Liberal Studies Committee Minutes
9 February 2012
3:30 p.m.
Stabley 103

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

For Information:

1. The minor revisions for the following course proposal was received and approved (provisional removed) and passed on to the UWUCC:
ENGL 101 Composition I.

2. The revisions for the following course proposals were received on 6 February, 2012:
HIST 196 Explorations in U.S. History
HIST 197 Explorations in European History
HIST 198 Explorations in Global History

The LSC had an e-mail vote on 6 February, 2012, on a Pistole/Knoch motion to approve HIST 196 Explorations in U.S. History, HIST 197 Explorations in European History and HIST 198 Explorations in Global History.

Passed 10/0/0

For Action:
Motion to approve the minutes of 2 February, 2012 as corrected. Florez/Florez – Passed – 8/0/0.

II B. Course Revisions:

1. Knoch/ Sweeny motion to approve MATH 151 Elements of Mathematics I – Passed 8/0/0.

2. Hwang/Evering motion to approve MATH 152 Elements of Mathematics II – Passed 8/0/0.

NOTE: Items requested for provisional approvals are at the end of these minutes.

3. Knoch/ Asamoah motion to provisionally approve ENGL 202 Composition II – Passed 8/0/0.

4. Asamoah/Sweeny motion to provisionally approve JRNL 105 Jounalism and the Mass Media –
Passed 8/0/0.

5. Evering/Asamoah motion to provisionally approve PLSC 101 World Politics – Passed 8/0/0.

6. Knoch/Sweeny motion to provisionally approve PLSC 111 American Politics – Passed 8/0/0.

7. Asamoah/Ratliff motion to provisionally approve PSYC 101 General Psychology – Passed 8/0/0.

8. Asamoah/Ratliff motion to provisionally approve RLST 100 Introduction to Religion – Passed 9/0/0.

9. Evering/Swinker motion to provisionally approve RLST 110 World Religions – Passed 9/0/0.

10. Knoch/Asamoah motion to provisionally approve RLST 250 Understanding the Bible – Passed 9/0/0.

Motion to adjourn - Florez/Knoch: approved unanimous. The meeting adjourned at 5:00.

Course revision requests 2/9/2012

ENGL 202 revisions

1. Course Outcomes – please do as you did for 101 – everything is there just need to use the new format:

Objective 1:
Describe the general physiology of sensation as a means to interpret the physiology of pain.
Expected 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. Course Outline – we suggest changing you're A. B., etc. to Unit 1, Unit 2, etc. to match how you describe the outlines in the evaluation methods.

3. You need to specify what the culminating activity. You have a final listed as 20% of the grade but no listing on the course outline. You also discuss in the evaluation methods a "cumulative portfolio (final exam)". It is unclear what you are requiring for the final and when it will be held.

4. IV. Evaluation Methods – see note above as well – you mention that the students will be "presenting" a final portfolio – is this an oral presentation? Again, it is unclear how this item is to be handled.

5. IV. Evaluation Methods – Participation – it was unclear to the committee how the 5% would be evaluated and how they were different from the integrated participation points within each Unit Portfolio. If they are different please include the tangible means, either qualitative or quantitative, by which the percentage or points are calculated e.g., an exit slip, a discussion board post, in-class participation tallies. These need only be examples as we recognize that individual faculty may want to handle this 5% differently.

6. VII. Required textbooks, supplemental readings. Please distinguish the textbooks from the supplemental readings in this list.

7. Please attach an "old" syllabus to the proposal.

JRNL 105 Journalism and the Mass Media requested revisions

1. Course Outcomes – please use the new senate approved format (example from The History of Pain):

Objective 1:
Describe the general physiology of sensation as a means to interpret the physiology of pain.
Expected 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.

Note that you only need to do this for the course outcomes on p. 1. You do not need to do these for the social science required course content. It appears that you have most if not all of the information in those later sections (p. 11, etc.) to complete this without much more writing.

2. Course Method – please delete this section. It is not necessary for the proposal. You would then need to renumber your course outline to III, evaluation methods to IV, etc.

3. Evaluation methods

For class participation to prevent grade appeals you must also include the tangible means, either qualitative or quantitative, by which the percentage or points are calculated e.g., an exit slip, a discussion board post, in-class participation tallies. We realize that this will be an example and that each professor may handle it as they would like.

4. Textbook and supplemental reading

Please distinguish between the two choices which is the textbook and which is the supplemental reading.

5. Please attach an old syllabus of record to the proposal.

PLSC 101 World Politics and PLSC 111 American Politics

For both proposals:

1. Course Outcomes – please use the new senate approved format (example from The History of Pain):

Objective 1:
Describe the general physiology of sensation as a means to interpret the physiology of pain.
Expected 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.

It appears that you have most if not all of the information there already – it just needs to be aligned with the new format.

2. Please include an old syllabus of record for each of the proposals.

PLSC 101

1. We suggest that you delete the references to Goldstein chapters in the course outline. You have that textbook as one of a few possible texts so the course outline should not reflect one particular book.

PLSC 111

1. On page 10 # 2 the 5th line – we suspect that you mean racial not rational minorities – although we did have some interesting discussion about irrational minorities.

PSYC 101 General Psychology – requested revisions

1. Course Outline

You state that there will be 4 exams with the fourth being during the finals week. However, you count exam 4 as 1 hour in your total to get to 42 hours for the semester. If you move the final to exam week then you will only have 41 hours. Please correct and clearly state in the outline that the final exam will be during finals week.

2. Evaluation methods

This has probably been dealt with but since one of the dean's on the committee is dealing with a grade appeal on a similar subject we thought we'd ask about it.

In # 3 you say that the students must be part of the subject pool or write 3 review articles. You state that they must do this to complete the course but do not have any point values to it. What we are asking is what the "penalty" is for a student who does not do either of those options? For example – I've gotten 100% on every assignment/test but don't volunteer for the subject pool – what's my grade going to be? Or, here are my 3 reviews of the articles – 1. I liked it; 2. I hated it; 3. 4 stars. The student could say that they reviewed the articles in a grade appeal and you would have no way of saying that they didn't since there are no requirements listed or points assigned.

As I said – the committee assumes that since this has been a part of the course for a long time that you have worked out the mechanics of how this is handled. It just isn't clear to us what they are.

3. Non-textbook readings

We would like to see more current examples than 1993 and 1999.

4. Bibliography

Please put in alphabetical order.

5. The exam you provide as an example of a liberal studies assignment is labeled exam # 8 yet you say you are only doing 4 exams. You may want to coordinate those to reflect your course outline/content.

6. Please attach/include an old syllabus of record to the proposal.

Liberal Studies Committee – revisions requested for RLST 100 Introduction to Religion; RLST 110 World Religions and RLST 250 Understanding the Bible.

1. Course Outcomes

Syllabus of record – RLST 250

II. Course Outcomes – please move your descriptions/outcomes on page 7-9 to here – replacing your current list on page 1 and put in the following senate approved format:

IIa. 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 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.

You essentially have all the information for this section but just need to reorganize it into the proper format.

Syllabus of Record RLST 100 and RLST 110

Course Outcomes - you will need to do the same thing for the other two proposals RLST 110 move pages 6-8 to page 1 and for RLST 100 move page 8-9 to page 1 – this should also solve the problem of using a,b,c in one section and 1,2,3 in another as you have it now.

2. RLST 250

IV. and V. Evaluation Methods and the Grading Scale – a very minor point to correct – if you use points in your evaluation methods you should have points listed in the grading scale as well (i.e. A = 90-100% (270-300); B = 80-90% (240-300), etc.

3. RLST 110

1. The Bibliography is not in order – please correct
2. We only count 39 course hours in your outline. A= 3 hrs; B = 19 hrs; and C = 17 hrs = 39 hrs. The final exam is listed as 2 hours but appears to be for the finals week. Even if included in your course total this would be 41. Please correct to equal 42 hours plus a culminating event.
3. You need to clarify the culminating event in the course (final exam, etc.) and note that it is in finals week.

4. RLST 100

1. V. Evaluation Methods - to be more consistent across courses please remove the statement in parentheses.

In addition, we suggest removing the "other evaluation methods may include" category since there are no % associated with them. Perhaps they could be placed as examples in the evaluation methods listed above.

By doing that you would also solve the problem of providing a LS sample assignment (forum response) that is not listed as part of your evaluation methods (that have %). If you do not list those as examples then please provide an LS sample assignment that reflects what you have listed in your evaluation.

2. VII. Attendance Policy. Again, please remove what is in parentheses and say something to the effect that the attendance policy will follow the university attendance policy.