

Minutes: General Education Subcommittee of the University Curriculum Committee – 2/24/16

Present: Anton M (Math), Adams D (CLASS Dean's appointment), Bowman L (PSY), Ciotto C (PEHP), D'Addio D (MUSIC), Jackson M (BIO), Jones M (HIST), Nunn MA (ENG), Perry W (ANTH—guest), Showers F (SOC), Smith R (PS), Sommers B (International Studies), Tomoda S (ML)

1. Approved minutes of 1/27/16 postponed until next meeting
2. Old Business

New Course	<a href="#"><u>AFAM 250 - Topics in African American Studies</u></a>	CLASS, GE	<span style="color: blue;">No rep at CLASS</span> <span style="color: red;">No rep at Gen Ed, but provisionally approved for SA 2 pending CLASS approval</span>
2.1			
2.2	Change Course	<a href="#"><u>ART 113 - History of Art II</u></a>	<span style="color: blue;">No rep at CLASS</span> <span style="color: red;">No rep at Gen Ed—postponed</span>
2.3	New Course	<a href="#"><u>ART 200 - Introduction to Global Art</u></a>	<span style="color: blue;">No rep at CLASS</span> <span style="color: red;">No rep at Gen Ed—postponed</span>
2.4	New Course	<a href="#"><u>ART 211 - Greek and Roman Art</u></a>	<span style="color: blue;">No rep at CLASS</span> <span style="color: red;">No rep at Gen Ed—postponed</span>

1. New Business

Item	Type	Name	Subcommittees	Action
3.1	TAP	<a href="#"><u>Math Pathway</u></a>	SEST, Gen Ed	APPROVED
3.2	TAP	<a href="#"><u>Psychological Science Pathway</u></a>	CLASS, GE	APPROVED
3.3	New Course	<a href="#"><u>ANTH 161 - Introduction to Biological Anthropology Laboratory</u></a>	CLASS, GE	Already approved in previous round of meetings
3.4	New Course	<a href="#"><u>SOC 323 - Why Unions Matter</u></a>	CLASS, GE	"I" REAFFIRMED
3.5	New Course	<a href="#"><u>SOC 424 - Genocide and the Modern World</u></a>	CLASS, GE	"I" REAFFIRMED
3.6	New Course	<a href="#"><u>SOC 428 - Globalization and Its Discontents</u></a>	CLASS, GE	"I" REAFFIRMED

	New Course <a href="#"><u>SOC - Sociology of Revolutions</u></a>	CLASS, GE	
3.7			"I" REAFFIRMED
Gen Ed Mission Statement			
Background: The Curriculum Committee asked the Gen Ed subcommittee to come up with a more "lofty" mission statement for Gen Ed.			
NEASC language: "General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge" (i.e. "what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences")			
Proposed version:			
CCSU is proud to offer our students the same study of the liberal arts that has for centuries been the hallmark of excellence in higher education. As a foundational part of a university education, the general education program pushes students beyond the limits of their major to explore a broad range of courses from the humanities and sciences, in order to cultivate powers of aesthetic discernment, empathic understanding, scientific judgment, and rigorous analysis. Moreover, these courses seek to awaken the pleasures of wide-ranging intellectual exploration, cultivate a desire to engage with fellow human beings, and ignite an aspiration for life-long learning. The general education curriculum prepares our students, upon graduation, to become curious, compassionate, and active citizens of Connecticut and beyond.			
<b>Option 1: NEASC, Non-Lofty</b>			
<b>General Education Mission Statement:</b> To ensure that all CCSU undergraduates become educated people, and are prepared for the world in which they will live.			
<b>General Education Vision Statement:</b> The general education requirement ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.			
3.8			

**Option 2: NEASC, Lofty-A**

**General Education Mission Statement.** Education is the most effective tool for changing the world: it helps people to reach their full potential in their individual personal lives and professional careers, in their lives as informed and rational citizens, and also as contributing members of the global community. The mission of CCSU's general education program is to complement the student's major. Whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. In completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Finally, CCSU's general education is designed so that students will learn how distinct disciplines develop not in isolation from one another, but through cooperative interaction with one another.

**Option 3: NEASC, Lofty-B**

The mission of CCSU's general education program, is two-fold. First, whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. Thus the breadth of general education complements the depth of the student's major. Second, in completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Completing this broad academic approach to human knowledge, thought, and discovery allows students to put into context their academic courses but more importantly provides a foundation on which to build not only their intellectual lives but also their civic, social, and cultural lives beyond their undergraduate experience. As a regional, comprehensive, public university, CCSU is proud to offer to our students the same study of the liberal arts that has for centuries been the hallmark of excellence in higher education.

**Option 4:** NEASC/CCSU hybrid

General education provides students with the basic foundations for life-long learning as rational members of society, awakens the pleasures of intellectual exploration and elevates aesthetic sensibilities. This commitment to personal development depends on the acquisition and expansion of knowledge, intellectual processes, and techniques. The mission of CCSU's general education program is to complement the student's major. Whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. In completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Also, CCSU's general education is designed so that students will learn how distinct disciplines develop not in isolation from one another, but through cooperative interaction with one another.

**Option 5:** generic statement

**General Education Mission Statement:** to provide students a foundation of knowledge and skills necessary for becoming responsible citizens and lifelong learners. General education courses teach students how to think critically, how to reason and communicate effectively in the contexts of scientific, technological and quantitative analysis, and how to solve problems in a diverse global society.

**Option 6:** derived partly from CCSU's Vision Statement

In conjunction with the depth of knowledge students receive from their chosen major, a university education offers breadth of knowledge and skills to be broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens. In completing the general education portion of this undergraduate program, students will be able to: think critically and logically, as well as demonstrate information literacy; communicate effectively; use the skills necessary for quantitative and scientific reasoning and analysis; understand

historical, natural, and social scientific phenomena; understand and appreciate aesthetic dimensions; understand and appreciate ethical dimensions.

**Option 7:** neoteric version

CCSU's innovative general education program is a departure from older ways of thinking about education in terms of separate disciplines that date back centuries, and which seek to expand knowledge only by going into ever greater detail within the boundaries of ossified academic borders. Our forward-thinking program aims to encourage a synergy between distinct disciplines, gathering information and skills from multiple areas in order to free inquiry from ancient boundaries, and to encourage students to find new ways to address both old and new problems.

**Option 8:** derived from current "Objectives"

**General Education Mission Statement:** to provide students with the basic foundations for life-long learning as rational members of society, to awaken the pleasures of intellectual exploration and to elevate aesthetic sensibilities. This commitment to personal development depends on the acquisition and expansion of knowledge, intellectual processes, and techniques. In completing CCSU's general education program students will develop an appreciation for, and enhanced understanding of, the arts and humanities. They will also develop global awareness, historical perspective, appreciation of social and cultural diversity in the world, scientific understanding of the natural and social worlds, information fluency and computer literacy, critical thinking and critical reading skills. The program will strengthen their writing and communication skills, as well as their quantitative skills. Completing the general education program will be a personally transformative process because it will foster in all students personal health and fitness through a wellness model, helping each student to develop and/or maintain a level of physical activity and nutrition that meets public health standards, construct and implement a fitness/wellness program to improve quality of life and longevity, apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being, and build a personal awareness of, and positive attitude towards, healthy living. The program will help students to recognize issues of social equity and social justice in the United States, and in particular to recognize the diverse forms and effects of social and economic inequality, understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry,

sexual orientation, and mental or physical disability. Finally, the general education program will develop and encourage the practice of civic responsibility, helping students to involve themselves in campus, local, or other communities, to take a public stance on a community issue (in either a classroom or public setting), and to understand and analyze public issues and public affairs from the perspective of the larger community.

Proposal from International Education Committee

[Proposed Requirements for I designation](#)

From October Gen Ed Subcommittee minutes:

*Louise Williams spoke to a document prepared by the International Ed. Ct. proposing clear guidelines for courses to be designated with "I" credit. After some discussion, the committee voted to have the document posted as a Google doc for the committee to consider and possibly edit. Once the committee has agreed about the wording of the document, it will be widely circulated in all departments on campus for feedback ahead of a vote planned in the Spring.*

*Committee members were also made aware of a provision passed in 2008-9 that makes all study abroad courses count as "I" courses. The committee will also consider whether, if adopted, the guidelines for "I" courses would negate that earlier provision.*

3.9

3.8 After some discussion of the 8 options for a Gen. Ed. mission/vision statements, it was agreed to create a Google document that all members of the Gen. Ed. subcommittee could edit to try to produce a single option to propose to the full Curriculum committee.

3.9 After some discussion revealing that the goal of the "I" requirement was not clear to the committee, a decision about this specific document was postponed pending additional discussion of the goal of "International Education."

Respectfully submitted—Mary Anne Nunn