

## **UNIVERSITY GENERAL EDUCATION COMMITTEE**

February 27, 2012

11:00 – 12:30 p.m., Mason Hall, D101

**Attending:** Janette Muir (chair), Rick Diecchio, Kelly Dunne, Kim Eby, Doug Eyman, Marcy Glover (recording secretary), Mack Holt, Frank Allen Philpot, Kammy Sanghera, Hugh Sockett, Cliff Sutton, Mark Uhen

**Absent:** Carol Urban (sick leave), Peter Winant (study leave)

### **Call to Order**

The meeting started at 11:03 a.m.

### **New Business**

*Arts/Humanities/Written & Oral Communication subcommittee - Doug reporting*  
**PHIL 379 – SYNTHESIS – APPROVED**

### **ENGH 370 – ARTS – APPROVED**

Peter expressed concern that documentary film is not an art form. He thought it was more journalism than art. A recommendation was made that the author be asked to add element to the course; is documentary film art or what makes documentary film art?

*Information Technology/Math/Natural Science subcommittee - Cliff reporting*  
**GEOL 134 – NATURAL SCIENCE, NON-LAB – APPROVED**

### **BIOL 311 – NATURAL SCIENCE, LAB – RETURNED**

Why do we have this proposal? Any student taking this course would have already met the natural science requirement via the prerequisites. After extensive discussion, the following decisions were made: The unit will be asked for the rationale behind proposing this course for inclusion. According to the catalog, Biology majors do not need a sequence, so why was this course (and the attached sequence proposal submitted)?

Janette will bring the large issue to the next CUE meeting: university versus college level general education requirements and degree audit conflicts. Stated differently: how to handle college level decisions that impact university general education. Natural science courses that are either for majors or non-majors and the impact on the general education curriculum.

*Social and Behavioral Sciences/History/Global Understanding subcommittee - Hugh reporting*

### **ANTH 316 – GLOBAL UNDERSTANDING – APPROVED**

Recommend that the author be sent the critical thinking rubric. Author included information on how much time should be spent on the course outside of the classroom – can this be required on all syllabus? No, but we can recommend it.

### **GOVT 367 – SOCIAL AND BEHAVIORAL SCIENCES – APPROVED**

## **PHIL 243 – GLOBAL UNDERSTANDING – APPROVED**

## **ENGH 315 – GLOBAL UNDERSTANDING – RETURNED**

### **4. ENGH 315: Folklore and Folklife**

The subcommittee requested that this course be discussed by the entire committee due to questions they have regarding the course. They made no recommendation for action.

After discussion, it was asked that the following comments be shared with the author, Professor Deborah Shutika, if she wishes to revise and resubmit the course. There needs to be a stronger global focus. The current course deals extensively with immigration in NoVa, but does not pull in the global aspect. Rather it is focused heavily on local folklore in immigrant communities. The subcommittee recommends either 1) rebuild the course with a focus on the global, especially in case studies or 2) Build the course (carefully) around the folkways of NoVa immigrant communities and how global emigration has altered them.

### **Announcements**

Kim shared that she is convening a group from across the university (representatives from WAC) to discuss how we might elevate students as critical thinkers. They are also creating a web page. They are looking for ways to make critical thinking more visible using the resources we already have.

### **Adjournment**

The meeting adjourned at 12:25 p.m.