

**Minutes**  
**Liberal Studies Committee**  
**4 March 2016**

Y. Asamoah, S.Ghosh, M. Knoch, R. Kostelnik, D. Pistole, F. Slack  
Excused: D. Doverspike, C. Nicholas, R. Sweeny

**I. For information**

Mary Williams will be replacing Mark Correia as the second dean on the committee.

Philosophy

15-117 PHIL 130 Introduction to Biomedical Ethics – passed on to UWUCC 29  
February, 2016 with the following comment:

The Liberal Studies Committee Unanimously approves this proposal as a Liberal  
Studies PHIL/RLST course. The only comment we had was that we would like to  
see the course objectives reflect the content of the course outline more closely.

**II. Writing**

**Type III Departmental Commitment**

English

15-119 ENGL 208 Introduction to Film Studies – recommitment

We need the most current syllabus to be able to understand how the  
writing assignments listed correlate with the syllabus.

**III. Course Revisions/Proposals**

Chemistry

15-122 BS Chemistry Interdisciplinary Chemistry – new track

Motion to Approve the LS portion of the proposal – Knoch/Asamoah  
Passed: Unanimous

## Computer Science

15-123 Computer Science Software Engineering – program revision – LS Natural Science change

Motion to Approve the LS Natural Science change – Knoch/Asamoah – suggest to UWUCC to refine program outcomes wording (e.g. “life-long” is not measurable).

## Information Management

15-120 IFMG 110 Business Spreadsheet Computing – new course – LS Elective – Information Literacy

Motion to recommend to the UWUCC to return this proposal for the following reasons: Knoch/Kostelnik – Passed: Unanimously (one abstention)

## Major issues:

1. The LSC is not satisfied the proposal includes information about the LS requirement of including the perspectives and contributions of ethnic and racial minorities and women whenever appropriate. For example, we would need to see examples of how using cultural data would meet this.
2. Associated with this questions was whether they were going to be given the data or would they be doing their own data collection?
3. The rationale states that the course fills a "gap" but does explain what the gap is.
4. The justification needs to explain how the course is going beyond business students. Describe the need for this course for students outside the college of business.
5. Along those lines there needs to be a better rationale/justification for why this should be a LS course. For example, there is discussion of how this course is needed in the school of business but not why it should be a LS course. How comfortable would non-business college majors be in the course?
6. Perhaps data sharing would be a more appropriate Liberal Studies Elective approach than using the word business (e.g. in the rationale, course title, etc.)

## Minor corrections:

1. In the Student Learning Outcomes 1, 2, & 3 change "of use of" to "of the use of".
2. In # 7 of the description of required content we wonder if that is too advanced and beyond the basic 100 level of the course.
3. Brief Course Outline - there is do "s" after data as it is plural.
4. SLO # 3 improve the word "understand"; # 5 expand or explain "collaborate"; and # 7 improve "demonstrate".