

## MINUTES

University Wide Undergraduate Curriculum Committee

Tuesday, February 19, 2019

### 103 Humanities and Social Sciences Building

#### I. Call to Order

In attendance – Ali, Barefoot, Black, Engelstad, Fair, Fefolt, Greenawalt, Irani, Kissel, L. Miller, A. Racchini, Reilly, Scott, and Sechrist

Excused – Killam, Mocek, J. Racchini    Absent – Givner, M. Miller

#### II. Approval of February 12, 2019 Minutes

Motion to approve Minutes as corrected: Irani, Ali seconded.

#### III. Co-Chairs Report—Some additional discussion on the committee’s role with assessing assessment techniques occurred at the beginning of the meeting.

#### IV. Liberal Studies Committee Report—with individual proposals

#### V. Items for Review/Possible Action:

- aa. 18-2 KHSS 251 Foundations of Safety and Emergency Health Care, course revision, catalog description change  
On Ali/Greenawalt motion for approval.
- bb. 18-95 CHHS 281 Special Topics, new course  
On Fair/Black motion for approval.
- a. 18-10a BIOL 420 Entomology Principle and Practice, catalog description change, course title change (was Biology of Higher Invertebrates), modify prerequisites, course revision  
On Fair/Greenawalt motion for provisional approval. Irani abstains.
- a. 18-10b BIOL 420/BIOL 520 Entomology Principles and Practice, dual listed  
On Fair/Greenawalt motion for approval. Irani abstains.
- b. 18-70a IFMG 219 Computer Operating Systems Principles, new course
  - i. Minors edits to prerequisite done at meeting.  
On Irani/Engelstad motion for provisional approval. Ali abstains.
- c. 18-70b IFMG 468 Information Technology (IT) Security, course revision, catalog description change, course number and title change (was 368 E-Commerce Security)
  - i. Minor edits made to catalog description at meeting.  
On Fair/A. Racchini motion for approval. Ali abstains.
- d. 18-71p SPAN 344 Spanish-American Cultures from the 19<sup>th</sup> Century to the Present, course revision, liberal studies (global and multicultural awareness)
  - i. LS recommending inclusion of outcome 3 for the two EUSLO’s.
  - ii. Catalog description needs changes: Explores cultural trends. Second sentence, “discusses” “explains”  
On A. Racchini/Fair motion for provisional approval.
- e. 18-75a HIST 313 Europe Since 1945: Division, Revolution, and Unity, course revision, liberal studies Elective (global citizenship)

- i. 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.
- ii. Section G: Prerequisite needs a comma between the two options not an "or."
- iii. Section J: Needs to include the number of credits.
- iv. 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?
- v. Section N: Course outline—would like to see more evidence of global citizenship. How has immigration from different parts of the world (in particular the 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 Studies Section but needs more attention throughout the course proposal.
- vi. 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.
- vii. EUSLOs—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 Outcome 2 if critical thinking is clearly explained. Perhaps only Outcome 3 should be listed here.
- viii. Contributions of women and minorities needs to be elaborated on. Give names of works listed. Include contributions (names) of women and racial minorities throughout the course outline.  
On Fair/A. Racchini motion to return based on LSC recommendation.

- f. 18-75b HIST 322 Liberty and Terror: France from the Revolution to Napoleon, catalog description change, course title change (was The French Revolution and Napoleon), course revision, liberal studies (information literacy)
  - i. Title: The new course names needs to appear in the title and not the old name.
  - ii. 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 on 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.
  - iii. Section G: Prerequisite needs a comma between the two options not an "or."
  - iv. Section J: Needs to include the number of credits.
  - v. 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"?
  - vi. Liberal Studies section: EUSLOs—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.

Second to the last EUSLO: not clear how Outcome 3 meets this EUSLO—  
... "consequences of decisions and actions on themselves"...

- vii. Contributions of women and minorities needs to be elaborated on. Give names of works listed and include those names throughout the course outline.

On Fair/A. Racchini motion to return based on LSC recommendation.

- g. 18-75c HIST 323 Modern France: Renewing an Old Country, course title change (was France, 1815 to the Present), course revision, liberal studies elective (information literacy)

- i. 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 category. 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.

- ii. Section G: Prerequisite needs a comma between the two options not an “or.”
- iii. Section J: Needs to include the number of credits.
- iv. 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??
- v. Section N: Brief course outline is too brief. Need to elaborate more on each numbered item. And include the contributions (names) of women and racial minorities in the outline.
- vi. Liberal Studies Section: EUSLO mappings—not clear that number 4 (human imagination...) and 5 (relationships global communities ...) are addressed enough in the course. This can be expanded on in the course outline.  
EUSLOs—#15 (intellectual honesty) and #16 (social justice). While intellectual honesty is mentioned in the third assessment, can it be elaborated on throughout the course on how this EUSLO will be addressed?  
Outcome 1: What is the product in which they are “evaluating primary sources”? – is it a paper, a discussion, an exam?
- vii. Contributions of women and minorities needs to be elaborated on. Give names of works listed and include them in the course outline.

On Fair/A. Racchini motion to return based on LSC recommendation.

- h. 18-76 SOC 161 Foundations of Sociology, liberal studies (social science, global and multicultural awareness)

- i. Is it possible to reduce the number of outcomes? Can some of the outcomes be combined?
- ii. Some of the outcomes that begin with several verbs (define, explain, discuss) should be re-written so that one verb will cover all of those. Otherwise each one has to be assessed separately. In other words, in order to discuss would that automatically require defining and explaining?
- iii. Unless you need all those EUSLOs, recommend reducing the number of EUSLOs that the SLOs map to. Liberal Studies will only be using data from 2 or 3. EUSLOs to focus on are: social justice; understanding and respect for the identities, ability to work within diverse groups
- iv. Include names of women and racial minorities into course outline.
- v. Also request that SOC 151 be revised in this academic year.

On Irani/Greenawalt motion for provisional approval. Fair abstains.

- i. 18-83a MATH 107 Business Mathematics, new course, liberal studies (mathematics)
  - i. Recommend revising the first sentence in the prerequisite to read “MATH 100 or appropriate placement test score, for majors in Eberly College of Business and Information Technology.”
  - ii. The committee found the corequisite statement confusing—is there a better way to state this?
  - iii. Request letter of support/acknowledgement from Ramesh Soni who raised concerns about the splitting of the course into two separate courses. Also confirm that MATH faculty do not wish to change this into a single 4 credit class.  
On Black/Engelstad motion for provisional approval.
  
- j. 18-83b MATH 108 Applications of Business Mathematics, new course
  - i. Request letter of support/acknowledgement  
On Black/Engelstad motion for provisional approval.

Motion to adjourn at 5 p.m.: Ali/Fair.

Respectfully submitted by Laurie S. Miller, secretary.