Athletic Training	3
EXS 421*	Pharmacology in Sports Medicine	3
BMS 380*	Emergency Medical Technician (EMT)	6

*Require admission to the professional program prior to enrollment

Practicum Courses (15 credits):

EXS 275	Training for Sport Performance	3
EXS 315*	Practicum in Athletic Training I	2
EXS 316*	Practicum in Athletic Training II	2
EXS 319*	Practicum in Athletic Training III	2
EXS 445*	Internship in Athletic Training	6

*Require admission to the professional program prior to enrollment

Related Requirements:

BIO 111 or BIO 121 or BMS 102 or BMS 111, CHEM 161, and PHYS 111 (all with C- or better); ENG 105 and 105P, or ENG 110; COMM 140, PSY 236, and STAT 104 or STAT 200 or STAT 215.

No minor is required for this major.

Clinical Experience

All students in the athletic training education program are required to complete four semesters of clinical experience in CCSU's athletic training facility, one pre-season experience at CCSU that typically runs from early August to the first day of classes, and a fifth semester in an off-campus affiliation. The BOC and CAATE require a minimum of two years (four semesters) of clinical rotation, which will be under the direct supervision of a certified athletic trainer. Emphasis is placed on mastery of the educational competencies over the five semesters of clinical experience.

Applying for Admission into the Athletic Training Education Program

Undergraduate applicants seeking admission to the athletic training education program are required to submit a file of materials for review by the Department of Physical Education and Human Performance. The applicant's completed file should be submitted prior to September 10 for fall candidates and February 10 (second semester sophomore year) for spring candidates. Applications for admission may be obtained in the Department of Physical Education and Human Performance, Kaiser Hall, Room 0180.

Requirements for Admission

The following are departmental requirements for admission to the athletic training education program. Acceptance into the professional program should be completed by the second semester sophomore year. Students not meeting this deadline must meet with the program director to continue in the professional program.

- Completion of application to the professional program for athletic training;
- Successful completion of 200 observation hours in the clinical aspect of athletic training at CCSU;
- Completion of 45 credits of academic work at CCSU as an athletic training major;
- Successful completion of EXS 112, EXS 213, and EXS 217 (at CCSU), with a grade of C- or better in all courses;
- Successful completion of BMS 380, or EMT-B certification;
- University GPA of 2.50;
- Departmental GPA of 2.50;
- Two letters of recommendation (from persons who can best assess the candidate's potential);
- The presentation of an essay demonstrating command of the English language, citing reasons for wanting to enroll in the program, and emphasizing experiences related to athletic training (500-750 words); and
- An interview with the personnel committee of the Department of Physical Education and Human Performance, including at least one clinical supervisor.

Technical Standards for Admission

The technical standards set forth by the athletic training educational program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the professional program in athletic training must meet the expectations and display the abilities outlined below. In the event a student is unable to fulfill these technical standards, the student will not be admitted into the program. Further, compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for admission to the professional program in athletic training at CCSU must show:

- Demonstrated ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments, and to be able to distinguish deviations from the norm;
- Evidence of sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and the demonstrated ability to accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
- Demonstrated ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, ability to maintain a professional demeanor, establish rapport with patients, and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;

- Demonstrated ability to record the physical examination results and a treatment plan clearly and accurately;
- Demonstrated ability to maintain composure and continue to function effectively during periods of high stress;
- Perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
- Demonstration of flexibility and ability to adjust to changing situations and uncertainty in clinical situations; and
- Demonstrated ability to perform the affective skills that relate to professional education and quality patient care.

Candidates for admission to the professional program in athletic training will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

A student who believes that they have a disability that may impact admission to or successful completion of this program should contact the Student Disability Services in Copernicus, Room 241, 860-832-1900, TTY 860-832-1954. Student Disability Services will evaluate the student's documentation to determine if the stated condition qualifies as a disability under applicable laws and so notify the program director of the athletic training education program and the chair of the Department of Physical Education and Human Performance.

If a student with a qualified disability states he/she can meet the technical standards with accommodation, then the student and appropriate University personnel will discuss what accommodation(s) may be effective and whether the accommodations requested are reasonable, taking into account clinician/patient safety, and whether the requested accommodations would fundamentally alter the nature of the program, including academic standards.

Retention Policy

Once admitted to the professional program, the following requirements must be maintained in order to remain in "good standing" within the athletic training education program.

- Students must receive a letter grade of C or higher in all professional program courses;
- Students must maintain a University GPA of 2.50;
- Students must maintain a departmental GPA of 2.50;
- Students must successfully demonstrate required clinical skill competencies; and
- Students must have a current state of Connecticut or National Registry EMT-B Certification.

If a candidate drops below the required GPA levels and/or fails to complete the clinical skill competencies, he or she may be denied enrollment to professional program courses, practicum courses, and internship assignments until the GPA or competencies reach the appropriate level.

Transfer Students Policy

Transfer students must meet the same course requirements and application procedures as CCSU students. Transfer students are required to complete a minimum of 15 credits "in residence" at CCSU prior to applying to the professional program. The 15 credits for transfer students may be in general education and/or within the athletic training education program and must include, at CCSU, EXS 112: Introduction to Athletic Training, and EXS 217: Care and Treatment of Athletic Injuries.

Currently, all requests for transfer into the athletic training education program, either by students from other universities or by CCSU students looking to change majors, are handled on a case-by-

case basis. The number of students accepted in this manner depends on the number of openings available in a given year.

For acceptance into the athletic training education program, transfer students must complete a required (minimum) 200 clinical hours.

Note: Revisions to the athletic training education program may occur in order to maintain compliance with national accreditation standards. Students should check with the program director and/or the CCSU athletic training education website regarding the possibility of new requirements. All practicum courses and internship assignments require the student to be in "good standing" in addition to having a current state of Connecticut or National Registry EMT-B Certification.

Total credit hours: 74

Physics and Engineering Physics									
35	Program Revision	Major in Physics, B.S.			[SEST] [BUS]	2015-02-25			
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Physics-B-S-Non-teaching-39-credits									
[Adds the option of a concentration to the non-teaching degree in Physics.]									
[Electronic version of proposal is not available. A PDF scan of the hard-copy Program Revision form will be distributed by e-mail.]									
School of Engineering, Science, & Technology									
36	Course Addition	SEST	481	MCAT Review	[SEST]	2015-02-18 14:00:32			
General Education									
37	See below two proposals from Don Adams, Dept. of Philosophy, presented last month to the General Education Subcommittee: 1) Proposal to add a Mission Statement and Revised Learning Outcomes to CCSU's General Education Program; Alignment of CCSU's General Education Program with the TAP and with NEASC Standard 4; 2) Proposal to poll the faculty regarding the revision of General Education; draft of poll on General Education. [GE] [Main]								

**Proposal to add a Mission Statement
and Revised Learning Outcomes
To CCSU's General Education Program**

1. Our current Gen Ed program contains no mission statement, and so in this sense does not explicitly answer the perennial student question, "Why do I have to take these Gen Ed classes?"
2. The General Education Implementation Committee drew its mission statement from

the University's mission statement, which is fundamentally misguided. The University's mission comprises the missions of General Education, the Major, the Athletics programs, Student Government, Residence Life, and everything else we do. The mission statement for General Education has to focus solely on General Education.

3. NEASC concisely identifies the essential mission of General Education: it is a supplement to the major to ensure that all students are well educated, i.e. upon graduation, students do not have embarrassingly huge gaps in their education. Upholding this standard is important for the student's educational welfare, as well as for the reputation of the institution.
4. NEASC's mission statement directly addresses one of the most important challenges facing higher education, i.e. the demand that higher education justify itself by satisfying non-educational demands, e.g. near-term profit.
 - a. Context: the "Golden Fleece Awards" in the U.S. have criticized Government spending on (among other things) scientific research that does not produce any near-term profit. Scientists have replied with the "Golden Goose Awards," highlighting not only the surprising profits produced by research done purely for the sake of knowledge, but also the value of knowledge itself.
 - b. Context: some religious groups perpetually try to restrict the study and teaching of biology within certain religious limits, and they argue that biology researchers and teachers should not be allowed to pursue biology purely for the sake of biological knowledge
 - c. Context: some political groups perpetually try to restrict the study of history, especially U.S. history, within certain patriotic limits, and they argue that history researchers and teachers should not be allowed to pursue the study of history purely for the sake of historical knowledge
5. NEASC's learning outcomes are very briefly stated, which is good.
 - a. The learning outcomes should be interpreted by the faculty. The more the outcomes are specified, the less room for interpretation the faculty are allowed.
 - b. The learning outcomes should be separated from the instruments used to assess their achievement. Widely different approaches to assessment need to be allowed, and indeed, the freedom to completely change the way we assess General Education needs to be allowed.

Alignment of CCSU's General Education Program with the TAP and with NEASC Standard 4

The mission of General Education is to ensure that all students are well and broadly educated in what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences [[NEASC Standard 4.16-17; CONNSCU Transfer Articulation Policy](#)]. The primary value of supplementing a professional education with a liberal education lies in the preservation and advancement of human understanding and in fostering achievement in the arts. In addition to pursuing knowledge for the sake of knowledge and art for the sake of art, basic research that is freed from the necessity of producing an immediate profit has historically led to innovations that have had a significant impact on humanity, both in economic and civic terms [[AAC&U What is a Liberal Education?](#)]. Economically, not only does basic research have the potential to revolutionize industries, but on a very practical level, the skills and habits of thought developed in liberal studies are highly prized by many employers. Politically, liberal studies cultivate the freedom to question conventional wisdom and narrow ideologies, and this freedom of thought lies at the very foundation of a free society.

Graduates successfully completing CCSU's General Education Program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind [[NEASC Standard 4.19; CONNSCU Transfer Articulation Policy](#)].

Proposal to poll the faculty Regarding the revision of General Education

1. On 2/14/2011 the Faculty Senate received a report from the Ad Hoc Committee on General Education reporting the results of the poll it conducted (FS 10.11.015B; available at the Faculty Senate's website).
2. They asked faculty to respond to the following statement: The General Education program should be re-designed.
3. Respondents self-identified in the following categories:
 - a. AAUP Full-time (166 respondents)
 - b. AAUP Part-time (31 respondents)
 - c. SUOAF-AFSCME (22 respondents)
 - d. Other (11 respondents)
4. Results:
 - a. Overall: 61.3% of respondents agree or strongly agree
 - b. AAUP Full-time: 65.6% of respondents agree or strongly agree
5. Concern: in the 2010-11 academic year when the poll was administered, the official headcount of full-time faculty was 440 (source: CCSU OIRA).
 - a. Only 38% of full-time faculty responded

- b. Only 32% of full-time faculty responded with “agree” or “strongly agree.”
- c. Were those who are discontented with our current General Education program more motivated to participate in the poll?
- d. Would more faculty have responded if they had been given the option of saying whether our General Education program should be reduced in size?

6. If we are seriously to consider revising our General Education program, it must proceed with as much input from the faculty as possible. So we should get some sense of where the faculty stands on General Education.

Draft of Poll on General Education

1. Select the category below that describes your position at CCSU.
 - AAUP (Full-time)
 - AAUP (Part-time)
 - SUOAF-AFSCME
 - Other
2. Please respond to the following statements [i.e. on the scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]
 - a. We should collect and interpret assessment data on our General Education program prior to revising it.
 - b. Prior to collecting and interpreting assessment data on our General Education program, the program should be reduced in size.
 - c. Prior to collecting and interpreting assessment data on our General Education program, the program should be re-designed.