

General Education Requirement Committee Summary

January 13, 2006
ADM 226
12:30 – 1:45 pm

I. Roll

(x)	Ben Curtis	(x)	Jackie Cason	(x)	Barbara Harville
()	Gail Holtzman	(x)	Robin Wahto	()	Walter Olivares
(x)	Len Smiley	(x)	Caedmon Liburd	()	Dan Schwartz
(x)	Jack Pauli			()	SOENGR Vacant
(x)	Guest Tom Miller				
(x)	Kristine Crossen Geology				

II. Approval of the Agenda

Approved.

III. Approval of Meeting Summary for December 16, 2005

Approved.

IV. Chair's Report

Caedmon – report published last week, indicated 31% adult literacy rate in this country, including college graduates, lies in the realm of GER, basic skills. I will copy out and circulate. There are 31% able to follow. We should discuss this among the committee. It was done by NAAL.

Robin – it was a specific assignment that they had to follow.

Len – NY Times – Education Life supplement – Core Curriculum – information on how they are being revised, from this past Sunday.

V. Course Action Requests

A. Chg GEOL A456 Geoarchaeology (3cr) (3+0)
First reading UAB – remanded to GER for appropriateness for category of Integrative Capstone.

Two kinds of models – missing section that describes justification for capstone. Tables that show goals and outcomes for assessment.

Model – paragraph – integrative capstone assessment – integration

of – III and IV– some of capstone justification are in IV and V.

Redo Course Level Justification and put in Table format. End of IV, last sentence – refers to outcome – part of assessment.

Indicate that you are going to assess projects for knowledge integration under IV.

Kristine – integrated course – meant for archaeologists – to catch on to geology. For students in archaeology, in courses taught before, archaeology students are asking questions on geology, geology students are asking questions on archaeology. There is value on putting the story together to combine archaeology and geology for the students. There is value for all the students to combine the archaeology and geology together. They are interested in climate change, humans and the environment in which they live.

Capstone for General Ed., assessed on - use quantitative skills – written and oral is also mentioned – will be emphasized. Could be a course where relatively high, upper division specialties. For assessment of General Ed, you have to see what they got out of course on General Ed.

Caedmon – Will we have more than one discipline? What is distinction between geology and geography in this course?

Kristine – I do glacial geology – geography to me is mostly maps, what is on the surface, features, minerals, subsurface processes. Our department is ½ and ½, geochemistry.

Caedmon – This is mostly surface geology. How do we make the distinction that it falls in geology? In terms of aerial photography, do we have a lab on campus?

Kristen – Yes, I teach in on campus, but it is not linked to this course.

Caedmon – Why not?

Kristen – What I teach for aerial photography, people don't need to know about folded mountains and tectonics, but need to know about sand dunes, river deposits, etc.

Caedmon – There is nothing about geomorphology.

Len – I am concerned about forwarding this with IV and V as it is to

UAB as it is today, we would like UAB to see it finalized.

Caedmon – I would like to accept it with revisions. Kristen we would like you to come back next week with revisions.

B. Add ART A360 History of Non-Western Art (3cr) (3+0)

Len – course outline – quite extensive –

ART Department needs to decide what GER category they want the course in.

Outline needs to be expanded, looks like book index.

VII. Take out VII.A.2. – modify outcomes.

VI. Old Business

A. Oral Communication Descriptor

Barb – copy in packet from December meeting circulated to committee – no one had suggestions – changes made from December meeting.

Approved to move to UAB.

B. Written Communication Descriptor

Jackie – Look to future, multi-media texts, work not with written texts, near future, multi-media mode, add print, not print.

Jack – Need to keep wording in on grammar, usage, punctuation and spelling. Students don't always think it is important. Len agrees.

Tom – add comment on “selecting content”.

Add word “read” in front of “to think and write”.

Change word “teach” to “emphasize”.

Len – Third paragraph is the one we are focusing on.

Last sentence – change to they “practice” to they “demonstrate” these skills.

Change first sentence to: Students demonstrate their written communication skills by:

Ben: Engage their own perceptions as well as responsible research, consider rewording. Jackie and Caedmon like as is.

Len – We are looking at approve these and send on to UAB.

C. Natural Sciences Descriptor

Ben –

Caedmon – where does environmental science fall in natural sciences?

Ben – 202 is natural science.

Caedmon – need to add.

Len – why do we have the list, just take it off.

Tom – agrees, just take of the list.

Change “GER” to “requirements”.

Some Natural Science courses you have to take the lab with, some you can take without labs.

Len – wording on scientific method – will students need to test and have to take lab?

Ben – plan to send for review to science departments

Will continue discussion at next meeting.

VII. New Business

None.