

Liberal Studies Committee Minutes

16 February 2012

3:30 p.m.

Stabley 103

Present: Y. Asamoah, L. Evering, M. Florez, M. Hildebrandt, E. Hwang, D. Pistole, E. Ratliff, M. Swinker

Excused: M. Knoch, F. Slack, R. Sweeny, J. Tomlinson

For Information:

For Action:

Motion to approve the minutes of 9 February, 2012 Evering/Hwang –
Passed – 8/0/0.

II B. Course Revisions: NOTE: Items requested for provisional approvals are at the end of these minutes.

1. ANTH 110 - Asamoah/Swinker motion to provisionally approve ANTH 110 Contemporary Anthropology – Passed 8/0/0.
2. ANTH 211 - Evering/Florez motion to provisionally approve ANTH 211 Cultural Anthropology – Passed 8/0/0.
3. ANTH 213 - Asamoah/Evering motion to provisionally approve ANTH 213 World Archaeology – Passed 8/0/0.
4. PHIL 101 - Evering/Flores motion to provisionally approve PHIL 101 Informal Logic: Methods of Critical Thinking – Passed 8/0/0.
5. PHIL 120 - Swinker/Evering motion to provisionally approve PHIL 120 Introduction to Philosophy – Passed 8/0/0.
6. PHIL 221 - Ratliff/Florez motion to provisionally approve PHIL 221 Symbolic Logic – Passed 8/0/0.
7. PHIL 222 - Swinker/Hwang motion to provisionally approve PHIL 222 Ethics – Passed 8/0/0.
8. PHIL 223 Asamoah/Ratliff motion to return PHIL 223 Philosophy of Art for major revisions – Passed 8/0/0.

Program/Catalog Revisions:

1. Foreign Languages
 - a. Evering/Florez motion to approve the program revisions for BA Spanish

Passed 8/0/0.

b. Evering/Hwang motion to approve the program revisions for BS Education Spanish Education K-12. Passed 8/0/0.

c. Ratliff/Florez motion to approve the program revisions for BS Education – K-12 French Education. Passed 8/0/0.

2. Geoscience

a. Florez/Hildebrandt motion to approve the program revisions for BS Geology/Geology Track. Passed 8/0/0.

b. Asamoah/Evering motion to approve the program revisions for BS Geology/Environmental Track. Passed 8/0/0.

c. Hwang/Ratliff motion to approve the program revisions for BS Geology/Energy Resources Track. Passed 8/0/0.

3. Hospitality Management

Asamoah/Hildebrandt motion to approve the program revisions for BS Hospitality Management. Passed 8/0/0.

4. Human Development and Environmental Studies

Asamoah/Hildebrandt motion to approve the program revisions for BS in Education – K-12 Family and Consumer Sciences Education. Passed 8/0/0.

5. Mathematics

a. Evering/Asamoah motion to approve the program revisions for BS Mathematics/Applied Mathematics Track. Passed 8/0/0.

b. Hwang/Hildebrandt motion to approve the program revisions for BS Mathematics. Passed 8/0/0.

c. Ratliff/Swinker motion to approve the program revisions for BSED Mathematics Education. Passed 8/0/0.

6. Nursing and Allied Health – asked to be removed from agenda – resending tracks separately.

7. Political Science

Florex/Evering motion to approve the program revisions for:

BA Political Science

BA Political Science/Pre-Law

BA International Studies

Passed 8/0/0.

8. Professional Studies in Education/Special Education

Hildebrandt/Ratliff motion to approve the program revisions for BSED Early Childhood Education/Special Education. Passed 8/0/0.

9. Psychology

- a. Swinker/Florez motion to approve the program revisions for BA Psychology/Honors Program in Psychology. Passed 8/0/0.
- b. Swinker/Hwang motion to approve the program revisions for BA Psychology. Passed 8/0/0.

10. Communications Media

Swinker/Hildebrandt motion to approve the program revisions for BS Communications Media. Passed 8/0/0.

11. Vocational Education

Swinker/Asamoah motion to approve the program revisions for BSED Vocational Education. Passed 8/0/0.

Motion to adjourn – Evering/Ratliff: approved unanimous. The meeting adjourned at 5:20.

Course revision requests from 2/16/2012 LSC meeting

Here are the revisions the Liberals Studies Committee is asking for ANTH 110; ANTH 211 and ANTH 213

For all three proposals:

1. Please move your rationales from the LS section to the course outcomes section. You have all of the information in your proposals; you just need to format/organize it the “new” standard way.

Here is an example from HIST 196

II. Course Outcomes:

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation’s past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation’s past. (EUSLO2)

2. Please remove the check mark in the global and multicultural awareness category. These courses are grandfathered into this category but will have to be modified in year three of the implementation. You can just save your work on that now and add it in 2 years. You will need to remove the objectives associated with the Global and Multicultural area in your current proposals.

3. Remove the points value in the rubrics: Essay Rubric (e.g. example based on 30 points total for assignment) – just say Essay Rubric – there is no need for points (or any grade really) here since you only use percentages throughout the rest of the proposal.

ANTH 110

1. Need to check the catalog description change box on the cover page.

2. p. 4 – attendance policy – a more generic one like the one used in ANTH 213 or one like this: Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy” would be better.

We hoped it was a typo in the attendance policy where it states “exams and assignments contribute to a substantial portion of the class grade and **cannot** be made up with a medical excuse”.

3. please remove the (total 44 hours) on the top of page 4 – it is not necessary

4. Need to attach the old syllabus of record.

5. Your objective 4 needs to add something about the type of assignments that will help them problem solve, critical think, etc. You have the appropriate language for this in the other 3 objectives (assignments will, etc.).

ANTH 211

1. Need to check the catalog description change box on the cover page.

2. We count only 40 course hours. You need to have 42 course hours for a three credit course. Your final during finals week does not count towards these 42 hours.

3. p. 4 – attendance policy – a more generic one like the one used in ANTH 213 or one like this: Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy” would be better.

4. Your objective 4 needs to add something about the type of assignments that will help them achieve that objective. You have the appropriate language for this in the other 3 objectives (e.g. assignments will, etc.).

ANTH 213

1. Need to check the catalog description change box on the cover page.

2. Textbooks are not in alphabetical order.

3. please remove the (total 44 hours) on the top of page 4 – it is not necessary

4. Your bibliography and list of textbooks, supplemental readings do not have any consistency in terms of following a particular format (APA?). Please use the same format throughout all of your citations.

5. Your objectives 2 & 3 need to add something about the type of assignments that will help them achieve those objectives. You have the appropriate language for this in the other 3 objectives (e.g. assignments will, etc.).

Revisions requested for PHIL 101, 120, 221, & 222

For all of these courses

1. Please combine your objectives and rationales in the new senate approved format – you do not need separate course outcomes IIa and assessment of course outcomes IIb sections – combine into one. Be sure to list an assignment for each of the objectives as well. In PHIL 101, 120, 221 & 222 you would need to combine what you have in the section “Please describe how you are defining...” into the objective rationales (and delete that section).

Each objective must be associated with an Expected Undergraduate Student Learning Outcomes (EUSLO). For example, in the PHIL 221 revision, objective 2 does not have a EUSLO listed nor does PHIL 222 for objective 1.

In addition, each objective must have its own rationale. Do not combine objectives by EUSLO (PHIL 222).

Here is an example from HIST 196

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO):

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation’s past.

Expected Undergraduate Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation’s past. (EUSLO2)

and an example from BIOL 118

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1:

Describe the general physiology of sensation as a means to interpret the physiology of pain.

Expected Undergraduate Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to have a level of knowledge of sensory physiology that will enable them to understand how pain mechanisms work. Assignments will also require students to critically analyze sensory modalities and to use this analysis to explain how pain is interpreted in our brains.

2. You do not need the course analysis and questionnaire for a course revision.
3. You need to include an old syllabus of record.
4. Textbook, supplemental readings & bibliographies
 - a. Be sure they are in alphabetical order (PHIL 101 textbooks, PHIL 120 supplemental readings, etc.).
 - b. there is a lack of consistency within and across the proposals in the style of the citations - please use the same in all proposals
e.g. Crosswhite, James, 1996...
Annas, J. 2006...
Introducing Symbolic Logic. Martin, Robert...

Specific course revisions (may be some repetition with those listed above)

PHIL 101

1. Textbooks are not in alphabetical order.

PHIL 120

1. Supplemental readings are not in alphabetical order.

PHIL 221

1. Objective 3 – what is “good” reasoning? This word typically lacks definition but it appears to be a part of the “language” of the discipline (detailed course outline B. Key concepts in good reasoning). Please verify that this is the case.
2. Objective 2 must be associated with a EUSLO.

3. Textbooks need to be in the same format as the bibliography.

PHIL 222

1. Remove the disclaimer on p. 7 for the bibliography – this is true for most any course.
2. Use the new terminology – rationale not narrative.
3. Objective 1 must be associated with a EUSLO.

Revisions for PHIL 223

1. Please combine your objectives and rationales in the new senate approved format – you do not need separate course outcomes IIa and assessment of course outcomes IIb sections – combine into one.

Each objective must be associated with an Expected Undergraduate Student Learning Outcomes (EUSLO). Objectives 1 and 2 do not have a EUSLO.

In addition, each objective must have its own rationale.

2. The main issue for the committee is the course outline. It appears to be more of a reading list than a course outline. This is really more of a comment that the content in a syllabus of record should not be tied so closely to one book as that may change from professor to professor and year to year.

For example in part A. Introduction: What is Art?, perhaps saying “What makes ‘Art’ such a problematic concept” is sufficient in terms of content. Then every professor can address that as they would like using whatever resources they like (another anthology than the one listed or important primary articles) rather than being tied to a specific book. We suggest removing the reference on p. 4 before the course outline to the specific book and making a more “generic” content.

3. You do not need the course analysis and questionnaire for a course revision.

4. You need to include an old syllabus of record.

5. The citations throughout the textbook, supplemental readings and bibliography sections should all have the same format.