



GENERAL EDUCATION CURRICULUM COMMITTEE
Senate Report 12/20/21

Discussion Items:

- The GECC feels that there needs to be a more clear process for issues of instructional/course overlap and cross-listing issues. The committee has seen this issue in multiple proposals. Since this is not a GenEd specific issue, we believe it is the responsibility of school/senate C&I committees to adjudicate overlapping courses. Generally, this issue needs a more comprehensive solution that accounts for the need for department chairs to see what courses are going through the approval process.
- We would like to work with the Provost's office to ensure all aspects of the course proposal process are in CIM. It is our understanding there was a place for department chairs to "sign off" on course proposals with the old paper system. We would like to see that available in CIM at a minimum.

Action Item:

Whereas 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;

Whereas the Senate agreed to give the GECC time to update the course proposal process;

Be it resolved that we amend *Policy Name: Guidelines for Requesting New Course Approval and Course Changes, Policy ID Number: 02-01-006 Item #12:*

Original:

12. Undergraduate General Education Courses (Indicate whether approval is sought as a General Education course. These proposals are subject to review by the General Education Curriculum Committee. Proposals for General Education courses must indicate how the following requirements are met:
 - ~~Indicate whether approval is sought in Tier 1 (Tier 1 Seminars), Tier 2 (Tier 2 Seminars), or Tier 3 (Tier 3 Capstones). Tier 1 Seminars comprise the first encounter with college-level work in concert with the composition and math courses. Each of these seminars provides • introductory experience in at least one of the modes of inquiry that students will focus on more deeply in Tier 2. Each seminar addresses a topic that serves as a context in which students develop at least two of the University-wide student learning goals. The topical nature of the seminars provides an opportunity for a meaningful introduction to work in the disciplines. Tier 2 Seminars build on the introductory work of Tier 1. While continuing to develop and reinforce skills in at least two of the University-wide student learning goals, each of these seminars focuses on a topic or theme and gives students more in-depth work in at least one of the disciplinary modes of inquiry. Tier 3 Capstones are the culmination of General Education at NJCU. In the Capstones, students work individually or with peers to design, develop,~~

~~complete, and present research or creative projects. Each Capstone provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. The Capstones also provide an opportunity for students to integrate their work in General Education with early work in the major.~~

- ~~○ Indicate in which Mode(s) Inquiry approval is sought. Courses seeking approval in Tier 1 and Tier 2 must meet the criteria for inclusion in at least one (and up to two) of the Modes of Inquiry: 1) Creative Process and Production; 2) Language, Literary, and Cultural Studies; 3) Scientific and Quantitative Inquiries; and 4) Social and Historical Perspectives. Courses may be designated as intermodal if they meet the criteria for two Modes of Inquiry. Intermodal courses will meet the distribution requirements in two Modes of Inquiry.~~
- Indicate which department(s) or academic unit(s) the course will be listed under. For interdisciplinary courses to be cross-listed (offered by more than one department or academic unit), indicate each department or academic unit in which the course will be listed (i.e.: PHYS and PHIL). The signatures of the department and curriculum committee chairs of each department in which the course will be listed must be included on the Request for Permanent Course Approval or Course Change ("cover page/routing slip" form.)

The first crossed out bullet point shall be replaced with:

- Tier 1 Seminars (designated as a 100 level courses) comprise the first encounter with college-level work in concert with the composition and math courses. Each seminar addresses a topic that serves as a context in which students develop at least two of the University-wide student learning goals. The topical nature of the seminars provides an opportunity for a meaningful introduction to the student learning outcomes. Tier 2 Seminars (designated as 200 level courses) build on the introductory work of Tier 1. Each of these seminars focuses on a topic or theme and gives students more in-depth work in which they continue to develop and reinforce skills in at least two of the University-wide student learning goals. Tier 3 Capstones (designated as 300 level courses) are the culmination of General Education at NJCU. In the Capstones, students work individually or with peers to design, develop, complete, and present research or creative projects. Each Capstone provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. The Capstones also provide an opportunity for students to integrate their work in General Education with early work in the major.

The second crossed out bullet point shall be removed from the proposal guidelines.

GECC Co-Chair

Dr. Andrew Bossie, Economics