

GENERAL EDUCATION COMMITTEE MEETING

Minutes – February 20, 2008

The General Education Committee met on Wednesday, Feb 20, 2008, from 12:00 to 12:50 p.m. in the Administration Building, Room 244. (The votes on some items were finalized via email on Tu-2/26, Wed-2/27.)

Present: Ex-Officio: Dr. Elizabeth Hall, Valerie Paton, Danay Phelps (Provost Office), Sam Oswald (Academic Planning & Assessment).

Members: Dorothy Chansky (Visual and Performing Arts), Gary Elbow (Honors), Ernest Fish (Agricultural Sciences and Natural Resources), Miles Kimball (Arts & Sciences, Faculty Senate), Tom Kimball (Human Sciences), Linda Krefting (Business Administration), David Lamp (Arts & Sciences), Comfort Pratt (Education), Roger Saathoff (Mass Communications), Ben Shacklette (Architecture), Doug Smith (Engineering), Ray Desrosiers (Engineering, presiding).

Members Not Present: Frank Durso (Arts & Sciences)

I. Announcements

- **Next GEC meeting:** Wed, Mar 5, 12:00-12:50, room 244.

II. New Business

- **Blanket Statement on page 44 under category G:** The following statement must be replaced by a specific list of courses for the next catalog:
“Under state law all students who receive bachelor’s degrees from Texas Tech University must complete 6 hours in American history. Students will normally fulfill this requirement by completing HIST 2300 and 2301. *However this requirement may be satisfied by juniors and seniors by completing any 6 hours from among the American history courses listed under the Department of History portion of the catalog. Also, 3 semester hours of Texas history, HIST 3310, may be substituted for 3 of the American history hours.*”
Dr. McBee of History was contacted and will supply a modified statement and a specific list of courses (along with syllabi) by Mar 4.
- **HONS3304-H01 Latin American Cinema (08-4), HONS3301-H09 Borders, Boundaries, and Militarism in the 19th and 20th Centuries (08-1), HONS3304-H01 Europe and Its Cinema (08-1), POLS3300-H01 Africa’s Role in the Contemporary World (08-1):** these courses were approved for Multicultural credit for the semesters indicated. These are one-time approvals, that is, they apply only to the semesters indicated.
- **Core Competency Statement for Natural Sciences:** some members of the referenced core competency committee transmitted to the GEC an objection to the inclusion and phrasing of the “ethics” portion of the statement approved at the Feb 13 meeting. That email conversation has been forwarded to Dr. Zak, head of that committee, for further discussion and resolution.
- **HIST1325:** this course is no longer in the HIST course inventory. It was mistakenly listed in the courses that replaced the blanket statement for HIST on page 43 of the TTU catalog. That course should be deleted from the list of courses replacing that blanket statement. That list now reads: HIST 1300/1301/2322/2323
- **ISQS3344:** after considering the core competency statement and student learning outcomes for the Technology and Applied Science category, the Rawls College believes that ISQS 3344 is the course that should continue to be listed as meeting the requirement. **ISQS 2340** should be dropped from the list of courses meeting that requirement.

- **Learning Outcomes:** Dr. Paton presented the recommended core curriculum Student Learning Outcomes to the GEC members for discussion and approval. The following SLO's were approved. It is understood that the core competency committees and the GEC will have one more opportunity to modify the wording of these before the catalog copy is submitted. The number of items and the essence of each item are now fixed however.
 - **Communication –**
 - Demonstrate the ability to specify audience and purpose and to make appropriate communication choices.
 - Demonstrate the ability to apply appropriate form and content in written, visual, and oral communication.
 - Demonstrate the ability to apply basic principles of critical thinking, problem solving and technical proficiency in the development and documentation of exposition and argument.
 - **Humanities –**
 - Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.
 - Develop analytical arguments in written and/or oral forms.
 - Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.
 - Demonstrate ways in which the humanities are fundamental to the health and survival of any society.
 - **Mathematics –**
 - Apply arithmetic, algebra, geometry and statistics to solve problems.
 - Represent and evaluate basic mathematical information numerically, graphically, and symbolically.
 - Use mathematical and logical reasoning to evaluate the validity of an argument.
 - Interpret mathematical models such as formulas, graphs, tables and schematics, and draw inference from them.
 - **Natural Sciences –**
 - Demonstrate knowledge of the scientific method and to contrast it with other ways of understanding the world.
 - Demonstrate knowledge of the tools and methods used by scientists to study the natural world.
 - Explain some of the major theories in the Natural Sciences.
 - Describe how Natural Sciences research informs societal issues, including ethics.
 - **Visual & Performing Arts –**
 - Identify and describe a body of works (individually and collectively) in the creative arts.
 - Explain creative works as expressions of values within a cultural and historical context.
 - Analyze and summarize aesthetic principles that structure creative works.
 - **Social and Behavioral Science –**
 - Identify and critique alternative explanations for claims about social issues and human behavior.
 - Demonstrate knowledge of the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
 - Identify and appreciate differences and commonalities among cultures.
 - Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems.

- **Technology and Applied Science –**
 - Demonstrate understanding of how the rapid pace of change in technology and applied science may have good and bad outcomes.
 - Describe examples of ethical implications associated with use of technology and applied science.
 - List and evaluate reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.

- **Multicultural –**
 - Demonstrate awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States, or
 - Demonstrate awareness and knowledge of cultural differences within one of more global societies (Outside the U.S.)