

Liberal Studies Oversight Committee
Minutes
11-27-06

Attendees Present: Peter Nieckarz, Tracy Zontek, Brian Dinkelmeyer, Beth Tyson Lofquist, Kari Hensley, Windy Gordon, Will Poynter, and Melissa Wargo, guest

- Update on C3 assessment with Will Dulaney –
Tabled until next meeting due to time conflict
- Consideration of AA-5s for CMCH 415 and ENGL 192 –
CMCH 415 was approved after brief discussion.
ENGL 192 missing several key points that would better identifies this course as an ideal liberal studies course. Approved once amended.
Weight and grade scale
Assignment breakdown
- Discussion on SACS off-site reviewer comments –
Standard 3.5.1 that relates to assessment of the general education curriculum was out of compliance and Melissa Wargo, Director from the Office of Assessment, shared her ideas to better prepare the LSOC for the upcoming focus reports and on-site reviewers. It was mentioned that the reviewers may choose to interview the LSOC members and/or chair for better clarity of our assessment approach. The reviewers may also request a follow-up report to see our on-going productivity, it was suggested that we invite Carol Burton, the SACS liaison, to a meeting next semester to get some ideas of things the LSOC could do to prepare. The LSOC will propose to Carol Burton the possibility of a SACS workshop. As a way to prepare for SACS, Beth Lofquist proposed an email in the spring to campus w/ Dept Heads. Within the email attach the Liberal Studies document, Template the LSOC have prepared of the objectives, for review and ask them to incorporate ALL syllabi for SACS purposes. The LSOC members present divided up the core and perspective areas to clearly identify the objectives of each area and are going to discuss the template at the next meeting.

C1- Brent P1- Peter
C2- Tracy
C3- Tracy P3- Will
C4- Tracy P4- Will
 P5- Windy
 P6- Tracy
FYS- Windy

(See Below)

Liberal Studies Oversight Committee Outcome Objectives

C2: Mathematics

- Students will be introduced to applications of mathematics in daily experience.
- Student learning will be focused on the development of conceptual understanding rather than computational drill.
- Students will complete a project requiring a mathematical analysis of observations, such that a significant portion of the student project will be statistically based.

C3: Oral Communication

- Students will develop basic competency in interpersonal communication.
- Students will develop basic competency in small group communication.
- Students will develop basic competency in public speaking.

C4: Wellness

- Students know health and wellness beliefs.
- Students value health and wellness beliefs.
- Students understand the role of physical fitness in lifelong wellness.
- Students participate in an integrated fitness activity.
- Students make thoughtful and voluntary behavioral changes that will promote lifelong health.
- Students understand the important contribution of leisure activity to the overall balance of lifelong health.
- Students know the role of stress and stress management to the overall balance of lifelong health.
- Students recognize the role of obsessive or addictive behaviors to lifelong health.
- Students understand the role of healthy interpersonal relationships to lifelong health.
- Students understand the implications of health and wellness decisions on lifelong health.

P3: History

- The course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it.
- The course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems.
- The content of the course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of

forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

P4: Humanities

- This course confronts students with landmark texts that embody the Western heritage of humanity's attempts to understand itself.
- Modify the following two sentences based on specific course content These texts might be in the form of fiction, poetry, dialogue, essay and other appropriate written forms that embody our literary heritage.
- The text/s chosen for study might be thematic in nature or drawn from a specific ethnic or national tradition.
- The course will provide sufficient breadth and depth to probe fundamental issues regarding the human condition, and will engage students in the exploration of the significance of human modes of being, thought, and values in their lives.

P6: World Cultures

- Students will study significant contemporary issues in a global and multi-disciplinary setting, which may include the consideration of ethnicity, gender, religion, or race.
- Students will analyze the nature of cultural diversity and global interdependence and the challenges of solving problems and reaching understanding across national and cultural divides.
- Students will be actively engaged in the synthesis of information from a variety of disciplines.
- Students will understand the responsibility of educated people to be informed about current public issues.
- Update on FYS proposal-
The LSOC proposal is currently being reviewed by the UCC and after more discussion there was an overall inconsistent resolution to a student failing the FYS. It was suggested to allow a Grade Replacement but only once, treat the course as any other course and retake it, or stick to the original resolution of just replacing the hours within the LS program. Awaiting the approval of the University Curriculum Committee will help the LSOC better decide the resolve this issue. The LSOC will follow-up on this topic at the next meeting due to lack of time left. Meeting adjourned @ 4:36pm.
- Other Miscellaneous issues discussed-
**The need to review the February 14th and 21st minutes.
The need for someone to serve on the Educational Outreach Advisory Council previously recognized as the “Best Practices in Distance Education Committee” to discuss the review and approval process of all traditional courses becoming available online.**