

Making Gen Ed Live

Today's Goal: Renew the charge of the committee, refresh memories of ongoing projects, coordinate efforts for the upcoming academic year

9:30-9:35 – Arrive, coffee, etc.

9:35-9:50 – Opening Comments – Bonne August

9:50-9:55 – Introductions

9:55-10:05 – Living Lab Presentation

10:05-10:35 – Working group reports

- Course Coordination
- Big Picture
- Theme Working Group
- The Arts and Sciences General Education Assignment Repository
- Signature Assignment
- Visual Communication

10:35-11:00 – Open Discussion

- New project ideas?
- What can be done at the department level?
- What can we do at the school or college level to support the work in the departments?

11:00-11:25 – Working Groups

11:25-11:30 – Wrap up

Upcoming Meetings:

September 18

October 2

October 30

November 20

December 11

Gen Ed Committee

Charge for 2015-2016 Academic Year

General Charge

This focus on general education at City Tech was initiated by our 2008 Middle States accreditation review, which was highly critical of the College's Core requirements, finding them both not coherent and poorly understood. As a committee, we had begun our work in 2009 by reading together an important article by Lee Shulman called "Pedagogies of Uncertainty" in which Shulman explores the goals and signature pedagogies in various strands of professional education and links them to study in the liberal arts. The committee determined that although we are deeply committed to grounding our gen ed in the liberal arts, general education at our college of technology needed to be broader than a set of liberal arts courses and needed as well to be connected explicitly to the work that students do in their major program. Therefore, it is essential that the committee represent all departments at the college and that this set of shared academic/ professional goals for City Tech graduates was drawn from lists of knowledge, skills, and values presented by all of these college departments and degree programs. We found Shulman's work to be a provocative and useful guide. In the Spring of 2013, after a four-year process of gathering material and deliberating, the General Education Committee proposed and College Council passed a gen ed common core framework for City Tech.

The Gen Ed committee is now focused on making this Gen Ed Common Core live at City Tech, that is, integrating into every curriculum the set of knowledge, skills, and values that we hold in common, so that this becomes the way in which we educate students at City Tech, the "how." We have further charged ourselves to create an institutional climate in which general education is the context for our disciplinary work, our intellectual and creative explorations, and our academic life.

Goals—by the time of the 2016-2018 Middle States self-study and accreditation visit:

1. Generate and sustain a strong and consistent cross-institutional awareness of the meaning/value of general education, as well as the requirements for the new City Tech General Education Common Core among both faculty and students.
2. Integrate general education outcomes deeply and meaningfully into program goals, curriculum, and pedagogy across the curriculum in all disciplines and assess the effect.
3. Enrich the college culture through many opportunities for shared thinking and discussion of big ideas and essential questions and shared cultural experiences.

Your responsibilities as a committee member

1. **In your department**—As the liaison between the department and the Gen Ed Committee, you are asked to:
 - Share the Gen Ed Committee's goals, activities, and tasks with your department.
 - Inform yourself about Gen Ed requirements so that you can serve as a resource to your colleagues.
 - Play a major role in ensuring that every degree program has appropriate gen ed goals that align with the gen ed goals for each course.
 - Help create/ publicize opportunities for department faculty to develop instructional strategies that integrate appropriate gen ed goals into their courses to support both the department's curriculum and the students' development of gen ed knowledge, skills, and values.
 - Support the assessment of gen ed learning outcomes in the department's offerings

Departmental colleagues: the department chair, Assessment Committee member, Living Lab Faculty Fellows or Associate fellows, WAC and READ participants, Interdisciplinary Committee members, lab improvement participants, undergraduate research mentors.

2. **At the College level**—Work with Gen Ed committee colleagues to plan and publicize informational and participatory activities that increase awareness and appreciation of gen ed and facilitate its integration across the curriculum.

Sub-committees support this work, and every member of the Gen Ed Committee selects a sub-committee to work with. Most sub-committee work is done as part of the scheduled Gen Ed Committee meetings.

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GENERAL EDUCATION AT NEW YORK CITY COLLEGE OF TECHNOLOGY

Proposed by the College General Education Committee, May 2012, and 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

Important General Education Learning Goals for City Tech Graduates

KNOWLEDGE/ Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.

Breadth of knowledge

- Value knowledge and learning.
- Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study.
- Use the arts, sciences and humanities as a forum for the study of values, ethical principles, and the physical world.

Depth of knowledge

- Engage in an in-depth, focused, and sustained program of study.
- Pursue disciplined, inquiry-based learning in the major.

Lifelong learning

- Show curiosity and the desire to learn.
- Acquire tools for lifelong learning—how to learn, how they learn, knowledge of resources.

SKILLS/ Acquire and use the tools needed for communication, inquiry, analysis, and productive work.

Communication

- 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.

Inquiry/ Analysis

- Derive meaning from experience, as well as gather information from observation.
- Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.
- Employ scientific reasoning and logical thinking.
- Use creativity to solve problems.

INTEGRATION/ Work productively within and across disciplines.

Information literacies

- Gather, Interpret, evaluate, and apply information discerningly from a variety of sources.

Systems

- Understand and navigate systems.

Integrate learning

- Resolve difficult issues creatively by employing multiple systems and tools.
- 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.

VALUES, ETHICS, AND RELATIONSHIPS/ Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

Professional/Personal development

- Demonstrate Intellectual honesty and personal responsibility.
- Discern consequences of decisions and actions.
- Demonstrate intellectual agility and the ability to manage change.
- Work with teams, including those of diverse composition. Build consensus. Respect and use creativity.

Ethics/values

- Transform information into knowledge, and knowledge into judgment and action.
- Assume responsibility for social justice.

Community/Civic engagement

- Demonstrate social and civic knowledge.
- Understand organizations and histories underlying government in a global context.
- Apply knowledge and analyze social, political, economic, and historical issues.
- Show ability to contribute actively by applying knowledge to the identification and analysis of societal and professional problems to enact solutions.

Global/ Multicultural Orientation

- Demonstrate expanded cultural and global awareness and sensitivity.
- Discern multiple perspectives.
- Demonstrate proficiencies and capacities in dealing with a diverse society.
- Communicate across cultural and linguistic boundaries.