

Liberal Studies Committee Minutes
September 29, 2011
3:30 p.m.
Stabley 101

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

For Action: Motion to approve the minutes of 22 September, 2011
Tomlinson/Swinker – passed - unanimous.

II A. Writing Proposals:

Type I Professor Commitment – Dr. Dighton Fiddner – Political Science –
Swinker/Knoch motion to approve the revised application – unanimous.

Type I Professor Commitment – Dr. Hans Pedersen – Philosophy — Asamoah/Swinker
motion to approve the revised application – unanimous.

II B. Program or Course Revisions:

II. C. Programs:

II F. Other:

II F. Other: Liberal Studies Assessment – the committee will ask the UWUCC to remove the assessment proposal that was approved last week. The LSC feels we need to work on creating a better understanding of what will be expected by professors and what we want from the assessment for the Liberal Studies program. L. Evering will work on language for this document to review next week.

III. Discussion:

1. Year two W course review. D. Pistole will work on a document incorporating the current questions associated with the W proposal process and bring it to the committee next week. We also discussed reviewing the Type III W designation (one class-one professor) of which we currently have 23 in the program.
2. Knowledge/Non-western categories. The committee feels that it is best to review only one area at a time. For example, this year we are reviewing courses that meet the knowledge criteria. If they also meet the non-western criteria they will only need do the knowledge revision this year.
3. Summer 2012 synthesis offerings were discussed and the committee thinks that we should have a good idea of how many seats we would need in the summer after registration for spring semester 2012 is over.
4. URSA announcement for students – The committee will work with the registrar to put the following on an announcement in URSA for students – After the summer of 2012 –

no more senior synthesis (LBST 499) is required. See your advisor for other curriculum changes related to your major.

We will see if there is some way to call attention to the announcement – red or arrows, etc.

Motion to adjourn: Evering/Asamoah – passed unanimously. The meeting adjourned at 5:01 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.