

Liberal Studies Committee Minutes
September 22, 2011
3:30 p.m.
Stabley 101

Present: L. Evering, M. Hildebrandt, M. Knoch, D. Pistole, E. Hwang, M. Swinker,
Excused: Y. Asamoah, M. Florez, F. Slack, J. Tomlinson

For Action: Motion to approve the minutes of 8 September, 2011 Knoch/Evering – passed - unanimous.

II A. Writing Proposals: Type I Professor Commitment – Dr. Dighton Fiddner – Political Science – the committee did not approve the application at this time – we will ask Dr. Fiddner for some clarification and minor revisions and then review it again.

II B. Program or Course Revisions: CHIN 102 Elementary Chinese II and CHIN 201 Intermediate Chinese III. Swinker/Evering motion to approve both courses – passed - unanimous.

II. C. Programs: Asian Studies Major – Swinker/Hildebrandt motion to approve – unanimous approval.

II F. Other: Transfer of Associate Degrees to IUP – Swinker/Hwang motion to approve the proposal – passed – unanimous.

IIF. Other: Liberal Studies Assessment – Knoch/Hildebrandt motion to approve the addition of the two questions to the UWUCC handbook for faculty proposing new courses or revisions to existing courses for inclusion in the New Liberal Studies Curriculum – passed – unanimous. See following page for language.

III. Discussion:

1. Year two W course review. Please be thinking about how we will handle the W courses during the second year of the three year revision process.
2. Knowledge/Non-western categories. Please be thinking about how we will handle knowledge area courses that are being revised this year that also meet the non-western category criteria (revised in year 3). Should they do both revisions now?
3. Hildebrandt/Evering motion to support the Lively Arts with \$500 – passed – unanimous.
4. Interdisciplinary prefix in the new curriculum. The committee had a brief discussion about creating an interdisciplinary prefix. We will continue to discuss this at subsequent meetings.

Motion to adjourn: Swinker/Evering – passed unanimously. The meeting adjourned at 4:47 pm.

Assessment for the Revised Liberal Studies Curriculum

September 2011

Rationale

This assessment design is geared toward providing faculty with information for improving specific courses, as well as supporting ongoing assessment of the Liberal Studies Curriculum. As such, this process focuses on the faculty member's active engagement and use of assessment of their own design, and reporting on that process to the Liberal Studies Committee and UWUCC. The reporting process is designed to provide functional feedback to faculty at minimal cost, useful information to the Liberal Studies Committee and to satisfy Middle States Requirements.

For inclusion in the UWUCC handbook - IIa – Objectives IIb – Response to questions

Faculty proposing new courses or revisions to existing courses for inclusion in the Revised Liberal Studies curriculum shall provide a response to the following questions:

1. Please specify how each course objective meets one or more of the three Expected Student Learning Outcomes (p. 34 UWUCC Handbook).
2. Please describe i) how you are defining your expectations for student performance in each course objective, and ii) how you will determine to what degree students are meeting these standards. In other words, how will you assess each objective? (Note: This question requires more specific information than simply course or exam grade.)

Examples

SAMPLE OF ASSESSMENT SECTION FOR COURSE REVISION PROPOSAL:

- 1) SOC 231 course objective #4 (The student will be able to evaluate contemporary institutional systems and popular culture regarding their role in fostering discrimination and oppression) is aligned with Expected Student Learning Outcome 3, Responsible Learners. Course content and activities for this objective require students to understand sociological concepts related to systemic oppression, including prejudice, stereotypes, three types of discrimination, and legitimizing rationale, and use these concepts to analyze current public issues. Assignments will require students to critically analyze various social institutions, and identify ways in which particular groups of people are systematically marginalized. Assignments will also engage them in assessing how particular groups are portrayed by the media, and the implications this has for maintaining unjust social systems. They will use this analysis to identify strategies for social action through civic engagement. *(Note: For purposes of space, this sample addresses just one objective of six. In an actual proposal, all objectives would be covered.)*
- 2) I expect that students will be able to demonstrate understanding of these concepts through application in analyzing a current social issue that I provide to them. The final exam will include a current article taken from a major national newspaper, and students will identify

evidence of institutional discrimination and the legitimizing rationale used. Students will also analyze the ways in which the presentation of the story influences the general public's perspectives of the situation and the targeted group, and generate a proactive strategy for social change.