

Liberal Studies Committee Minutes  
February 28, 2008  
3:30 p.m.  
Stabley 101

Present: M. Sadler, Y. Asamoah, E. Auvil, M. Stahl, F. Slack, B.G. Wilson, D. Pistole,  
M. Hildebrandt, T. Wacker, S. Reid, K. McKee

Excused: C. Zoni

The minutes from the February 14<sup>th</sup> meeting were approved with corrections on a McKee/Wacker motion.

Reviewed revisions to the Trenney/Lorenzi proposal LBST 499 Sport: A Microcosm of Society. The following comments/recommendations are offered: 1) synthesis summary does not clearly identify the major disciplinary perspectives that will be emphasized in this class and how these disciplinary perspectives will offer frameworks or lens for analysis – more detailed explanation is needed in this section; 2) perhaps at the beginning of the class some attention to the course title – what does the word *microcosm* mean and how will the work in this course guide students to some understanding of how sports may be viewed as a microcosm of society, and then what sense do students make of this analogy by the end of the course? There does not appear to be a connection between the course title, course content, and the course assignments as they are described; 3) eliminate the greater than (>) sign in the prerequisite line; 4) suggestions to make the course description less wordy, particularly the second sentence; 5) course objective A eliminate last three words, objective B correct typo and eliminate second sentence, objective C not clear as stated; 6) provide an explanation for why nearly half the course is student presentations and offer rationale for why that amount of time is required, i.e. #of students in a group, amount of time/presentation; 7) consider that the label Instructional Presentation may better describe the type of presentations expected; 8) in the Attendance Policy, there is a reference to “a great number of assignments will take place during class sessions” – these assignments are not obvious in the course syllabus; 9) attendance policy sounds confusing and it seems that there is potential for grade appeal – does the 5 absences trump a total number of points that equals a passing grade for a given student?; 10) since the attendance policy notes that points will be reduced beyond 2 absences, how are points accrued and how many points are needed for a given grade – this is best explained if you show a grading scale and the point range for each grade; 11) the attendance policy should be consistent with the University Policy which notes that students should not be penalized for missing the clock hour equivalent of the course credits, so in this case it would be the equivalent of 3 academic hours (not really clock hours since we converted to the 50 minute class period). Making this clear for students is important as class schedules may change from one semester to another, i.e. summer school, T/Th, M/W/F etc.; 12) consider the last sentence in the classroom etiquette policy - “repeated incidents” is rather vague and could be subject to misinterpretation; 13) attention to formatting and typos throughout; and 14) the Publicity Statement should be revised in accordance with the other suggestions. In summary, the committee thought that it would expedite the review process if we were provided with a separate narrative that explains how the proposers considered or revised components of the proposal for each of the recommendations listed above.

The committee reviewed components of the major program revision from the Geoscience department and approved the changes that relate to their Liberal Studies offerings and LS components of the programs.

The committee approved the following **course deletions**:

GEOS 111 Earth Science for Educators I; GEOS 112 Earth Science for Educators I Lab; GEOS 113 Earth Science for Educators II; GEOS 114 Earth Science for Educators II Lab (Wilson/Wacker motion); GEOS 121 Physical Geology; GEOS 122 Physical Geology Lab (Asamoah/Wacker motion); and GEOS 132 Historical Geology Lab (Pistole/McKee motion).

The committee approved the following **catalog description and number changes**:

GEOS 150 Geology of National Parks to GEOS 250 Geology of National Parks (Wilson/Reid motion); GEOS 151 The Age of Dinosaurs to GEOS 251 The Age of Dinosaurs (Asamoah/McKee motion); GEOS 221 Physical Resources of the Earth to GEOS 252 Physical Resources of the Earth (Wacker/Reid motion); and GEOS 226 Forensic Geology to GEOS 253 Forensic Geology (Wilson/McKee).

On a McKee/Wacker motion, the committee approved changes to the Bachelor of Science Geology/Geology Track (removing MATH 123 as a choice from the Mathematics section and MATH 124 from a choice in the LS Electives section). Department will need to include the LS Elective requirement as remaining at 4 credits.

On a Wacker/McKee motion, the committee approved changes to the Bachelor of Science Geology/Environmental Track (removing MATH 123 as a choice from the Mathematics section and MATH 124 and PHYS 111 as choices in the LS Electives section, thereby reducing LS Electives to 4 credits and overall LS credits from 53 to 50). Department will need to include the LS Elective requirement as being 4 credits.

The committee reviewed Dr. Penny Rode's proposals for L.S. Elective category and non-western designation - ARHI 424 Art of India and Southeast Asia and ARHI 321 History of World Ceramics. With regard to both proposals, the following suggestions are offered: 1) consider whether the title accurately reflects the course content and whether the course objectives reflect the course content (for instance, course content seems to include an emphasis on architecture that isn't reflected in the title or course description and is referred to in just one course objective); 2) is it realistic to adequately delve into Indian Art and Southeastern Art in a single 3 credit Liberal Studies course – is this too ambitious?; 3) syllabus should conform to UWUCC format, which includes course prefix, number and title at the beginning; 4) more detail provided in the Detailed Course Outline; 5) clarify when and the time allotted for exams; 6) clarify two “midterms” (perhaps this has already been clarified for the UWUCC); 7) class participation accounts for 15% of the grade – how will this be assessed and evaluated?; 8) research paper is the key assessment – please describe in more detail and clarify how much this assignment contributes to the overall grade; 9) how much does the class presentation of the research paper contribute to the overall grade?; 10) questions about the bibliography and required readings (I note that you've already addressed these for the UWUCC); and 11) in the checklist, Values – ethical mode of thinking or application of ethical perception is identified as a secondary goal for the courses – in what ways will this occur? Dr. Rode will be invited to the next meeting to discuss the proposals.

A brief update on LS revision project was provided - expect to review a revised proposal next week.

Meeting adjourned at 5 p.m. on a Wacker/Wilson motion.

