

EXCERPT FROM THE MINUTES OF THE
IUP UNIVERSITY SENATE, MARCH 22, 2011

**5 Liberal Studies Committee and University-Wide Undergraduate Curriculum Committee
Compromise Curriculum Revision**

APPROVED

a Liberal Studies Framework:

Liberal Studies Requirements:

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 43 credits among Learning Skills, Knowledge Areas and Liberal Studies electives. The number of credits may rise slightly depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

LEARNING SKILLS: 12-13cr

English Composition I and II	6cr
Mathematics	3-4cr
Dimensions of Wellness	3cr

KNOWLEDGE AREAS: 28-29cr

Humanities: One course in history, one in literature and one in philosophy or religious studies.	9cr
Fine Arts: One Course from List	3cr
Natural Science: Choose 1 Option	7-8cr
Option I (8 credits): Natural Science Laboratory Courses: Any two courses with laboratories (4cr each) from the natural science laboratory course list.	
Option II (7 credits): One Laboratory Course plus One Non-laboratory Course: One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science non-laboratory course list.	
Social Science: Three Courses from List	9cr

LIBERAL STUDIES ELECTIVES 3-9cr

Liberal Studies Electives: syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

TOTAL 43-51cr

*Global and Multicultural Awareness: One course from List

C Liberal Studies Electives and Across the Curriculum Courses (categories)

Integrate Across-the-Curriculum categories (except for Writing) into the Liberal

their courses and departmental goals. Specific terms included in the outcomes should be defined as appropriate to the course content or disciplinary area. This is particularly important in cases where multiple sections of a course are offered and being taught by different faculty members. These instructors will need to agree on how these student learning outcomes are defined within their courses.

Proposals will need to include a justification for the exclusion of an Expected Undergraduate Student Learning Outcome (in whole or in part) that has been designated as

I. Guidelines for Liberal Studies Course Proposals

A. Course Proposal Content Guidelines

Wherever appropriate to the course content, courses in the Liberal Studies curriculum should:

- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse
- require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles

Additionally, all courses in the Liberal Studies Curriculum must:

- be distinguished from technical courses designed primarily for majors
- be distinguished from professional or pre-professional courses
- be distinguished from courses that are designed primarily for the needs of beginning majors and which presume the taking of additional course work in that

II.

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.

As Informed Learners students will demonstrate knowledge and understanding of:
the interrelationships within and across disciplines

As Empowered Learners students will demonstrate:

information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

the ability to transform information into knowledge and knowledge into judgment and action

critical thinking skills including analysis, application and evaluation

reflective thinking and the ability to synthesize information and ideas

As Responsible Learners students will demonstrate:

an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world

Dimensions of Wellness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

clearly identified active learning or experiential activities that require students to apply course content

self-reflective activities that provide insight into personal wellness

an assessment of personal strengths and challenges within the dimension of primary focus

development of an improvement plan to address the challenges identified in the assessment exercises

a culminating self-eval

use of the Internet as a means to gather accurate information relevant to the topic of primary focus; it is expected that the Internet will be where students and their families will seek wellness information

Individuals proposing courses designed to fulfill the Liberal Studies Dimension of Wellness requirement are encouraged to include:

activities that promote development of oral and/or written communication

activities that encourage service learning opportunities

approximately 30 percent of the class time devoted to active learning or experiential activities

Dimensions of Wellness Common Learning Objectives

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

understand how to apply the skills learned in this course throughout his or her life
use information literacy skills to seek and evaluate wellness-related information
identify the benefits of a wellness-oriented lifestyle and consequences of a
wellness-

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.

As Informed Learners students will demonstrate knowledge and understanding of:
the interrelationships within and across cultures and global communities

As Empowered Learners students will demonstrate:

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

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:

the interrelationships within and across cultures and global communities

cultures of the United States, Canada, Western Europe, New Zealand, and Australia. However, courses on minority cultures from within these countries, e.g., aboriginal Australians, Native Americans in Canada or the United States, or North Africans in Western Europe, may be seen as global.

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

Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.

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.

As Informed Learners students will demonstrate knowledge and understanding of:
the interrelationships within and across cultures and global communities

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

As Responsible Learners students will demonstrate:

intellectual honesty

Proposals for courses designed to address global citizenship are encouraged to include:

- 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 from historical, philosophical, scientific or social perspectives
- content that examines problems of environmental sustainability (or lack thereof) and how those problems relate to social issues
- an exploration of the ethical and behavioral consequences of decisions and actions on individuals, society and the physical world

Information Literacy

Liberal Studies elective courses designed to address information literacy must provide

effective oral and written communication abilities
information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources
reflective thinking and the ability to synthesize information and ideas

Proposals for courses designed to address oral communication must include:
oral communication activities that are integrated into the course content
guidance for students on researching and organizing the content of oral communication activities

Quantitative Reasoning

Liberal Studies elective courses designed to address quantitative reasoning 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.

As *Informed Learners* students will demonstrate knowledge and understanding of:
the ways of modeling the natural, social and technical worlds

As *Empowered Learners* students will demonstrate:
problem solving skills using a variety of methods and tools
critical thinking skills including analysis, application and evaluation

Proposals for courses designed to address quantitative reasoning must:
engage students in the interpretation, analysis and use of numerical and graphical data
apply quantitative techniques to address problems within a specific discipline
develop logical and deductive reasoning

Scientific Literacy

Liberal Studies elective courses designed to address scientific literacy 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.

As *Informed Learners* students will demonstrate knowledge and understanding of:
the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:
problem solving skills using a variety of methods and tools
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

As Responsible Learners

an understanding of the ethical and behavioral consequences of decisions and

d other Liberal Studies courses with the exception of the English Composition I and II courses taken to fulfill the Liberal Studies Learning Skills requirements. The National Council of Teachers of English recommends class sizes of no more than 20 for composition courses (NCTE, 1999). It is recommended that Writing Across-the-Curriculum courses enroll no more than 25 students per section.

Writing Across-the-Curriculum Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Written Communication Competency-Across-the-Curriculum 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.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- 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

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Writing Across-the-Curriculum Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Written Communication Competency-Across-the-Curriculum requirement must include:

- guidance to students in conceptualizing, organizing, and presenting written material giving attention to both the process and product of writing
- writing assignments that have clearly defined stages of preparation and regular progress reviews (including feedback from the instructor and opportunities for revision)
- at least one assignment that requires students to produce a finished, edited document
- written assignments throughout the semester that amount to a minimum of 15-20 typed pages or approximately 5,000 words
- at least 50% of the course grade based on writing assignments

Writing Across-the-Curriculum Common Learning Objectives

All courses meeting this competency will establish the following common learning objectives:

At the conclusion of the course the student should be able to:
effectively communicate in writing
respond critically and analytically to materials and sources relevant to the course
discuss/critique his or her own writing