

LIBERAL STUDIES COMMITTEE

Meeting Minutes

13 April, 2017

Stabley 203 3:30PM – 5:00PM

Present: E. Reilly, M. Knoch, V. Ortiz, Y. Asamoah, S. Ghosh, L. Ott, E. Gessler, M. Williams, F. Slack

Absent: C. Nicholas, R. Sweeny

Meeting was called to order at 3:40 PM.

- I. Approval of the 3/30/2017 minutes.
- II. Writing Intensive: **IFMG 471 Data Center and Cloud Computing Fundamentals**, Type II Writing Intensive
 - A technical writing or general writing component should be listing in the learning outcomes and objectives section.
 - Committee suggests the addition of writing buzz words in the essay questions section to show that it is an extensive writing response activity. Words like describe, elaborate or thoroughly explain could be used.
 - Directions should as for more than just characteristics to avoid having students list items. Verbs could include describe or explain.
 - Motion to provisionally approve passed unanimously
- III. Distance Education: RLST 380 Islam, distance education
 - Meets Global Citizenship & Multicultural Awareness designations
 - Motion to approve as a distance education proposal passed unanimously
- IV. Discussion
 - Given report from Middle States about operationalizing SLOs we should be by checking the original indicators listed for each of the three types of “learners”. Could also reference AACU and LEAP documents.
 - Comparable/Liberal Arts Colleges: Found only one other school that contained “Dimension of Wellness” (YSU). Discussed the idea of moving Dimension of Wellness into the Liberal Studies Elective category and perhaps moving one of the other competencies out. Following a review of the EUSLO’s indicators one or more of those competencies may need to be brought more to the forefront of the Liberal Studies Curriculum (information literacy). Some of the competencies have very few courses that address that competency; technological literacy—only has 2, oral communication is only covered in foreign language classes.
 - Need to address way that LSC can help instructors and departments adjust their LS courses to make connections with students’ majors. Students are not bridging the importance of their LS with their major courses and find little value in them (source—survey data from majors and alumni). There are two different issues with regards Liberal Studies.

1. Faculty teaching content courses must make explicit connections to the Liberal Studies curriculum. For example, if a program requires critical thinking mention how students would address this in a philosophy course.
 2. Faculty teaching Liberal Studies courses need to make sure that students see the value of what they are teaching and how that can be applied to their own major. Faculty in Liberal Studies classes need to be aware of the fact that they are not teaching their majors and that how the Liberal Studies class is taught should be different than how a majors class would be taught.
- Need to consider adding some additional questions to the NSSE regarding specific Liberal Studies questions and get this information back to the departments that are teaching those courses.