

April 14, 2016

Dear <Name>:

On behalf of the General Education Committee, we would like to thank you for agreeing to serve as a Departmental Course Coordination Liaison for the next two years beginning Fall 2016 through Spring 2018. Your work as a liaison supports the General Education Course Coordination Working Group's mandate to create and maintain a framework for course coordination throughout the College.

Your leadership effort will support course coordinators as they collaborate with their full- and part-time colleagues in strengthening course learning goals, sharing resources and teaching techniques.

We welcome you and appreciate your willingness to contribute to the success of our students and the College.

Sincerely,

*Members, General Education Committee Course Coordination Working Group*

Navid Allahverdi-Pur, Construction Management and Civil Engineering Technology  
Alexander Aptekar, Architectural Technology  
Nathan Astrof, Biological Sciences  
Maria-Elena Bilello, Dental Hygiene, Co-chair  
Pamela Brown, Associate Provost  
Renata Budny, Restorative Dentistry, Co-chair  
Martha Effinger-Crichlow, African American Studies (fellowship leave)  
Renata Ferdinand, English  
Gretta Fernandes, Human Services  
Asm Delowar Hossain, Electrical and Telecommunications Engineering Technology  
Jennett Ingrassia, Radiologic Technology and Medical Imaging  
Julia Jordan, Hospitality Management  
Anne Leonard, Library (fellowship leave)  
Kara Pasner, Vision Care Technology  
Susan Phillip, Hospitality Management  
Jose M. Reyes Alamo, Computer Engineering Technology  
Benjamin Shepard, Health and Human Services (fellowship leave)  
Maura Smale, Library

## **Gen Ed Course Coordination Working Group 2013-2018**

**2016-2018 Course Coordination Liaison Charge:** A two-year commitment to lead course-level improvement of student learning and the student experience. Course coordination liaisons (CCL) will work with course instructors, other members of their department/chairs, fellow liaisons, deans, members of the Gen Ed and Assessment Committees and others to evaluate course content, course materials and pedagogical practices, and implement, reassess, and share effective course coordination practices.

### **2014-2016 Role of Course Coordination Liaison within the department and school and across the College**

**Liaison Charge:** 2 year commitment as part of a continuous cycle of defining, delivering, refining, and sharing effective course coordination practices with the School and Gen Ed Committees

**Long-term Goal:** Design a college-wide framework that supports course coordination, integrates selected Gen Ed SLO/s in each course, and review the process on a cyclical basis in synch with Gen Ed Assessment cycle.

### **Accomplishments for academic year 2015-2016:**

- Department CC Liaisons conducted Workshops w/full-time and part-time faculty
- Progress report meetings with Department CC Liaisons and School Deans; sharing Best Practices
- Implementation of Gen Ed SLOs in chosen courses, 100% departments participation
- 2-year cycle outcomes reported at Chairs Colloquium and Gen Ed Committee Meeting in Spring 2016

### **Accomplishments for academic year 2014-2015:**

- Course Coordination definition & responsibilities completed by all departments
- Gen Ed Course Coordination Day - Thursday, January 22, 2015
- Gen Ed was made visible through Course Coordination Framework in concert with Living Lab (HOW)
- Selected Course Coordinators reviewed Gen Ed outcomes and helped to develop implementation strategy.
- Progress reported at Chairs Colloquium and Gen Ed Committee Meeting in Spring 2015

### **Accomplishments for academic year 2013-2014:**

- Surveyed department chairs regarding course coordination, current practices, definitions and value to the departments.
- Results of the survey were reported at Chairs Colloquium.

### **Gen Ed Course Coordination Working Group website**

<https://openlab.citytech.cuny.edu/gened/working-groups/course-coordination/>

### **Gen Ed Course Coordination Working Group Documents:**

<https://openlab.citytech.cuny.edu/gened/working-groups/course-coordination/ccdocuments/>

**Departmental Course Coordination Liaisons - Fall 2016 through Spring 2018**

	<i>FIRST NAME</i>	<i>LAST NAME</i>	<i>DEPARTMENT</i>	<i>GEN Ed Support Team Member</i>
<b>SCHOOL OF ARTS AND SCIENCES AND LIBRARY</b>				
	Justin	Vazquez-Poritz	Interim Dean	
	Stephen	James	African American Studies	Maura Smale
	Jeremy	Seto	Biological Sciences	Nathan Astrof
	Peter	Spellane	Chemistry	Jennett Ingrassia
	Renata	Ferdinand	English	Renata Ferdinand
	Denise	Scannell	Humanities	Renata Budny
	Grazyna	Niezgoda	Mathematics	Kara Pasner
	Lufeng	Leng	Physics	Renata Ferdinand
	Stephanie	Boyle	Social Science	Nathan Astrof
	Nora	Almeida	Library	Renata Ferdinand

## Gen Ed Committee Structure & Tasks

### The Gen Ed Committee—Where next?

New York City College of Technology aspires to be a living laboratory where General Education

- is represented by a mutually accepted core of knowledge, skills, and values that permeate all courses, not only in the liberal arts and sciences, but across the majors.
- makes rich use of the physical, historical, economic, and cultural aspects of our location in a diverse urban community
- stresses active learning and creative problem solving
- encourages engagement in personal, professional, and civic communities
- integrates theory/ knowledge and hands- on/ application
- maintains a global focus/ perspective
- is communications intensive

*From the General Education framework passed by College Council, March 2013*

### 2013-2015 The broad Gen Ed project at City Tech is supported by complementary efforts of:

- The Gen Ed Committee—**What** is Gen Ed at City Tech?
- The Title V Living Lab project—**How** can we integrate Gen Ed pedagogically across the curriculum?
- The Interdisciplinary Committee—**How** can we integrate Gen Ed curricularly across the College?
- The Assessment Committee—**How well** are our students meeting Gen Ed outcomes?

### Since 2015 the broad Gen Ed project at City Tech is supported by complementary efforts of:

- The Gen Ed Committee—**What** is Gen Ed at City Tech?
- L4 and 'Knowing Brooklyn' theme developed by CityTech GenEDGE - **How** can we integrate Gen Ed across the curriculum? (<https://openlab.citytech.cuny.edu/14/>)
- The Interdisciplinary Committee—**How** can we integrate Gen Ed curricularly across the College?
- The Assessment Committee—**How well** are our students meeting Gen Ed outcomes?

### What is the role of the Gen Ed Committee? Two levels

#### Institution-wide

- Frame the goals and desired outcomes of general education, drawing on the thinking of the departments as well as the traditions of general education.
- Coordinate all of the Gen Ed work going on at the College under one umbrella
- Raise awareness and represent Gen Ed to all campus constituencies

#### In the departments

- Communicate departmental thinking, needs, and concerns to the committee
- Work with departments to achieve integration of Gen Ed goals and outcomes into the curriculum and pedagogy of the department's programs and courses.

### Structure

**Membership**—Representation from all departments/ programs. Their departments select members.

**Three Working groups** (Faculty, Representation)—Each Committee member is also a member of a working group that focuses on one aspect of the committee's role. Each has a facilitator and a recorder selected by the members each year.

**Steering Committee** - Working Group leaders and recorders plus 3-5 "at large" members including the provost as an ex officio member. The Steering Committee plans the agendas, both annual and for specific meetings, and meets with the Title V, Assessment Committee, and Interdisciplinary Committee representatives to plan joint efforts.

**Important General Education Learning Goals—adopted by College Council March 2013**

**New York City College of Technology aspires to be a living laboratory where General Education**

- is represented by a mutually accepted core of knowledge, skills, and values that permeate all courses, not only in the liberal arts and sciences, but across the majors.
- makes rich use of the physical, historical, economic, and cultural aspects of our location in a diverse urban community
- stresses active learning and creative problem solving
- encourages engagement in personal, professional, and civic communities
- integrates theory/ knowledge and hands- on/ application
- maintains a global focus/ perspective
- is communications intensive

<p><b>KNOWLEDGE</b>  <b>Develop knowledge from a range of disciplinary perspectives, and develop the ability to deepen and continue learning.</b></p>	<p><b>Breadth of knowledge</b></p> <ul style="list-style-type: none"> <li>▪ Value knowledge and learning</li> <li>▪ Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study.</li> <li>▪ Use the arts, sciences and humanities as a forum for the study of values, ethical principles, and the physical world.</li> </ul>
	<p><b>Depth of knowledge</b></p> <ul style="list-style-type: none"> <li>▪ Engage in an in-depth, focused, and sustained program of study</li> <li>▪ Pursue disciplined, Inquiry-based learning in the major.</li> </ul>
	<p><b>Lifelong learning</b></p> <ul style="list-style-type: none"> <li>• Show curiosity and the desire to learn.</li> <li>• Acquire tools for lifelong learning—how to learn, how they learn, knowledge of resources.</li> </ul>
<p><b>SKILLS</b>  <b>Acquire and use the tools needed for communication, inquiry, analysis, and productive work.</b></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means, and in more than one language.</li> </ul>
	<p><b>Inquiry/ Analysis</b></p> <ul style="list-style-type: none"> <li>• Derive meaning from experience, as well as gather information from observation.</li> <li>• Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.</li> <li>• Employ scientific reasoning and logical thinking.</li> <li>• Use creativity to solve problems.</li> </ul> <p style="text-align: right;">→</p>

<p><b>INTEGRATION</b>  <b>Work productively within and across disciplines.</b></p>	<p><b>Information Literacies</b></p> <ul style="list-style-type: none"> <li>▪ Gather, interpret, evaluate, and apply information discerningly from a variety of sources.</li> </ul>
	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>▪ Understand and navigate systems</li> </ul>
	<p><b>Integrate Learning</b></p> <ul style="list-style-type: none"> <li>▪ Resolve difficult issues creatively by employing multiple systems and tools.</li> <li>▪ Make meaningful and multiple connections among the liberal arts and between the liberal arts and the areas of study leading to a major or profession.</li> </ul>
<p><b>VALUES, ETHICS, AND RELATIONSHIPS</b>  <b>Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.</b></p>	<p><b>Professional/Personal Development</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate Intellectual honesty and personal responsibility.</li> <li>▪ Discern consequences of decisions and actions</li> <li>▪ Demonstrate intellectual agility and the ability to manage change.</li> <li>▪ Work with teams, including those of diverse composition. Build consensus.</li> <li>▪ Respect and use creativity.</li> </ul>
	<p><b>Ethics/Values</b></p> <ul style="list-style-type: none"> <li>▪ Transform information into knowledge, and knowledge into judgment and action.</li> <li>▪ Assume responsibility for social justice</li> </ul>
	<p><b>Community/Civic Engagement</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues].</li> <li>▪ Understand organizations and histories underlying government in global context</li> <li>▪ Apply knowledge and analyze social, political, economic, and historical issues.</li> <li>▪ Show ability to contribute actively by applying knowledge to the identification and analysis of societal and professional problems to enact solutions.</li> </ul>
	<p><b>Global/ Multicultural Orientation</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate expanded cultural and global awareness and sensitivity.</li> <li>▪ Discern multiple perspectives.</li> <li>▪ Use awareness of cultural differences to bridge cultural and linguistic barriers.</li> <li>▪ Demonstrate proficiencies and capacities in dealing with a diverse society.</li> <li>▪ Communicate across cultural and linguistic barriers.</li> </ul>

Gen Ed SLOs  
Selected for Fall 2015 Liaison Workshop

		School of Professional Studies	School of Arts & Sciences	School of Technology & Design	
<b>KNOWLEDGE</b>	Breadth of Knowledge	Radiologic Technology			
	Depth of Knowledge	Hospitality Management			
	Knowledge Lifelong learning			Architectural Technology	
<b>SKILLS</b>	Communication	Business		Computer Engineering Technology	
	Inquiry/Analysis	Health and Human Services		Electrical & Telecommunication	
		Health Services Administration		Engineering Technology	
		Business	Art History	Communication Design	
		Dental Hygiene	Mathematics	Environmental Control & Facilities Management	
		Health Services Administration	Physics		
				Construction Management & Civil Engineering Technology	
				Mechanical Engineering Technology	
	<b>INTEGRATION</b>	Information Literacies	Career & Technology Teacher Education	Library	
			Health Services Administration		
Systems					
Integrate Learning		Health Services Administration		Communication Design	
				Entertainment Technology	
<b>VALUES, ETHICS, &amp; RELATIONSHIPS</b>	Professional/Personal Development	Career & Technology Teacher Education			
		Health Services Administration			
	Ethics/Values	Health Services Administration		Computer Systems Technology	
		Law & Paralegal Studies			
	Community/Civic Engagement	Law & Paralegal Studies			
	Global/Multicultural Orientation		African American Studies		
				Awaiting chosen SLOs from:	
				Biology	
				Chemistry	
				Social Science	
Mbilello/Spring2015				English	

## Gen Ed Assessment Timeline

Summary of activities per semester

General Education Learning Outcome	S16	F16	S17	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	F22
Information Literacy	AEI	II			DC	AEI	II							
Quantitative Literacy	P	IRR/DC	AEI	II				AEI	II					
Oral Communication	IRR/DC		AEI	II			DC	AEI	II					
Critical thinking	P	IRR/DC	AEI	II			DC	AEI	II					
Teamwork	P	IRR/DC	AEI	II			DC	AEI	II					
Ethical Reasoning	P	IRR/DC	AEI	II			DC	AEI	II					
Civic Engagement	P	IRR/DC	AEI	II			DC	AEI	II					
Foundations and skills for lifelong learning	CA	P	IRR/DC	AEI	II				DC	AEI	II			
Creative thinking	CA	P	IRR/DC	AEI	II				DC	AEI	II			
Inquiry and analysis	CA	P	IRR/DC	AEI	II				DC	AEI	II			
Integrative learning	CA	P	IRR/DC	AEI	II				DC	AEI	II			
Intercultural knowledge and competence	CA	P	IRR/DC	AEI	II				DC	AEI	II			
Writing	CA	DC	AEI	II				DC	AEI	II				
Reading	CA	DC	IRR	II				DC	AEI	II				

### Code for Abbreviations

DC = Data Collection
IRR/DC = inter-rater reliability and Data Collection
IRR= Inter-rater reliability
AEI = Analysis of data, evaluation of report, drafting of improvement
II = Implementation of improvement plan
CA = Communication about assessment and selection of assignment
P = Pilot data collection

Link to AIR website:

<http://air.citytech.cuny.edu/air/page2055231.aspx>

As of: March 17, 2016