

LIB ED LIST CRITERIA
Updated September 2020

1. GENERAL CRITERIA:

The following general criteria are considered when a course is submitted for inclusion on a Lib Ed List:

- How well does the course align with the four pillars of LBED as defined by the U of L model.
- How well does the course contribute to student's breadth and depth of knowledge.
- How well does the course help achieve student outcomes of Liberal Education.
- Does the course reflect strongly at least one of the 4 Pillars.
- Is the course widely accessible to students across all areas of campus? For example, is there a lengthy pre-req chain, that might prevent access; is there capacity for non-majors to take the course.
- Does the course fit well on the requested List, with an explanation of fit. See attached for description of considerations for Lists I and II.

STATEMENT ON THE Social Sciences LIST
Approved by SLE Council, Sept. 2020

Courses submitted for inclusion on the Social Sciences (List II) will be examined by a Social Sciences Curriculum Committee in the School of Liberal Education to determine the suitability of a course for this list.

Courses included on the Social Sciences List must demonstrate that the primary objective of the course is to be an intensive investigation of the social -- that which is shared between humans (and others) -- empirically, theoretically, and critically. Patterns in the production, experience and analysis of society and/or social relations must be a central focus. In addition, courses submitted for inclusion into List II must demonstrate an encouragement of critical thinking and attention to methodologies (that is, the necessary connection between method and theory) to support students in asking critical and informed questions about social phenomena. In particular, the rationale must show that the primary purpose of the course is to explore *how* a social science perspective can illuminate an important aspect of society and/or social relations, rather than using social science approaches/works to inform a single area of course interest. Both rationale and course outline must demonstrate this commitment, while instructor training and intensity/focus of written assignments, as relevant to the course content, may be additional criteria the committee will consider.

EXAMPLE:

A course in non-profit management might seem suitable at first glance for this list, as it might include elements of social justice and awareness, but the Curriculum Committee will look for depth in how such elements are incorporated. Are students asked to critically examine content, explore the methodological origins of knowledge, and discuss potential outcomes within a wider social context? Is this material integrated into wider course goals and outcomes, or used to illuminate single aspects of the course?

STATEMENT ON THE FINE ARTS & HUMANITIES LIST

Approved by SLE Council, April 15, 2020.

Courses submitted for inclusion on the Fine Arts and Humanities List (List I) will be examined by a Humanities and Fine Arts Curriculum Committee in the School of Liberal Education to determine their suitability of course for this list.

Courses included on the Fine Arts Humanities List must demonstrate that the primary objective of the course is to be an intensive investigation of the human condition and/or human creativity, with a substantial level of engagement with the guiding questions, approaches, and practices that define these fields. In particular, the rationale must show that the primary purpose of the course is to explore how a humanities or fine arts perspective can be used to illuminate an important aspect of the human condition, rather than using a humanities or fine arts lens to get a clearer understanding of issues important to a particular discipline, profession or artistic practice. Both the rationale and course outline must demonstrate this commitment to humanistic thought or creative process, while instructor training, intensity of writing and reflection, or creative components of assignments may be additional criteria the committee will consider.

EXAMPLES:

A course in Nursing Ethics or History of Business might seem suitable at first glance for this list, as they cover Ethics and History, but the Curriculum Committee will look for depth of the humanist approach. Ethics from a humanist perspective is about understanding what ethical thinking is, how we determine what is ethical, what happens in society if we do not follow ethical standards, etc. A historical approach to Business would examine the broader contextual forces in which change occurred, and how the history of business reflected shifting socio-cultural values as well as the socio-economic, religious, political, and cultural context, as well as how a historical understanding of this topic help us to better understand our own world and why humans responded to the circumstances as they did.