

Liberal Studies Committee Minutes

September 6, 2012

3:30 p.m.

Stabley 103

Present: Y. Asamoah, L. Evering, M. Florez, M. Hildebrandt, M. Knoch, D. Pistole, E. Ratliff, F. Slack

Excused: E. Hwang, R. Sweeny, M. Swinker

For Action:

Motion to approve the minutes of 30 August, 2012 Evering/Asamoah – Passed – unanimous.

II. For Discussion

1. The committee discussed the Liberal Study Electives category of the new curriculum. The current criteria have Expected Undergraduate Student Learning Outcomes for one of the “old” competencies across the curriculum (Global Citizenship, Information Literacy, Oral Communication, Quantitative Reasoning, Scientific Literacy, and Technological Literacy) but not for the category as a whole. We developed a set of Expected Undergraduate Student Learning Outcomes for the category in general. That will be followed by the already approved EUSLOs for the competencies.

2. Asamoah and Hildebrandt presented their revised “must include” course content for the Global Citizenship competency and the Global and Multicultural Awareness (GMA) category. They created a clear demarcation between the LS Elective category of Global Citizenship and the separate category of Global and Multicultural Awareness.

They will create a rationale for each of the categories to be included in the introductory portion of each description for next weeks meeting.

3. Rough drafts of the two revisions (GC and GMA) follow the minutes.

Motion to Adjourn: Evering/Ratliff. Approved Unanimous – the meeting adjourned at 5:00.

Liberal Studies Electives

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that meets each of the three Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners; Empowered Learners; and Responsible Learners.

Secondarily, Liberal Studies Electives must also meet the EUSLOs for at least one of the six competencies of the Liberal Studies Curriculum. The goal of these competencies is to strengthen those aspects of the Liberal Studies Curriculum that ensure our students will become lifelong learners and be able to contribute in an active way to their communities. Remember, the core of the course should be Liberal Studies Elective content and the competencies serve to provide a supporting role to the core.

Liberal Studies Electives will by their nature have a great deal of variety in the ways that they meet the Expected Undergraduate Student Learning Outcomes. For example, the Informed Learners EUSLO may list as possibilities various ways of demonstrating knowledge and understanding such as modeling the natural world or the interrelationships within and across disciplines. However, it is understood that an individual course will meet that EUSLO in its own distinctive way. **The bullets listed with any EUSLO are examples of ways to meet the Outcome and no one course is expected to cover all of the bullets/possibilities listed.**

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

All Liberal Studies Courses must meet the three EUSLOs. Proposals will need to include a justification for the exclusion of any of the three EUSLOs (in whole or in part). Remember that your proposal does not have to meet each of the bulleted items although it may by its nature meet more than one. For example, your course might meet the Informed Learners Outcome by providing course content for the bullet “the interrelationships within and across disciplines”) only or it may also meet that bullet and “the aesthetic facets of human experience” bullet.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

Empowered Learners demonstrate:

- problem solving skills using a variety of methods and tools
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Liberal Studies Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Elective requirement must:

- include the ways in which students are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.
- address critical-thinking and scholarly discourse
- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women

Liberal Studies Electives Competencies Expected Undergraduate Student Learning Outcomes

All Liberal Studies Electives must meet the EUSLOs from at least ONE of the following SIX competencies.

Global Citizenship

Liberal Studies Elective courses designed to address global citizenship take students beyond the concept of cultural appreciation and are designed to help students see

themselves as citizens of the world and to develop among them an awareness of the problems of social justice and equity. Syllabi for courses must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As Informed Learners students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As Empowered Learners students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As Responsible Learners students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Proposals for courses designed to address global citizenship must include:

- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics, or the arts; environmental sustainability in global business, inequities in education, or global literacy)
- content that increases students' awareness of the problems of social justice and equity
- *at least 50 percent of the course grade based on assignments related to global citizenship*

Global and Multicultural Awareness

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global events and how these events affect their lives as well as creating possibilities to address them.

A Global and Multicultural Awareness course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context. Although a Global and Multicultural Awareness course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Students must fulfill this requirement by completing one course from the list of approved courses; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department.

Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning

from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As Empowered Learners students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As Responsible Learners students will demonstrate

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Global and Multicultural Awareness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Global and Multicultural Awareness requirement must include:

- development of students' understanding of a variety of cultures or global situations; primary focus should be on non-dominant cultures
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- an examination of the ways differing cultures establish and rely on systems of values, norms, and ideals
- content that enables students to gain knowledge of the past and present and interrelations among communities of historical, philosophical, scientific, environmental, or social perspectives.