

MINUTES
LIBERAL STUDIES COMMITTEE
Jan 31st, 2019

Curriculum

- HIST 313 Europe Since 1945: Division, Revolution, and Unity course revision – Liberal Studies Elective – course revised to map outcomes to EUSLOs to be added as an elective and global citizenship.
 - Section A: More detail on why the course is being revised to be included in the Liberal Studies elective curriculum. Here proposer should address how this course covers **global citizenship**.

Also, according to the criteria set out by the Liberal Studies revision courses fulfilling the global citizenship competency need to include: content that increases students' understanding of issues related to social justice, equity, and civic engagement; students should actively participate in citizenship opportunities. It needs to be evident in the course outcomes and outline how this will be achieved.
 - Section G: Pre-requisite needs a common between the two options not an “or.”
 - Section J: Needs to include the number of credits.
 - Section L: Outcome 1—not clear how to demonstrate patterns, consider changing the verb to **describe** patterns...

Outcome 2: Need to see more detail on how students are analyzing to demonstrate critical thinking. Be more specific on the assignment. What is the product a paper, a discussion?

Outcome 3: how are students demonstrating this – it says through writing, but what are they writing?
 - Section N: Course outline—would like to see more evidence of global citizenship. How has immigration from different parts of the world (in particular middle east and Africa) into Europe been addressed. What about migration throughout Europe and from Europe to different parts of the world. Is briefly mentioned in the Liberal Section but needs more attention throughout the course proposal.
 - Liberal Studies section-Course Designation—Liberal Studies Elective—would like more elaboration on how the course covers **global citizenship**. This can be done in Section A the rationale and Section N course outline.
 - EUSLOs—remove 1, 2, and 3 from effective oral and written communication. Communication not really the focus of this course.

For critical thinking EUSLO make sure how critical thinking is assessed is included in the assessment for outcome 2 in order to keep this EUSLO.

Very last EUSLO: not clear how Outcome 1 meets this EUSLO, perhaps 2 if critical thinking is clearly explained. Perhaps only Outcome 3 should be listed here.

- Contributions of women and minorities needs to be elaborated on. Give names of works listed.
- Non-textbook readings: Names of works needed.

Motion to recommend RETURNING the proposal to the department. Motion approved.

- HIST 322 The French Revolution and Napoleon course revision – Liberal Studies elective – course revised to map outcomes and course objectives to EUSLOs to be added as an elective and address information literacy.
 - Title: The new course names needs to appear in the title and not the old name.
 - Section A: More detail on why the course is being revised to be included in the Liberal Studies elective curriculum. Here proposer should address how this course covers **information literacy**. How does a study this short period in French history contribute to the Liberal Studies curriculum?
Also, courses fulfilling information literacy competency must include “course content that addresses the legal and ethical use of information.” It needs to be evident in the course outcomes and outline how this will be achieved.
 - Section G: Pre-requisite needs a common between the two options not an “or.”
 - Section J: Needs to include the number of credits.
 - Section L: Outcome 1—rephrase demonstrate understanding of...
Outcome 2—rephrase apply their understanding of...synthetic questions??
Outcome 3-- what are some examples of the “written and oral formats”?
 - Liberal Studies section: EUSLOs—effective oral and written communication. My question here is as with any course that selects this EUSLO Is communication not really the focus of this course. Or is it information literacy? If this ESULO is used I would like to see where and how the students get feedback on their communication skills. When I look at History’s Writing Plan this course is not listed.
The same can be said for the critical thinking EUSLO make sure how critical thinking is assessed is included in the assessment for outcome 2 in order to keep this EUSLO. Is the overall focus on this course on critical thinking?
Second to the last EUSLO: not clear how Outcome 3 meets this EUSLO—
...“consequences of decisions and actions on themselves”...
 - Contributions of women and minorities needs to be elaborated on. Give names of works listed.
 - Non-textbook readings: Names of works needed.

Motion to recommend RETURNING the proposal to the department. Motion approved.

- HIST 323 France 1815 to the Present course revision – Liberal Studies Elective – course revised to map outcomes to EUSLOs to be added as an elective and address information literacy.

- Section A: As with the other two courses more detail on why the course is being revised to be included in the Liberal Studies elective curriculum. There is a little more explanation here but what role does this course have in the undergraduate curriculum and LS electives? Can the course be used in the Humanities category to fulfill the History requirement? If we are to expand the LS offerings, it is in the core curriculum that the expansion needs to happen.
Also, courses fulfilling information literacy competency must include “course content that addresses the legal and ethical use of information.” It needs to be evident in the course outcomes and outline how this will be achieved.
- Section G: Pre-requisite needs a common between the two options not an “or.”
- Section J: Needs to include the number of credits.
- Section L: Outcome 3—not clear how to perceive the French. . . , consider changing the verb. Can an outcome focus on a particular piece of work? One book??
- Section N: Brief course outline is too brief. Need to elaborate more on each numbered item.
- Liberal Studies Section: EUSLO mappings—not clear that number 4 (human imagination. . .) and 5 (relationships global communities. . .) are addressed enough in the course
EUSLOs—remove 1, 2, and 3 from effective oral and written communication. Communication not really the focus of this course. Same can be said for #15 (intellectual honesty) and #16 (social justice).
Outcome 1: What is the product in which they are “evaluating primary sources”? – is it a paper, a discussion, an exam?
- Contributions of women and minorities needs to be elaborated on. Give names of works listed.
- Non-textbook readings: Names of works needed.

Motion to recommend RETURNING the proposal to the department. Motion approved.