WCSU Committee on General Education

Minutes

December 8, 2017

Members present: Patricia Cumella, Stuart Dalton, William DeFeo, Robin Gustafson, Josie Hamer, Leslie Lindenauer, Pam McDaniel, Jennifer O’Brien, Theodora Pinou, Nathaniel Walker

Guests present: Katy Wiss, Bill Joel, Patrick Ryan, David Burns, Chuck Rocca, Pat Boily, Kelli Custer, Jeff Schlicht, Rob Whittemore, Devin Kalal, Erica Bower, Jessica Lin, Chris Kukk, Albert Owino, Tom Crucitti, Paul Steinmetz, Zuohong Pan, Marcy May, Tom Philbrick, Hannah Reynolds, Çiğdem Üsekes, Wynn Gadkar-Wilcox, Shane Murphy, J. C. Barone, Jessi Eckstein, Keith Gauvin, Becky Hall, Maya Aloni, Isabel Carvalho, many others who didn’t sign the sheet

Meeting convened at 1:34 PM.

I. Old Business
   Old business is on hold until the February meeting

II. New Business
   a. A few words about the concerns and motivations that drove the redesign of the old, department-based general education curriculum (Kenausis).

   b. A few words about the key features of the current (Fall, 2016) general education curriculum (Gustafson).

   c. A few words about the key elements of the discussion within the general education committee over the past few years (Gadkar-Wilcox).

   d. A few words about the key features of the new framework under consideration (Alexander).

   e. Motion to define the two new competencies which will replace the Critical Thinking competency as follows (McDaniel/Dalton):

      Logical Reasoning (LR) is the organization, interpretation, and evaluation of evidence and ideas within and across disciplines; the drawing of reasoned inferences and defensible conclusions; and solving problems and making decisions based on analytical processes.

      Upon completion of logical reasoning course, students will be able to:

      1. Identify logical reasoning, distinguishing it from the most common logical fallacies;
      2. Analyze and evaluate logical reasoning: identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluation the success of each kind of inference; and
      3. Create well-reasoned and well-supported inferences that can be justified.
**Textual Analysis** (TA) courses focus on sustained engagement with primary and secondary documents, products of creative endeavors, and other human artifacts. Students will develop an understanding of texts within particular disciplines and be able to articulate their own defensible interpretation of those texts.

Upon completion of a textual analysis course, students will be able to:
1. Demonstrate understanding of the text(s) in terms of the discipline;
2. Present a defensible interpretation of a text; and
3. Construct arguments related to critical questions of meaning and value.

Much discussion ensued.
The motion was approved: 8 in favor, 0 opposed, 2 abstentions

f. Motion to limit the SI competency to courses in the physical sciences (Pinou/ Cumella).
Much discussion ensued.
The motion failed: 2 in favor, 8 opposed.

g. Many comments from the students present concerning the general education program.

Meeting adjourned by universal acclamation at 3:00 PM.

Respectfully submitted,
Stuart Dalton