

Liberal Studies Committee Minutes

20 September, 2012

3:30 p.m.

Stabley 103

Present: Y. Asamoah, L. Evering, M. Knoch, D. Pistole, E. Ratliff, F. Slack, R. Sweeny, M. Swinker

Excused: M. Florez, M. Hildebrandt, E. Hwang

Guest: Bryna Siegal Finer

For Action:

Motion to approve the minutes of 13 September, 2012 Knoch/Sweeny – Passed – unanimous.

I. For Discussion

1. The committee completed the revisions requested by the UWUCC on the Liberal Studies Elective category, Global Citizenship competency and the Global and Multicultural Category. These documents will be forwarded to the UWUCC for their approval and are attached at the end of the minutes.

Motion to Adjourn: Evering/Knoch. Approved Unanimous – the meeting adjourned at 5:10.

Rationale: Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category

Overview

The primary difference between the two is essentially a matter of scope and emphasis.

Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.

In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone type of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Rationale – Global Citizenship competency

The criteria for courses in the Global Citizenship competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The number of required items under the criteria has also been reduced and simplified to minimize any overlap with the Global/Multicultural Awareness knowledge area course criteria and Liberal Studies Electives criteria.

Rationale – Global and Multicultural Awareness category

The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.

Liberal Studies Electives Revision for the UWUCC Handbook

Rationale for changes to Liberal Studies Electives

When the new Liberal Studies curriculum was approved, the competencies across the curriculum from the earlier proposed framework were moved into the Liberal Studies (LS) Electives category. No Expected Undergraduate Student Learning Outcomes (EUSLOs) were assigned to the LS Electives per se – rather EUSLOs were only indirectly called for through the competencies. This placed the emphasis of the course on the competency, rather than the course itself. The proposed change adds EUSLOs for the LS Elective course itself, and moves the competencies into a secondary position. In other words, the Liberal Studies Committee believes that the LS Elective course should have content that meets the listed EUSLOs and part of that content should also meet the EUSLOs for at least one of the competencies. This proposal seeks to shore up the deficiency in the current design of LS Elective courses.

These changes to the LS Elective category will also help us address the concerns expressed by Middle States about the goals of the Liberal Studies program: "By contrast, a majority of respondents from all three groups uniformly characterized the Liberal Studies goals as a mere catalog of courses rather than a coherent set of objectives that aim at student learning and development. Similarly, the survey respondents were skeptical that the program was coherent" (p. 88 of the Middle States Report).

This proposal also addresses the recommendations made by Middle States (p. 92 of their report) by adding EUSLOs to the LS Electives with connections to the competencies:

"Recommendations #1: The Liberal Studies Revision Steering Committee should continue its work to facilitate the development and formal adoption of a revised general education curriculum that includes the following components:

- measurable University Student Learning Outcomes across the curriculum
- explicit connectedness between liberal and specialized study
- a design that is coherent, purposeful, engaging, and rigorous"

Rationales for differentiating the Global Citizenship competency and the Global and Multicultural Awareness category

The primary difference between the two is essentially a matter of scope and emphasis.

Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.

In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and

Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a **type** of LS Elective course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Rationale – Global Citizenship competency

The criteria for courses in the Global Citizenship competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The number of required items under the criteria has also been reduced and simplified to minimize any overlap with the Global/Multicultural Awareness knowledge area course criteria and Liberal Studies Electives criteria.

Rationale – Global and Multicultural Awareness category

The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.

Current	Proposed
<p>1. Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes in one or more of the following: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy.</p>	<p>1. Syllabi for courses designed to fulfill the Liberal Studies Electives requirement must provide course content that meets each of the three Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners; Empowered Learners; and Responsible Learners.</p> <p>Secondarily, Liberal Studies Electives must also meet the EUSLOs for at least one of the following six competencies of the Liberal Studies Curriculum: global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, and technological literacy. The goal of these competencies is to strengthen those aspects of the Liberal Studies Curriculum that ensure that our students will become lifelong learners and be able to contribute in an active way to their communities. To repeat, the core of the course should be Liberal Studies Elective content and the competencies serve to provide a supporting role to the core.</p> <p>Liberal Studies Electives will by their nature have a great deal of variety in the ways that they meet the Expected Undergraduate Student Learning Outcomes. For example, the Informed Learners EUSLO may list as possibilities various ways of demonstrating knowledge and understanding such as modeling the natural world or the interrelationships within and across disciplines. However, it is understood that an individual course will meet that EUSLO in its own distinctive way. The bullets listed with any EUSLO are examples of ways to meet the Outcome and no one course is expected to cover all of the bullets/possibilities listed.</p> <p>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.</p>

**2. Liberal Studies Electives Global
Citizenship Expected Undergraduate
Student Learning Outcomes**

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions

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As *Responsible Learners* students will demonstrate:

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- concern for social justice
- civic engagement
- an understanding of the ethical and

- 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

3. Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

None

- 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

3. Liberal Studies Electives Expected Undergraduate Student Learning Outcomes

All Liberal Studies Courses must meet each of the three EUSLOs. Proposals will need to include a justification for the exclusion of any of the three EUSLOs (in whole or in part). Remember that your proposal does not have to meet each of the bulleted items specified below, although it may by its nature meet more than one. For example, your course might meet the Informed Learners Outcome by providing course content for the bullet “the interrelationships within and across disciplines” only or it may also meet that bullet and “the aesthetic facets of human experience” bullet.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- 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 are critical thinkers who

<p>3. Liberal Studies Required Course Content</p> <p>None</p> <p>Note, however, that from the UWUCC Handbook</p> <p>p. 34 - Expected Undergraduate Student Learning Outcome</p>	<p>demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.</p> <p>Empowered Learners demonstrate:</p> <ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools • the ability to transform information into knowledge and knowledge into judgment and action • the ability to work within complex systems and with diverse groups • critical thinking skills including analysis, application and evaluation • reflective thinking and the ability to synthesize information and ideas <p>Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.</p> <p>Responsible Learners demonstrate:</p> <ul style="list-style-type: none"> • 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 <p>3. Liberal Studies Required Course Content</p> <p>Proposals for courses designed to fulfill the Liberal Studies Elective requirement must:</p>
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Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

p. 30 - 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

4. Liberal Studies Electives Competencies Expected Undergraduate Student Learning Outcomes

No introduction

a. Global Citizenship

Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category

None

- include the ways in which students are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice

- 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

4. Liberal Studies Electives Competencies Expected Undergraduate Student Learning Outcomes

All Liberal Studies Electives must meet the EUSLOs from at least ONE of the following SIX competencies

a. Global Citizenship

Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category

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<p>Global Citizenship Introduction</p> <p>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</p>	<p>loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.</p> <p>Global and Multicultural Awareness (GMA) is a stand-alone type of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.</p> <p>Global Citizenship Introduction</p> <p>Syllabi for courses designed to address the Global Citizenship competency 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.</p>
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Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

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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

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- 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 examination of global issues (such as diversity in gender, religion, politics, ethnicity, economics, or the arts; environmental sustainability, social responsibility in global business, inequities in education, or global literacy)
- content that increases students' recognition of issues related to social justice, equity and civic engagement; students should actively participate in citizenship opportunities

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

b. 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

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical

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Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their

judgment. They are responsible for their personal actions and civic values.

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
- 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

c. 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

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As *Empowered Learners* students will demonstrate:

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

d. 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

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from

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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

e. 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

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As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across

<ul style="list-style-type: none"> the interrelationships within and across disciplines <p><u>Empowered Learners</u> are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.</p> <p>As <i>Empowered Learners</i> students will demonstrate:</p> <ul style="list-style-type: none"> 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 <p><u>Responsible Learners</u> are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.</p> <p>As <i>Responsible Learners</i></p> <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 <p>Proposals for courses designed to address scientific literacy must:</p> <ul style="list-style-type: none"> 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 <p><u>f. Technological Literacy</u></p> <p>Liberal Studies elective courses designed to address technical literacy must provide course</p>	<p>disciplines</p> <p><u>Empowered Learners</u> are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.</p> <p>As <i>Empowered Learners</i> students will demonstrate:</p> <ul style="list-style-type: none"> 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 <p><u>Responsible Learners</u> are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.</p> <p>As <i>Responsible Learners</i></p> <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 <p>Proposals for courses designed to address scientific literacy must:</p> <ul style="list-style-type: none"> 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 <p><u>f. Technological Literacy</u></p> <p>Liberal Studies elective courses designed to address technical literacy must provide course content that enables students to achieve the</p>
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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

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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

Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.

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

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Proposals for courses designed to address

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.

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Global and Multicultural Awareness Revision for the UWUCC Handbook

Rationales for differentiating the Global Citizenship competency and the Global and Multicultural Awareness category

The primary difference between the two is essentially a matter of scope and emphasis.

Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.

In other words, the primary focus of the LS Elective course is the course content, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course.

Global and Multicultural Awareness (GMA) is a stand-alone type of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.

Rationale – Global Citizenship competency

The criteria for courses in the Global Citizenship competency area have been modified to highlight course content and assignments that emphasize issues of social justice, social action, and citizenship in a global context. The number of required items under the criteria has also been reduced and simplified to minimize any overlap with the Global/Multicultural Awareness knowledge area course criteria and Liberal Studies Electives criteria.

Rationale – Global and Multicultural Awareness category

The criteria for Global/Multicultural Awareness knowledge area courses have been modified to emphasize course content and assignments that focus on cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.

Current	Proposed
<p data-bbox="191 268 792 363">1. Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category</p> <p data-bbox="191 405 256 426">None</p>	<p data-bbox="824 268 1433 363">1. Differentiating between the Global Citizenship competency and the Global and Multicultural Awareness category</p> <p data-bbox="824 405 1433 1308"> The primary difference between the two is essentially a matter of scope and emphasis. <u>Global Citizenship is a competency and a subsidiary component of a Liberal Studies (LS) Elective course.</u> In other words, the primary focus of the LS Elective course is the <u>course content</u>, only a portion needs to pertain to the interconnectedness of individuals, institutions, and/or countries. For example, either an Anthropology or a Food and Nutrition course could note how choices made by individuals in their local supermarket could have global implications. An Economics or Business course could address how some aspects of the global economy are affected by policy decisions (What if Greece defaults on its loans? What if the United States discourages outsourcing of U.S. jobs?). When paired with assignments that increase students' recognition of the importance of civic engagement, this sort of content would satisfy the criteria for Global Citizenship. However, it would not satisfy the criteria for a Global and Multicultural Awareness (GMA) course, which requires a deeper, more comprehensive treatment of a variety of cultures or global situations throughout the course. </p> <p data-bbox="824 1350 1433 1875"> Global and Multicultural Awareness (GMA) is a stand-alone type of LS course rather than a subsidiary component. Liberal Studies GMA courses require a more thorough exploration of global themes than Liberal Studies courses with a global citizenship competency, giving students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. For example, a Sociology course could focus on waves and patterns of immigration to the United States and include an examination of the ways that diverse immigrant groups perceive and experience American society. An Anthropology course could examine how human behaviors and actions can have very </p>

<p>2. Global and Multicultural Awareness - Introduction</p> <p>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.</p> <p>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.</p> <p>Students must fulfill this requirement by</p>	<p>different meanings in different cultures. Another course might examine how variations in government economic policies (or the initial endowments of natural resources) among a number of countries might explain differences in the standards of living of people in those countries. Such content must be highlighted as the organizing theme of the syllabus of record and should be clearly indicated in the catalog description for the course.</p> <p>2. Global and Multicultural Awareness - Introduction</p> <p>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. Course content should emphasize cross-cultural awareness, and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community.</p> <p>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.</p> <p>Syllabi for courses in this category 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.</p> <p>Students must fulfill this requirement by completing one course from the list of</p>
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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.

3. 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.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

As *Informed Learners* students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

As *Empowered Learners* students will demonstrate:

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

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As *Responsible Learners* students will demonstrate

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

4. 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
- 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.

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4. 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 a variety of cultures or global situations; primary focus should be on non-dominant cultures
- 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.
- 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 of historical, philosophical, scientific, environmental, or social perspectives.