

New Jersey City University

Application for Changing WC and/or CT Student Learning Outcomes of General Education Courses Scheduled in AY22-23

Directions for Department Chairs:

On April 20th, 2020, NJCU's University Senate voted to revise the General Education Program by 1) reducing the credit requirements by nine to ensure that all students can complete the program without any waivers, substitutions, or special adjustments, and 2) replacing the requirement that students take two courses in each mode of inquiry with the requirement that students take two courses in each student learning outcome. These requirements apply to all students who entered NJCU in fall 2021.

If we fail to provide sufficient courses in each learning outcome, our students will be unable to satisfy the revised requirements. Currently, the number of courses offered in the Written Communication and Critical Thinking learning outcome greatly outnumber the number of courses in the remaining four learning outcomes. The existing processes to propose revisions to courses are inadequate to ensure an adequate balance of learning outcomes by AY22-23. Therefore, to ensure that sufficient courses scheduled in AY22-23 are offered in the CEIK, ITL, QL, and OC learning outcomes, departments may request via this fast-track process to change the learning outcomes of up to **three** General Education courses scheduled in AY22-23 that currently have the WC and CT learning outcomes. Requests to change student learning outcomes must be first reviewed and approved by your department's curriculum committee. Any approved changes will be permanent.

Please answer the questions on the enclosed application for each course your department is proposing to change, and forward your application to GECCC@njcu.edu with a copy to your Dean. This application, and the General Education Curriculum Committee, will focus exclusively on whether the signature assignment will allow students to demonstrate their progress on the proposed new learning outcome(s).

The deadline for all departments/programs to respond is **December 16th 2021**. The GECC Committee will contact departments/programs with questions and/or suggestions. We intend to forward our decisions to the Provost's Office for their review in sufficient time for revised courses to be published in the AY22-23 catalog. We will report our decisions at the Senate's February meeting, and all approved changes will be effective from fall 2022.

Feel free to contact us about any aspects of the approval process at GECC@njcu.edu

Sincerely,

General Education Curriculum Committee

Student Learning Outcomes

Key	Please click links for the SLO rubrics
CEIK	<u>Civic Engagement & Intercultural Knowledge</u>
CTPS	<u>Critical Thinking & Problem Solving</u>
ITL	<u>Information & Technology Literacy</u>
OC	<u>Oral Communication</u>
QL	<u>Quantitative Literacy</u>
WC	<u>Written Communication</u>

Application Instruction

1. Departments should forward the attached application to GECC@njcu.edu with a copy to the relevant Dean by December 16th, 2021.
2. Departments can only propose SLO changes to GenED courses scheduled in AY22-23.
3. This process is available only for changing the SLOs of courses that currently have WC and/or CT as learning outcomes.
4. Departments can propose changes for up to **three** courses. Requests to change the SLOs of any further courses should be submitted through CIM and follow the normal procedures for requesting changes to existing courses.
5. In the spaces provided, clearly specify whether WC, CT, or both are being revised, and clearly specify which of CEIK, ITL, QL, and OC are being proposed.
6. In the 'justification' box, explain how the signature assignment will allow students to demonstrate their progress on the student learning outcome(s). Explanations of these outcomes are below.
7. If you have submitted changes to existing courses using the normal procedures for doing so and would instead like those to be part of the three courses your department wish changed via the fast-track process, please contact GECC@njcu.edu.

Student Learning Outcome Descriptions.

Each course in the Gen Ed program focuses on **two** learning outcomes. By the end of the program, they must have taken **two courses in each learning outcome**. Those goals and their connection to our General Education program are:

1. Students will demonstrate effective writing skills.

Effective writing skills are essential to learning and communication in whatever major you ultimately choose to pursue. Good writing entails more than mastering mechanics—vocabulary, grammar, sentence structure—but also developing and organizing your ideas, summarizing and expanding on your research, and expressing yourself clearly, thoughtfully, and creatively. The General Education program includes opportunities for you to develop and refine all of these skills as you enter and continue through your major.

2. Students will demonstrate effective oral communication skills.

The ability to speak clearly, persuasively, and coherently is fundamental to effective communication in both formal and informal settings. Oral communication skills prepare you to present an idea to an audience, to discuss issues with confidence, to teach a class, and to build interpersonal relationships at work, at home, and among peers.

3. Students will demonstrate effective quantitative literacy skills.

Your smart phone may have put a calculator in your hands at all times, but you still need to know what numbers to enter and how to interpret the results. Whether you are trying to calculate interest on your car loan or to understand statistics for some course, you will need the ability and confidence to interpret and manipulate numerical data. Quantitative literacy relates to the fundamental mathematical, analytical and scientific concepts and operations that are essential for your life within and beyond the university.

4. Students will demonstrate the ability to think critically to evaluate and solve problems.

Critical thinking refers to your ability to question assumptions, challenge received wisdom, and look at problems from creative perspectives. When you can carefully analyze an idea or a problem, or research and evaluate evidence, and then apply

what you have learned, you are better prepared both to address the personal challenges you face in your non-academic life and to pursue a more successful academic career, whether that means envisioning new ways of approaching social and political issues, scientific hypotheses, or artistic conventions.

5. Students will demonstrate effective information and technology literacy skills.

With the rapid proliferation of devices capable of providing easy access to ever increasing quantities and types of information—smart phones, computer tablets, laptops—your ability to understand, evaluate, and use both information and the technology used to deliver that information is increasingly vital to participating fully in contemporary society. Locating, recognizing, and effectively using information are necessary skills for meaningful engagement in your community and successful entry into the job market. Our program will help you develop your skills in using computers, software applications, databases, and other technology tools.

6. Students will practice responsible citizenship in a culturally complex world.

Success beyond the university requires that you learn how to work collaboratively and to act ethically with others. All of us need to consider how our knowledge and actions shape our personal and professional relationships, our local and global communities, as well as the environment and the world around us. Practicing responsible citizenship, then, is not simply voting or showing up for jury duty. It is a commitment to participate in the life of the community. Our program encourages you to connect what you learn in the classroom to your life outside the classroom through a curriculum that both brings the community into the classroom and takes the classroom into the community. It provides opportunities for you to engage and explore our incredibly rich and diverse urban environment.

Old SLO 2: If a second SLO is to be changed, indicate the new SLO

New SLO 2:

Justification: With reference to the above descriptions, explain how the revised signature assignment will allow students to demonstrate their progress on the proposed new learning outcome.

Course 2

Proposed Changes

Old SLO 2: If a second SLO is to be changed, indicate the new SLO

New SLO 2:

Justification: With reference to the above descriptions, explain how the revised signature assignment will allow students to demonstrate their progress on the proposed new learning outcome.

Course 3



Proposed Changes

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Old SLO 2: If a second SLO is to be changed, indicate the new SLO

New SLO 2:

Justification: With reference to the above descriptions, explain how the revised signature assignment will allow students to demonstrate their progress on the proposed new learning outcome.

