

Expanded Checklist/Evaluation for Liberal Studies Electives Course Proposals

1. _____ Review the [Criteria for a Liberal Studies Elective](#) – note how the competencies are to be handled.
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.

- 5a. _____ **Liberal Studies Elective Introduction (review)**
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.

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.

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.

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.

5b. _____ Liberal Studies Electives Outcomes (Required for all Proposals)
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 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.

Empowered Learners demonstrate:

- 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

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.

Responsible Learners 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

Liberal Studies Electives Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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

- 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

Liberal Studies Elective Competencies (Must meet *at least 1* of 6 – a course may meet more than one)

5c. _____ **Global Citizenship Outcomes**

Informed Learners:

As Informed Learners students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

Empowered Learners:

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:

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

Global Citizenship Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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' awareness of issues related to social justice, equity and civic engagement; students should actively participate in citizenship opportunities

5d. _____ **Information Literacy Outcomes**

Empowered Learners:

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:

As *Responsible Learners* students will demonstrate:

- intellectual honesty

Information Literacy Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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

5e. _____ **Oral Communication Outcomes**

Empowered Learners:

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

Oral Communication Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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

5f. _____ **Quantitative Reasoning Outcomes**

Informed Learners:

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

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

Empowered Learners:

As *Empowered Learners* students will demonstrate:

- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation

Quantitative Reasoning Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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 non-deductive or deductive reasoning

5g. _____ **Scientific Literacy Outcomes**

Informed Learners:

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

- the interrelationships within and across disciplines

Empowered Learners:

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

Responsible Learners:

As Responsible Learners

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

Scientific Literacy Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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

5h. _____ **Technological Literacy Outcomes**

Empowered Learners:

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:

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

Technological Literacy Required Course Content (While the course outline may not explicitly state the following items, it needs to be clear that the content of the course attempts to address these required elements.)

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.

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 (p. 91 UWUCC Handbook) listed below .

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 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

10. _____ The old syllabus of record

11. _____ Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook)