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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action
		AA-40L.	App 2/16/10	T-3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Liberal Studies	Phone 357-5715, 357-2612, 357-3210

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course

3. Program Proposals

New Degree Program Catalog Description Change Program Revision
 New Minor Program Program Title Change Other
 Liberal Studies Criteria for Introduction to Competency-Across-the-Curriculum

Current program name Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee	N/A	
Chair(s)		
LIBERAL STUDIES Department Chair(s)	David H. Pistole	1/11/10
College Curriculum Committee	N/A	
Chair		
College Dean	David H. Pistole	1/11/10
Director of Liberal Studies *	David H. Pistole	1/11/10
Director of Honors College *		
Provost *	Sheldon O'Brien (on)	1/19/10
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedwist	2/16/10

Received

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Liberal Studies

Explanation of Revisions to Liberal Studies Information Packet

Criteria for Liberal Studies curriculum categories and courses are being added and/or revised to address the revisions made to the Liberal Studies curriculum, the revised Liberal Studies Curriculum Framework and the approved Expected Undergraduate Student Learning Outcomes approved by University Senate and the IUP Council of Trustees.

These criteria will be implemented along with the revised Liberal Studies curriculum framework in Fall 2011 for incoming first year students. Students enrolled at IUP prior to Fall 2011 will be transitioned out of the current program and curriculum exceptions will be made as needed to accommodate those students.

Included in this curriculum proposal is the introductory language that explains the nature of the Competency-Across-the-Curriculum categories and will precede the criteria for the six individual competencies.

Competency-Across-the-Curriculum Categories

Educated members of society must possess a common set of skills so they can be productive, involved citizens capable of interacting with each other across disciplinary bounds to understand, evaluate and communicate about the issues and problems faced throughout life.

The *Middle States Standard on General Education* states, "the curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal Studies (LS) courses and then in majors' courses across the students' program of study, assuring proficiency in these competencies upon graduation.

Students will complete courses to fulfill the six (6) Competency-Across-the-Curriculum (CAC) Categories. Students are required to complete one course for each competency with the exception of the Written Communication Competency, for which students must complete two (2) courses one being from the student's primary major. *The Competency-Across-the-Curriculum courses may be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of the First Year Seminar.*

It is expected that 50% of the course grade will be based on assignments related to the CAC(s) for which the course is being proposed. A course may be designed enabling students to achieve two (2), but not more than two competencies within that course.