

## Expanded Checklist/Evaluation for Global and Multicultural Awareness Course Proposals

1. \_\_\_\_\_ Review the [Criteria for Global and Multicultural Awareness](#) – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2. \_\_\_\_\_ Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
3. \_\_\_\_\_ Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. \_\_\_\_\_ The Syllabus of Record, Section II. Course Outcomes and Assessment (p. 23 and 85 in UWUCC Handbook) maps to the Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLO), 2.a. Although each of these 3 outcomes must be met, the bullets listed with any EUSLO in the liberal studies guidelines are examples, not requirements. In addition the course must meet EUSLO's for one or more of the 6 competencies (global citizenship, information literacy, oral communication, quantitative reasoning, scientific literacy, or technological literacy [2b-2f]). These competencies are subsidiary components of the course and as such do not need to be a major focus of the course content.

Example from LS website for Natural Science Knowledge Area:

### II. Course Outcomes and Assessment

**Objective 1:** Describe the general physiology of sensation as a means to interpret the physiology of pain.

**Expected Student Learning Outcomes 1 and 2:**  
Informed and Empowered Learners

**Rationale:**

Assignments will require students to have a level of knowledge of sensory physiology that will enable them to understand how pain mechanisms work. Assignments will also require students to critically analyze sensory modalities and to use this analysis to explain how pain is interpreted in our brains.

- 5.a. \_\_\_\_\_ **Global and Multicultural Awareness Introduction (review)**

**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.

### **Global and Multicultural Awareness Introduction**

Global and Multicultural Awareness knowledge area 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 situations and how these situations 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.

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.

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.

#### 5b. \_\_\_\_\_ **Global and Multicultural Awareness 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:

- 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

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

#### 5c. \_\_\_\_\_ **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
6. \_\_\_\_\_ Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment. (p. 33 UWUCC Handbook)
7. \_\_\_\_\_ Proposal includes the answers to the four Liberal Studies questions listed Below (p. 91 UWUCC Handbook):

**On a separate sheet of paper, please answer these questions.** (Do not include this sheet or copies of the questions in your proposal; submit only the answers).

1. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty. **What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.
2. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.** The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities (<http://www.iup.edu/page.aspx?id=45967>).
3. Liberal Studies courses 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. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.** (The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify.**)

4. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

8. \_\_\_\_\_ Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook)

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

9. \_\_\_\_\_ If this is a course revision (p. 18 UWUCC Handbook)

9a. \_\_\_\_\_ Summary of the proposed revisions

9b. \_\_\_\_\_ Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal

## Studies Courses

- 9c. \_\_\_\_\_ The old syllabus of record
- 9d. \_\_\_\_\_ Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook)