

Introduction to Liberal Studies

This section is intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum. It is necessary for this program to meet the goals of the University and to provide a comprehensive curriculum that will provide all IUP students the opportunity to meet the Expected Undergraduate Student Learning Outcomes. This is the objective of the Liberal Studies program as a whole but not the responsibility of individual courses. No one course or program is expected to meet all of the Student Learning Outcomes.

When developing curriculum proposals, individual faculty and departments should review the Expected Undergraduate Student Learning Outcomes and define them as appropriate to 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 “required” in a particular course or curricular category.

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 discipline
- be distinguished from remedial courses
- address (for multiple sections of the same course) how a basic equivalency will be achieved to enable all sections to meet common student learning outcomes and course content

B. Faculty and Department Commitment to Liberal Studies

Individual faculty and academic departments offering courses in IUP's Liberal Studies program must commit to the following:

- sustaining the course content set out in the original course proposal in such a way that the course will continue to meet the course outcomes outlined in the approved course syllabus and the primary Expected Student Learning Outcomes set forth in the course criteria
- participating in the Liberal Studies Committee's periodic review of Liberal Studies courses
- addressing the teaching of Liberal Studies courses in departmental five-year reviews

Liberal Studies Proposal Submission Guidelines

All curriculum proposals for Liberal Studies follow the procedures outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, are forwarded for action to the UWUCC and University Senate.

New and Revised Course Proposals

- One copy of the course syllabus (in UWUCC Syllabus of Record Format), with signed cover sheet attached to the Liberal Studies Office
- One copy of the Expected Undergraduate Student Learning Outcomes Chart identifying the primary outcomes for the course as outlined in the course or category criteria
- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Individuals proposing courses that fulfill only part of a credit requirement for a given course or category must address how students will be able to meet the remainder of the requirement. For example if a one-credit course is designed to fulfill one-third of a three-credit Liberal Studies requirement proposers will need to address the availability of other one- or two-credit courses to fulfill the remainder of the requirement

Program Proposals

- Proposals for new programs or revisions to the Liberal Studies portion of an existing program will submit one copy of the proposal, following the UWUCC guidelines, with signed cover sheet attached, to the Liberal Studies Office.
- Syllabi for new or revised courses that are part of the program revision must also be included.

Dimensions of Wellness

Students are required to complete three (3) credits in the Dimensions of Wellness category. The primary focus of this course requirement is upon one of the following dimensions of wellness: emotional, financial, intellectual, occupational, physical, social or spiritual. Because wellness is a multi-dimensional concept, each course must clearly demonstrate how the dimension of primary focus relates to at least one of the other dimensions. All Dimensions of Wellness courses must require students to participate in active learning or experiential activities designed to enhance personal well-being.

Dimensions of Wellness Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Dimensions of Wellness 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-evaluation of the student's progress toward improvement
- 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:

- describe the factors within the course's primary focus that influence wellness
- 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-neglected lifestyle

English Composition I and II

Students are required to complete two courses in this category, English Composition I and English Composition II. English Composition I is traditionally a first year course and English Composition II is traditionally a sophomore year course. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to these two required Liberal Studies English Composition courses, students must complete two additional Written Communication Competency-Across-the-Curriculum (CAC) courses. One of these Written Communication CAC courses must be completed in the student's primary major.

English Composition I Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition I requirement must provide course content that enables students to achieve the *primary* Expected Undergraduate Student Learning Outcomes identified below. 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
- ease with textual, visual, and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- 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

English Composition I Required Course Content

English Composition I courses designed to fulfill the Liberal Studies requirement must include attention to five areas of literate practice for college learners.

1. **Writing:** Students complete a variety of writing projects intended for different audiences, purposes, or formats. Each project involves students in writing processes.
2. **Reading:** Students read college level readings as support for experimenting with form, discussing ideas, shaping response, developing writing projects, and composing. The course includes *preliminary work* with the ways writers introduce and internally cite their reading.
3. **Substantive Revising:** Students learn ways to revise their writing in both early and late stages of composing. Projects have clearly defined stages of preparation and regular progress reviews.
4. **Speaking and Listening:** Students are introduced to effective classroom language use, speaking and listening in one-on-one, small-group, and large-group contexts. Faculty must provide some individual attention to student writers. Faculty can draw upon a variety of structures for holding conferences with students.

- 5. Reflecting:** Students experience opportunities to reflect on their writing process and on the rhetorical effectiveness of a completed project.

The recommended assessment strategy for this course is evaluation of a valid random sample of writing portfolios. The portfolios include a major project and reflection on that project.

Faculty preparing syllabi designed to fulfill the Liberal Studies English Composition I requirement are encouraged to include:

- sections where students create web-based writings
- sections designed to link with Living/Learning Communities or First Year Seminar courses

English Composition I Common Learning Objectives

All courses meeting the Liberal Studies English Composition I requirement will establish common course objectives stating:

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

- use writing processes to generate, develop, share, revise, proofread and edit major writing projects
- produce essays that show structure, purpose, significant content, and audience awareness
- produce a variety of essay genres
- understand and integrate others' texts into their own writing
- reflect on their own writing process and rhetorical effectiveness

English Composition II

The Liberal Studies curriculum is built upon the concept that writing development during the undergraduate years is a shared responsibility. At the end of English Composition II the synthesis and inquiry skills outlined below are emergent rather than secure in a disciplinary sense. The Written Communication CAC courses reinforce and extend those skills, and individual departments further instruct their majors in discipline-based, information literacy practices. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to the criteria outlined below, English Composition II introduces students to IUP's approved Information Literacy Competency Standards (see Appendix I).

English Composition II Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition II requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Individual course syllabi may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students in Composition II will demonstrate:

- effective oral and/or written communication abilities
- ease with textual, visual and electronically-mediated literacies
- 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
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students in Composition II will demonstrate:

- intellectual honesty

English Composition II Required Course Content

English Composition II serves as a bridge between Composition I and students' professional writing. In Composition II students develop rhetorical skills for informed inquiry. The course develops the following abilities:

1. **Writing:** Students propose and complete an inquiry project. They experience some of the writing forms that sustain inquiry: for example, proposal, summary, interview, critique, abstract, annotated or analytical bibliography. They experience assignments that advance rhetorical awareness and choice when composing synthesis essays: rhetorical forms of synthesis include but are not limited to narration, report, analysis, explanation, argument, and multi genre or mixed forms.
2. **Critical Reading:** Students develop advanced awareness and understanding of different discourse types as they access, read, evaluate, interpret and use primary and/or secondary resources. Some writing assignments develop the ability to read critically: for example, writing to locate main ideas, to summarize accurately, to identify and evaluate evidence, to explain differing perspectives, to contest or to assent. Critical reading includes the ability to use resources ethically and legally. Students therefore learn and use the writing practices that bring a body of knowledge into their own written work: transition, paraphrase, summary, quotation and explanation. They also learn to use a citation and documentation style (MLA or APA).
3. **Revising:** Activities in the course develop students' ability to consider audience, purpose, language, evidence, and logical organization in written texts; to modify drafts when rhetorical, aesthetic, or logical motives change; to proofread and edit.
4. **Speaking and Listening:** Students meet in structured reading and writing groups to discuss inquiry problems, processes and successes. Examples of other appropriate activities include responding to and troubleshooting drafts, giving oral status reports, discussing texts, reading aloud, or preparing and presenting individual or group projects.
5. **Reflecting:** Students reflect upon their reading processes, their writing processes, and the rhetorical fashioning of their project for a discourse community.

The recommended assessment strategy for English Composition II is evaluation of a valid random sample of synthesis project portfolios. Each portfolio includes a reflective cover letter.

Faculty preparing syllabi to fulfill the Liberal Studies English Composition II requirement are encouraged to include:

- sections where students create web-based writings
- surveys and interviews as field resources for synthesis projects
- sections based on a theme or topic

English Composition II Common Learning Objectives

All courses proposed to meet the Liberal Studies English Composition II requirement will establish common learning objectives.

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

- access relevant print and electronic resources, artifacts, or human resources; read, evaluate and select resources; manage and sustain an inquiry project
- critique own and others' essay drafts
- compose a focused and cohesive synthesis essay
- use a body of knowledge inside written work: paraphrase, quote, summarize, explain/interpret/comment, cite, and document (MLA or APA)
- reflect upon their reading processes, writing processes and rhetorical effectiveness

Fine Arts

Students must complete one (1) three-credit course in the Fine Arts category.

Fine Arts Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Fine Arts 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 ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- the ability to transform information into knowledge and knowledge into judgment and action
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Fine Arts Required Course Content

Courses designed to fulfill the Liberal Studies Fine Arts requirement must enable students to develop an understanding of the nature of artistic inquiry and to develop a critical and aesthetic appreciation of artworks. Proposals for courses designed to fulfill the Liberal Studies Fine Arts requirement must include:

- foundational information on the process of creating one or more art forms through artworks that emphasize symbolic, affective, and imaginative ways of knowing in the visual and performing arts (i.e. studies in studio arts, music, dance and theater arts)
- readings, listening and/or viewing in the artistic discipline(s) of study
- close examination and interpretations of representative artworks
- an examination of artistic inquiry from a variety of cultural areas
- critical perspectives on artworks such as political, social, historical or gender
- an exploration of the human creative process unique to artistic creation
- an experience of attending and responding to at least two arts events
- foundational information on methods of critical analysis of artwork

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Fine Arts requirement are encouraged to include:

- a historical and chronological context for the creation of a particular form of art
- foundational information connecting classical art forms and ideas to the art of today
- collaborative experiences in a creative process
- writing or other forms of articulation for discourse within and among the artistic disciplines
- writing or other forms of articulation for discourse linking ideas of artistic creation to the

- larger topic of human experience
- instruction in methods of artistic creation
- direct engagement with art-making in the discipline

Fine Arts Common Learning Objectives

All courses meeting this requirement will establish course objectives stating:

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

- demonstrate understanding of the process(es) by which art forms are created - traditionally the visual and/or performing arts
- examine artistic inquiry amongst a variety of cultural areas
- find, access and critically respond to at least two arts events
- demonstrate understanding of primary source material such as readings or works of art

History

All students are required to take one (1) history course from a menu of approved history courses.

History Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies History 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 past and present from historical, philosophical and/or social perspectives
- the interrelationships within and across cultures and global

communities As *Empowered Learners* students will demonstrate:

- ease with textual, visual and/or electronically-mediated literacies
- 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:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

History Required Course Content

Proposals for courses designed to fulfill the Liberal Studies History requirement must:

- treat several different aspects of history and their inter-relationships, e.g. political history, economic history, cultural history
- treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity of what is being studied; and not be merely cursory coverage of lists of topics
- suggest major intellectual questions/problems which interest practitioners of the discipline and explore critically important theories and principles presented by the discipline
- allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline
- make students aware of various and sometimes contradictory historical interpretations

- communicate the importance of primary sources which express the thinking of men and women of different ages

Additionally, individuals proposing courses designed to fulfill the Liberal Studies History requirement are encouraged to include content that will:

- develop students' historical consciousness, that is, an understanding of the interrelationship of various aspects of culture at a given time and an ability to explore continuity and change among historical events and movements
- enable students to perceive contemporary experiences in historical perspective

Literature

Students are required to complete three (3) credits from an approved menu of literature course options. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 35 students to allow an appropriate level of group-work and class interaction.

Literature Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Literature 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 aesthetic facets of human experience
- the human imagination, expression and traditions of many cultures

As *Empowered Learners* students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas
- ease with textual, visual and/or electronically-mediated literacies

As *Responsible Learners* students will demonstrate:

- an understanding of themselves and a respect for the identities, histories, and cultures of others

Literature Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form
- works by ethnic and racial minorities and women
- techniques that foster students' ability to sustain engagement with a variety of literary works
- techniques that foster students' ability to analyze and interpret literature independently and collaboratively

Individuals or departments proposing courses designed to fulfill any Liberal Studies Literature course are encouraged to include content from both English-language literatures and as relevant, literatures in translation and content that will:

- focus on literatures from around the world
- focus on a particular theme
- include works of creative non-fiction

- include a mix of historical periods and historical cultures

Literature Common Learning Objectives

All courses meeting the Liberal Studies literature requirement will establish the following common learning objectives:

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

Understand aesthetic and imaginative facets of human experience by being able to:

- discuss the purposes and functions of literature within society
- recognize the power of finely controlled language beyond its informational dimension, such as its auditory, imagistic, affective, symbolic, and hermeneutic possibilities
- appreciate the ways in which one text can form the basis for multiple, sometimes competing, interpretations

Demonstrate critical and reflective thinking skills by being able to:

- articulate and effectively communicate how a text has become meaningful
- formulate questions appropriate to the understanding of literary texts
- develop interpretations of literary texts that are grounded in careful reading strategies and in any of many literary or theoretical approaches
- understand literature as a reflection of or challenge to the culture and time in which it was produced

Association of Departments of English. (Winter-Spring 2009). "*ADE Guidelines for Class Size and Workload for College and University Teachers of English*," Retrieved November 9, 2009 from www.ade.org/bulletin/frames_browse.htm

National Council of Teachers of English. (1999). "*NCTE Position on Class Size and Teacher Workload, Kindergarten to College*." Retrieved November 9, 2009 from: <http://www.ncte.org/about/policy/guidelines/107620.htm>

Mathematics

Students are required to complete at least one mathematics course to fulfill the Liberal Studies Mathematics requirement. Additional mathematics requirements may be specified by the student's major or college.

In addition to the required Liberal Studies Mathematics courses, students must complete one additional Quantitative Reasoning Competency-Across-the-Curriculum (CAC) course.

Mathematics Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Mathematics 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 ways of modeling the natural, social and or 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

Mathematics Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Mathematics requirement must include opportunities for students to:

- develop and apply deductive reasoning skills
- apply multiple problem solving techniques as appropriate to the course
- promote understanding and use of mathematical formulas
- enable the interpretation, analysis and use of numerical and graphical data
- develop mathematical models to solve problems

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Mathematics requirement are encouraged to include opportunities for students to:

- increase confidence and ability in using mathematics
- introduce historical context of mathematical problems and their solutions
- introduce the appropriate use of technology as a tool in problem solving
- include applications and problems from a variety of disciplines

Mathematics Common Learning Objectives

All courses meeting the Liberal Studies Mathematics requirement will establish common course objectives stating:

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

- understand deductive reasoning and apply it in the problem solving process
- apply appropriate techniques to solve a variety of problems
- interpret, understand and apply mathematical formulas appropriate to the course
- interpret, analyze and use numerical data and graphs
- develop simple mathematical models to solve problems

Natural Science

Students are required to complete two (2) courses in Natural Science. Unless specified by their major department or college, students may choose Natural Science Option 1 of eight credits (two lab science courses) or Option 2 of seven credits (one lab science course and one non-lab science course). With either option, students are not required to take the same science prefix for both courses unless that requirement is specified by their major department or college. Lab science courses cover a core set of laboratory practices and scientific methodology concepts and include a laboratory component for at least one credit.

In addition to these two required Natural Science courses, students must complete one additional Scientific Literacy Competency-Across-the-Curriculum (CAC) course. The Scientific Literacy CAC course may be accomplished in any other part of a student's curriculum including other Liberal Studies courses, major courses or electives.

1. Natural Science Lab-Science Courses

Lab-Science Courses Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Natural Science lab-science 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 natural world or 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

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Lab Science Required Course Content

Courses designed to meet the Liberal Studies Natural Science lab-science requirement must include content and instruction that provides opportunities for students to:

- examine a body of knowledge of natural science that will contribute to an understanding of the natural world and an appreciation of the impacts that natural sciences have on the lives of individuals and the world in which they live
- understand the difference between science as a knowledge base and science as a process that generates knowledge
- develop an inquiring attitude consistent with the tenets of natural science
- understand the empirical nature of science
- understand the concept of bias and the efforts to which scientists go to avoid it
- to learn the proper application of scientific methodology in an appropriate context

Individuals proposing courses to fulfill the Natural Science non-lab science requirement are encouraged to include course material and instruction in which students:

- develop skills in effective use of oral and written communication as appropriate
- apply problem solving and critical thinking skills to reach conclusions

Lab Science Common Learning Objectives

All courses designed to fulfill the Liberal Studies Natural Science lab-science requirement will establish the following common course learning objectives.

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

- understand a body of knowledge in a science domain
- understand that science knowledge is generated by an empirical approach to nature and analyze problems from the perspective of a natural scientist
- demonstrate an understanding of intellectual honesty in the context of scientific methodology, and contrast science with pseudoscience
- understand how science knowledge is relevant to non-scientists
- use critical thinking skills and scientific methodology.

2. Natural Science Non-lab Science Courses

Non-lab Science Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Natural Science non-lab science 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 natural world or 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

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Non-Lab Science Required Course Content

Courses designed to meet the Liberal Studies Natural Science lab-science requirement must include content and instruction that provides opportunities for students to:

- examine a body of knowledge of natural science that will contribute to an understanding of the natural world and an appreciation of the impacts that natural sciences have on the lives of individuals and the world in which they live
- understand the difference between science as a knowledge base and science as a process that generates knowledge
- develop an inquiring attitude consistent with the tenets of natural science
- understand the empirical nature of science

- understand the concept of bias and the efforts to which scientists go to avoid it

Non-lab Science Common Learning Objectives

All courses designed to fulfill the Liberal Studies Natural Science non-lab science requirement will establish the following common course learning objectives.

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

- understand a body of knowledge in a science domain
- understand that science knowledge is generated by an empirical approach
- demonstrate an understanding of intellectual honesty in the context of scientific methodology, and contrast science with pseudoscience
- understand how science knowledge is relevant to non-scientists
- use critical thinking skills and scientific methodology

Additionally, individuals proposing courses to fulfill the Natural Science lab-science requirement are encouraged to include course material and instruction in which students:

- develop skills in effective use of oral and written communication as appropriate
- apply problem solving and critical thinking skills to reach conclusions.

Philosophy or Religious Studies

Students are required to complete one (1) Philosophy or Religious Studies course from the approved menu of courses.

Courses in this category must acquaint students with primary sources as appropriate and encourage the development of independent judgment and critical thinking. These courses must also acquaint students with the European/Euro-American Intellectual Heritage.

Courses in philosophy and religious studies should provide content that treats concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied. These courses also should suggest the major intellectual questions/problems that interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline. Students should be provided opportunities to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

1. Philosophy

Philosophy Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Philosophy 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 past and present from historical, philosophical and social perspectives
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- 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:

- intellectual honesty
- concern for social justice
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Philosophy Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Philosophy requirement must:

- introduce students to great philosophers of Western civilization
- introduce students to some of the major areas of philosophy (aesthetics, epistemology, ethics, logic, and metaphysics) and where appropriate, the relationships among them; courses choosing to approach these areas by examining one or more of the recognized historical periods in philosophy (e.g., ancient, medieval, modern or contemporary) should aim to show students the contrasts and similarities with other periods
- provide opportunities through the close analysis and evaluation of fundamental issues, for students to gain both an understanding of philosophy and to think critically and responsibly about important issues
- investigate relationships with non-Western traditions and cultures where appropriate
- give due attention to the philosophical work of women and minorities, where appropriate or possible
- use primary sources when feasible and appropriate

Philosophy Common Learning Objectives

All courses meeting the Philosophy requirement will establish the following common learning objectives:

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

- accurately represent and explain philosophical positions across a range of philosophical topics
- accurately represent and explain objections to these same positions
- express their thoughts clearly, coherently and precisely in both written and oral form
- engage in close, careful reading of philosophical texts, both contemporary and historical
- construct arguments in defense of own philosophical view
- identify the premises, conclusions, and inferential relationships among statements within arguments
- accurately represent the logical structure of different types of arguments
- critically assess the strengths of different types of arguments, whatever the subject matter of the arguments

2. Religious Studies

Religious Studies Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Religious Studies 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 past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

Empowered Learners students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- 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

Responsible Learners students will demonstrate:

- intellectual honesty
- concern for social justice
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Religious Studies Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Religious Studies requirement must:

- introduce students to the study of religion as a means to understanding the Western world view and its global impact
- provide a balanced, critical, nonsectarian examination of religion
- emphasize an interdisciplinary approach to the study of religion
- investigate the nature of religion and the forms of its expression or the foundational roots and development of one or more Western religious tradition(s) over a significant time span
- investigate relationships with non-Western traditions and cultures where appropriate
- give due attention to the religious involvement and ethical perspectives of women and minorities
- guide students in the critical reading of religious texts emphasizing analysis, evaluation and application
- encourage the development of an understanding of the ethical and behavioral consequences of religious belief and practices

Religious Studies Common Learning Objectives

All courses meeting the Religious Studies requirement will establish course objectives stating:

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

- understand the cultural/religious heritage of our society and the historical and political ramifications of the Judeo-Christian heritage
- think critically about this heritage by careful attention to textual sources, artistic representations, autobiographical accounts, critical scholarly analyses and experiential study
- show the ability to apply this information through enhanced communication skills, reflection and synthetic thinking, and analytical-critical abilities
- develop and exercise thoughtful responses to the many challenges in a global society
- think critically about fundamental issues of human existence
- exhibit appropriate knowledge, skills and appreciation of religious studies as an academic discipline
- provide broad knowledge of the beliefs and practices of major world religions
- develop competence in the different methodological approaches to the study of religion
- demonstrate the ability to write and research topics in the discipline

Social Science

To fulfill the Social Science requirement, students will complete three (9) credits from the menu of approved courses. Courses in this area introduce students to central concepts and methods of inquiry used to study human behavior, social processes and social institutions. Additionally, courses will emphasize the use of theory and empirical analysis to address the complexity of human behavior and the variety and connectedness of individuals and social institutions. Only one course with a student's major prefix can be used to satisfy the requirements for this category. A course or departmental prefix may be repeated one time.

Social Science Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies Social Science 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 ways of modeling the natural, social and technical worlds
- the past and present from historical, philosophical and social perspectives
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools
- 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
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Social Science Required Course Content

All courses designed to fulfill the Liberal Studies Social Science requirements must include content and instruction that:

- allows students to apply empirical methodology and a theoretical framework to the study of the origins, development and maintenance of individual human behavior and social groups, institutions or organizations
- promotes an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s)
- includes, where appropriate, discussion of other cultures and subcultures, underrepresented groups (including persons with special needs), minorities and women
- conveys the major concepts, models, and critical intellectual questions/debates within the social sciences

Individuals proposing courses to fulfill the Liberal Studies Social Science requirements are encouraged to include information and instruction that:

- examines the nature of the reciprocal relationships which exist between individuals and their physical and social environments
- explores the values and ethical issues that underlie individual behavior and the functioning of social, political, economic, and cultural organizations
- examines the historical foundations as well as the spatial and temporal implications of contemporary social issues

Social Science Common Learning Objectives

All courses designed to fulfill the Liberal Studies Social Science requirements will establish the following common course learning objectives.

At the conclusion of the course the student should be able to demonstrate knowledge and understanding of:

- the ways of modeling individual and social behavior and its interrelationships with other disciplines
- the past and present from historical, philosophical, social and spatial perspectives
- the ethical and behavioral consequences of decisions on individuals, societies and the physical world as appropriate
- him- or herself and a respect for the identities, politics and cultures of others
- skills in problem solving, critical thinking, synthesis and a commitment to intellectual honesty

Global and Multicultural Awareness

Global and Multicultural Awareness courses are designed to provide students with the opportunity to learn more about the world and its diverse peoples and to promote a better 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.

Students are also able to fulfill this requirement by completing any 200-level foreign language course approved to meet the Global and Multicultural Awareness requirement.

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:

- development of students' understanding of cultures that differ from the prevailing 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

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.

Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

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
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Proposals for courses designed to address global citizenship must include:

- an emphasis on understanding global communities, including the relationships within and between cultures
- an examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics or the arts; environmental sustainability, social responsibility in global business or inequities in education or global literacy)
- content that increases students' awareness of the problems of social justice and equity

- at least 50% of the course grade based on assignments related to Global Citizenship

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 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.

Liberal Studies Electives Information Literacy Expected Undergraduate Student Learning Outcomes

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- 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* students will demonstrate:

- intellectual honesty

Proposals for courses designed to address information literacy must include:

- course pedagogy and assignments that address a minimum of three of the five standards from the IUP Information Literacy Competency Standards (see Appendix I)
- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information

Oral Communication

Liberal Studies elective courses designed to address oral communication 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.

Liberal Studies Electives Oral Communication Expected Undergraduate Student Learning Outcomes

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
- 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.

Liberal Studies Electives Quantitative Reasoning Expected Undergraduate Student Learning Outcomes

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.

Liberal Studies Electives Scientific Literacy Expected Undergraduate Student Learning Outcomes

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 actions on themselves, on society and on the physical world

Proposals for courses designed to address scientific literacy must:

- investigate relevance, application, and impact of science to student's life or field of study
- apply problem solving and critical thinking skills
- transform information to explore hypotheses and draw conclusions

Technological Literacy

Liberal Studies elective courses designed to address technical 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.

Liberal Studies Electives Technological Literacy Expected Undergraduate Student Learning Outcomes

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- 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* students will demonstrate:

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

Proposals for courses designed to address technical literacy must include content and instruction:

- related to the use of productivity software* or technological devices that provides opportunities for students to achieve the required student learning outcomes
- that provides opportunities for students to understand how information technology impacts ethical and behavioral consequences of decisions and actions

* Productivity software could include word processing, database management, spreadsheets, presentation software, web-based technologies and other applications packages.

Writing Across-the-Curriculum

The Writing Across-the-Curriculum requirement can be accomplished in any part of a student's curriculum including major courses, electives and 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:

- writing assignments designed to enhance students' ability to write
- 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

Expected Undergraduate Student Learning Outcomes English Composition I

Outcome	Course Objectives	Assessment
<i>Empowered Learners demonstrate:</i>		
<ul style="list-style-type: none"> • effective oral and written communication abilities 		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners demonstrate:</i>		
<ul style="list-style-type: none"> • intellectual honesty 		

Expected Undergraduate Student Learning Outcomes English Composition II

Outcome	Course Objectives	Assessment
<i>Empowered Learners demonstrate:</i>		
<ul style="list-style-type: none"> • effective oral and written communication abilities 		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners demonstrate:</i>		
<ul style="list-style-type: none"> • intellectual honesty 		

Expected Undergraduate Student Learning Outcomes Mathematics

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		

Expected Undergraduate Student Learning Outcomes Dimensions of Wellness

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgment and action 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		

Expected Undergraduate Student Learning Outcomes Fine Arts

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds 		
<ul style="list-style-type: none"> • the aesthetic facets of human experience 		
<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgment and action 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

Expected Undergraduate Student Learning Outcomes History

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		
<ul style="list-style-type: none"> the interrelationships within and across cultures and global communities 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgment and action 		
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> intellectual honesty 		
<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		
<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories, and cultures of others 		

Expected Undergraduate Student Learning Outcomes Literature

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the aesthetic facets of human experience 		
<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

Expected Undergraduate Student Learning Outcomes Mathematics

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		

**Expected Undergraduate Student Learning Outcomes
Natural Science – Lab Science Course**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the natural world or the ways of modeling the natural, social and technical worlds 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		

**Expected Undergraduate Student Learning Outcomes
Natural Science – Non-Lab Science Course**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the natural world or the ways of modeling the natural, social and technical worlds 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		

Expected Undergraduate Student Learning Outcomes Philosophy

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives 		
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • effective oral and written communication abilities 		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgment and action 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		
<ul style="list-style-type: none"> • concern for social justice 		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

Expected Undergraduate Student Learning Outcomes Religious Studies

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives 		
<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 		
<ul style="list-style-type: none"> • the interrelationships within and across cultures and global communities 		
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgment and action 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		
<ul style="list-style-type: none"> • concern for social justice 		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

Expected Undergraduate Student Learning Outcomes Social Science

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds 		
<ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives 		
<ul style="list-style-type: none"> • the interrelationships within and across cultures and global communities 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

**Expected Undergraduate Student Learning Outcomes
Global and Multicultural Awareness**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the interrelationships within and across cultures and global communities 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective - Global Citizenship**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the interrelationships within and across cultures and global communities 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • intellectual honesty 		
<ul style="list-style-type: none"> • concern for social justice 		
<ul style="list-style-type: none"> • civic engagement 		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories, and cultures of others 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective – Information Literacy**

Outcome	Course Objectives	Assessment
<i>Empowered Learners demonstrate:</i>		
<ul style="list-style-type: none"> • effective oral and written communication abilities 		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners demonstrate:</i>		
<ul style="list-style-type: none"> • intellectual honesty 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective – Oral Communication**

Outcome	Course Objectives	Assessment
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • effective oral and written communication abilities 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective – Quantitative Reasoning**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the ways of modeling the natural, social and technical worlds 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective – Scientific Literacy**

Outcome	Course Objectives	Assessment
<i>Informed Learners</i> demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 		
<i>Empowered Learners</i> demonstrate:		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners</i> demonstrate:		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		

**Expected Undergraduate Student Learning Outcomes
Liberal Studies Elective – Technological Literacy**

Outcome	Course Objectives	Assessment
<i>Empowered Learners demonstrate:</i>		
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 		
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 		
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 		
<i>Responsible Learners demonstrate:</i>		
<ul style="list-style-type: none"> • intellectual honesty 		
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world 		

