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 App-1/16/09 08-54 App-3/31/09 App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Liberal Studies	Phone 357-5715

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 Program Title Change Program Revision
 New Minor Program New Track Other

Liberal Studies Program
Current program name *Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	N/A	
<i>Liberal Studies</i> Department Chair(s)	<i>Meryl Williams Sadler</i>	<i>1-16-09</i>
College Curriculum Committee Chair	N/A	
College Dean	<i>Meryl Williams Sadler</i>	<i>1-16-09</i>
Director of Liberal Studies *	<i>Meryl Williams Sadler</i>	<i>1-16-09</i>
Director of Honors College *		
Provost *	<i>Richard W. Inteman</i>	<i>3/25/09</i>
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schriest</i>	<i>3/31/09</i>

* where applicable



Received
 JAN 16 2009
 Liberal Studies

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Liberal Studies Curriculum Revision Proposal

Part II. Description of Curriculum Change

1. *Catalog description for the revised program in the appropriate form.*

Liberal Studies

All undergraduate students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 49 credits divided among Learning Skills, Knowledge Areas and Capstone. The number of credits may increase or decrease depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

Liberal Studies provides the broad vision and understanding that enable individuals to enjoy full, rich lives and to play constructive roles in their communities. IUP's Liberal Studies curriculum is designed to meet Indiana University of Pennsylvania's *Expected Undergraduate Student Learning Outcomes* as outlined below:

1. **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

2. **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:

- effective oral and 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
- 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

3. **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 Requirements

The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.

Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. In order to meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.

LEARNING SKILLS 21-22cr

First Year Seminar	3 (1)
English Composition I and II	6
Mathematics	3-4
Dimensions of Wellness	3 (2)
Cultural Studies	3 (3)
Oral or Technical Communication	3 (4)

KNOWLEDGE AREAS 28-29cr

Humanities 9cr

*One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List 3cr

Natural Science: Choose 1 Option 7-8cr

Option I (8 credits): Two-semester Laboratory Course Sequence

Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory plus One Non-laboratory Courses

One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science non-laboratory course list.

Social Science: Three Courses from List 9cr

CAPSTONE 0-3cr (5)

TOTAL 49-54cr

- (1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.
- (2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.
- (3) Students may fulfill the Cultural Studies requirement by completing one course from a menu of approved cultural studies courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.
- (4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.
- (5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major’s course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major’s section, but the requirement is considered to have been met if an LS approved major’s capstone

course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student's curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student's curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. the English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student's primary major.
2. the Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.
3. the Cultural Studies course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
4. the Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. the Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. the Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

2. Summary of changes:

a. Table comparing old and new programs

Current Liberal Studies Requirements

Learning Skills: English Composition: Two Courses	7cr
Learning Skills: Mathematics	3-6cr
Humanities: Three Courses	9cr
*One course in history, one in literature and one in philosophy or religious studies.	
Fine Arts: One Course from List	3cr
Natural Science: One Option	8-10cr
Option I: Two-semester Laboratory Course Sequence	8cr
Option II: One Laboratory plus Two Non-laboratory Courses	10cr
Social Science: Three Courses from List	9cr
Health and Wellness: One Course	3cr
Liberal Studies Electives	0-9cr
Non-Western Cultures Course	3cr*
*Students must fulfill this requirement by completing one course from the list; 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	
Synthesis: One Course	3cr
TOTAL	48-54cr

Writing Across the Curriculum:

Minimum of two "W" Courses

All students must include among the total course required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives.

Proposed Liberal Studies Curriculum

The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.

Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. To meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.

LEARNING SKILLS	21-22cr
First Year Seminar	3 (1)
English Composition I and II	6
Mathematics	3-4
Dimensions of Wellness	3 (2)
Cultural Studies	3 (3)
Oral or Technical Communication	3 (4)

KNOWLEDGE AREAS **28-29cr**

Humanities **9cr**
* One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List **3cr**

Natural Science: Choose 1 Option **7-8cr**

Option I (8 credits): Two-semester Laboratory Course Sequence

Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory Course plus One Non-laboratory Course

One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science non-laboratory course list.

Social Science: Three Courses from List **9cr**

CAPSTONE **0-3cr (5)**

TOTAL **49-54cr**

- (1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.
- (2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.
- (3) Students may fulfill the Cultural Studies requirement by completing one course from a menu of approved cultural studies courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.
- (4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.
- (5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major’s course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major’s section, but the requirement is considered to have been met if an LS approved major’s capstone course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student’s curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student’s curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. the English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student's primary major.
2. the Cultural Studies course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
3. the Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.
4. the Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. the Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. the Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

List of all associated course changes (new or revised courses, number, title, or description changes, and deletions).

Liberal Studies courses and categories will be revised incorporating, as appropriate, the criteria written by the Liberal Studies Revision subcommittees (fall 2007). These revised criteria will be incorporated into a new Liberal Studies Curriculum Handbook and advanced, for action, through the approved curriculum processes. Existing Liberal Studies courses will be re-designed to help students fulfill one or more of the approved Liberal Studies Expected Undergraduate Student Learning Outcomes, (Informed Learners, Empowered Learners, and Responsible Learners) and to meet the approved Liberal Studies criteria. Course revisions will be advanced through the approved curriculum processes. New Liberal Studies courses will also be designed for students to meet the Expected Undergraduate Student Learning Outcomes and to incorporate the revised Liberal Studies criteria as appropriate. These courses will also advance through the curriculum approval process. All existing and new courses proposed to fulfill any Liberal Studies requirement must address the criteria in the revised Liberal Studies Curriculum Handbook and be advanced through the curriculum approval process for inclusion in the program.

1. English 101 is reduced from 4 to 3 credits. Recommended enrollment is 20 students per section, based on standards from the National Council of Teachers of English.
2. Students are required to complete at least one Cultural Studies course. Students may fulfill this requirement by completing one course from a menu of approved cultural studies courses. This requirement may also be fulfilled by completing an approved foreign language course. The range of credits is 0-3 allowing foreign language proficiency testing or an approved study abroad program to fulfill the requirement for this category.
3. Departments offering courses in the Humanities Knowledge Area would be encouraged to develop a menu of course options to fulfill these course requirements.
4. The Natural Science options will be either: Option 1: two lab science courses (without restrictions on prefixes unless specified by a student's major) or Option 2: one lab science course and one non-lab science course. Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major's course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major's section, but the requirement is considered to have been met if an LS approved major's capstone course is completed.
6. Each Liberal Studies course will be required to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter.
7. Each Liberal Studies course must address either Critical Thinking or Critical Reading.
8. The Liberal Studies Elective Category is eliminated.
9. The Liberal Studies Synthesis Category is eliminated.
10. Learning Skills Category Changes

A. First Year Seminar (FYS)

The proposed First Year Seminar consists of three (3) credits as the center of a formal first year experience and may stand-alone or be linked with another course. Seminars will consist of content related to learning principles, intellectual honesty, ethics, and values and will provide opportunities for collaborative learning, service learning and/or co-curricular involvement. The first year of college presents the highest risk for student failure or drop-out but when students are given an early, formal introduction to college, they are more likely to experience satisfaction and to graduate (Pascarella & Terenzini, 1991, 2005; Tinto, 1993). If IUP's persistence to the second year rate can be increased by three percent, about 90 students, the result is a cost savings of nearly \$450,000 in the first year alone (See Appendix 1). The research provides substantial evidence that along with persistence and degree attainment, first-

year seminars have benefits for students regardless of gender, ethnicity, age, or major. A survey by the Policy Center on the First Year of College (2002) reports that first-year seminars are a key feature at over 70% of American institutions of higher education and 94% of these seminars are offered for credit. Also, the proposed First Year Seminar can aid in the achievement of several goals outlined in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and the American Association of Colleges and University's (AAC&U) recent research, *College Learning for the New Global Century*.

B. Dimensions of Wellness

The recommendation is for a menu of delivery options and a change in the category title. The current curriculum requires a standard three-credit Health and Wellness course including exercise, nutrition, stress, substance abuse, and physical or laboratory activities. The recommendation is for a menu of 1-, 2-, and 3-credit options allowing students to explore an area of health and wellness relevant to their own wellness needs and the option to select a physical activity best suited to their physical and emotional inclinations. By allowing student choice in the physical activity component, students may be more likely to adopt an activity over a lifetime, rather than just for the duration of the course.

C. Cultural Studies

The recommendation is for all students to complete a minimum of three credits from an approved list of cultural studies courses. Students would also be able to fulfill this requirement by completing any approved foreign language course. The proposed revision enhances students' exposure by requiring that *all* students have a minimum of three credits in the area of cultural studies. Departments and programs that currently have a foreign language requirement may apply one course of that requirement to fulfill this Liberal Studies component. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.

D. Oral or Technical Communication

The proposed Liberal Studies revision includes a three-credit requirement designed to introduce students to the concepts of effective oral or technical communication. Oral and technical communication skills are fundamental in today's job market and communication skills are at the top of virtually every list of skills that employers seek. Options for this requirement include the completion of an approved Oral Communication course or an approved Technical Communication course. An oral communication course early in the curriculum should actively engage students in the skills emphasized in the course including delivery of oral presentations and teach the foundational skills of oral communication allowing that knowledge to be applied in courses designed to meet the oral communication competency-across-the-curriculum and majors courses that require student presentations. Technical communicators frequently act as important mediators between technology and users, designing and developing communication tools such as instructional manuals, reports, scripts and web sites. A technical communication course early in the curriculum should help students to use computers and other technology as tools for organization, communication, research and problem solving (Johnson, 2006). Communication skills are one of several recommended liberal education goals identified by the PASSHE Board of Governors (PASSHE Board of Governors, 1993). Depending on the degree to which oral communication or technical communication skills are emphasized in major's courses, departments would determine which LS option would be recommended for their students.

11. Knowledge Area Changes

A. Humanities

The recommendation is to provide students with a menu of options for completing the History and Literature requirements. Rather than all students being required to take HIST 195, the History Department is encouraged to provide a menu of several appropriate history courses for this category. In the same manner, the English and Foreign Language Departments are encouraged to provide several courses that could be used to fulfill the Literature requirement allowing more options and flexibility for students to meet the requirement. The requirement to complete one history course, one literature course and one philosophy or religious studies courses remains unchanged from the current Liberal Studies curriculum.

B. Natural Science

The proposed curriculum recommends a choice of Option I of eight credits (two lab science courses with any approved prefix) or Option II of seven credits (one lab science and one non-lab science from any approved prefix unless natural science requirements are otherwise specified by a student's major). In the current curriculum, natural science Option II (1 lab science and 2 non-lab science courses) is often misunderstood by advisers and students. Option I, requiring two laboratory sciences, paired together in sequence, triggers the highest number of requests for exemption to our current LS requirements. In the majority of cases advisers and chairpersons have supported students' requests for exceptions to Option I. The requirement that science courses bearing the same prefix must be completed in sequence is viewed as inflexible, especially for transfer students. Many transfer students have already completed one lab science course and prefer to study another branch of science, rather than take another lab course in the same field. In the revised program, the study of science is further enhanced as students must complete a Scientific Literacy Competency-Across-the-Curriculum course.

C. English Composition

The recommendation is to change English Composition from seven to six credits and cap enrollment for English 101 at 20 students per section. IUP's current four-credit English Composition I (ENGL 101) is designed with three hours of faculty workload designated for classroom instruction and one hour of faculty workload designated for individual student conferencing outside of class. Assigning one credit of faculty load for this activity is inconsistent with what is offered at institutions across the country, including the 13 other PASSHE universities. If student conferences are an essential pedagogy, limiting classes to 20 students will allow this practice to continue.

D. Liberal Studies Elective Category

The recommendation is to eliminate the Liberal Studies Elective category. The original intent of this category was to offer a menu of options allowing students to study an area of interest in-depth. This has not been the case. Instead, this category has been utilized by programs to satisfy majors' requirements by dictating which Liberal Studies Electives must be taken. Additionally, this category creates confusion for students who misunderstand the requirement and enroll in elective courses that are not approved Liberal Studies Electives courses. This category was criticized during the 1995 Middle States site visit as a "hodge-podge" of courses without a thematic basis. Additionally, to meet the 120 credit mandate from PASSHE, many departments reduced or eliminated their Liberal Studies Elective requirements. Courses currently approved as Liberal Studies Electives could be redesigned to be approved, where appropriate, as options for other Liberal Studies categories in the revised curriculum.

12. Capstone

The recommendation is to add a required Capstone course. During the Liberal Studies Revision Steering Committee (LSRSC) 2006 summer focus group meetings, faculty expressed a strong preference for an option allowing a capstone course to be offered either in or out of the major. One argument in favor of this approach was that students would take the capstone course more seriously [than LBST 499] if it were more applicable to their major. A capstone course also aids in accomplishing several goals found in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and AAC&U's research, *College Learning for the New Global Century*. Whether the Capstone is accomplished in or out of the major, all such courses would address the Capstone criteria and would require Liberal Studies approval.

LBST 499

The recommendation is to eliminate the LBST 499, Senior Synthesis requirement. Our previous attempt at instituting a "capstone" course was through the LBST 499 requirement. Discussions with faculty and students over the past few years indicate a general displeasure with the status of our synthesis offerings and highlight concerns about how effective some of the offerings are for senior students. The premise of the synthesis concept has been challenged; to what degree can students achieve synthetic understanding when they lack prerequisite knowledge in that disciplinary field. Currently, IUP is unable to offer sufficient sections of LBST 499 to accommodate the needs of students. Students are forced to enroll in whatever section has open seats regardless of the topic or their interest in the topic. By allowing the capstone course as described above to be offered in or out of the major, IUP's ability to support and sustain high-quality capstone courses would be increased.

13. Competencies-across-the-Curriculum

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. These competency requirements may be met through any part of a student's undergraduate program with exceptions as explained in the revised Liberal Studies program description on pages 3 and 5 of this document. It is possible that a course could be approved to meet as many as two (but no more than two) of these six competencies.

A. Global Citizenship

The recommendation is for students to complete one (1) approved Global Citizenship course to fulfill the Global Citizenship Competency-Across-the Curriculum requirement. A Duke University report synthesizes research showing the acute need for multilingual and culturally aware workers in U.S. corporate managerial and government positions. Global citizens are aware of the wider world, have a sense of their own role as a world citizen and an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally (Duke University, 2006). Such courses will help students develop the skills, attitudes and values that will enable them to work together (across cultures and countries). Additionally, this requirement will aid in broadening their understanding of the links between their lives and those of people throughout the world (Bournemouth University, 2007).

B. Information Literacy

The recommendation is for students to complete one (1) approved Information Literacy course to fulfill the Information Literacy Competency-Across the Curriculum requirement. Information literacy is a set of skills that enable individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989, p.1). Courses approved for this competency will be expected to incorporate the IUP Information Literacy Competency Standards approved by IUP Senate (IUP Information Literacy Competency Standards, 2003). Many entering freshmen at IUP have an unsophisticated knowledge of how to access, interpret, and evaluate information. One survey conducted in Spring 2002 by the IUP Information Literacy Task Force suggested that graduating seniors make only small gains in mastering information literacy skills over the four years, but still are not at a level of expected proficiency by the time they graduate (IUP Ad Hoc Information Literacy Task Force, 2002).

C. Oral Communication

The recommendation is for students to complete one (1) identified Oral Communication course to fulfill the Oral Communication Competency-Across the Curriculum requirement. This requirement is in addition to the three-credit Oral Communication or Technical Communication course in the Learning Skills. Oral communication is central to success in society and the ability to communicate effectively is a skill that must be addressed in the Liberal Studies curriculum. The Middle States Standard on General Education specifically identifies oral communication as a skill for which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

D. Quantitative Reasoning

The recommendation is for students to complete one (1) approved Quantitative Reasoning course to fulfill the Quantitative Reasoning Competency-Across the Curriculum requirement, in addition to the mathematics course required in the Learning Skills. The Mathematics Association of America (2007) suggests that a course or two in mathematics is insufficient to help students gain a level of proficiency, but that a foundational experience in mathematics should be coupled with a continuation experience or an “across the curriculum” approach with an array of courses both within and outside of mathematics. The Middle States Standard on General Education specifically identifies quantitative reasoning as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

E. Scientific Literacy

The recommendation is for students to complete one (1) approved Scientific Literacy course to fulfill the Scientific Literacy Competency-Across the Curriculum requirement, in addition to the two courses required in the Natural Science Knowledge Area. The credits in the Natural Science category are revised and the Scientific Literacy Competency Across-the-Curriculum is added to ensure that students build on science concepts and skills across their program of study. The Middle States Standard on General Education specifically identifies scientific literacy as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

F. Written Communication

The recommendation is for students to complete two (2) approved Written Communication courses to fulfill the Written Communication Competency-Across-the-Curriculum in addition to the two English Composition courses required in the Learning Skills. At least one Written Communication Competency-Across-the-Curriculum course must be completed in the student’s major course of study. This competency is consistent with IUP’s current Writing Across-the-

Curriculum requirement. "IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university-wide. This idea means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill" (Criteria for Liberal Studies Courses at IUP, 1992, p. 24).

3. Rationale for Change.

Introduction: A revision in the Liberal Studies curriculum is necessitated by identified deficiencies in our current curriculum, such as those in the Middle States Standard #12 and in the assessment findings. Furthermore curriculum revision is driven by the dramatic changes in the world that have occurred since the implementation of the current curriculum in 1989 and the need to have a more intentional approach to student learning across the curriculum. Well-respected academies in higher education and our regional accrediting body, the Middle States Commission on Higher Education, expect that baccalaureate graduates achieve a degree of proficiency with content related to global awareness, information literacy, oral communication, and values and ethics. Additionally, the Pennsylvania State System of Higher Education specifies that general education for baccalaureate degrees consists of a "broad program of study in the liberal arts and sciences, such that at least 40% of the total baccalaureate degree requirements are met in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural sciences" (PASSHE Board of Governors, 1990, p.2).

In the proposed revision, each Liberal Studies course will need to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter. Additionally, each Liberal Studies course must address either Critical Thinking or Critical Reading as appropriate to the subject matter.

In response to the question "Why do we need to revise the current Liberal Studies curriculum?" the question is answered by exploring the impact of a revised curriculum on five main areas: *students, faculty, program requirements, assessment and resources.*

Impact on Students

- **Global Changes** -- "In recent years, the ground has shifted for Americans in virtually every important sphere of life, economic, global, cross-cultural, environmental and civic" (AAC&U, 2007, pg. 2). Revisions (additions) to the current curriculum are necessary to prepare students for work, life and citizenship in the 21st century.
- **Expected Undergraduate Student Learning Outcomes**--In May 2006, this University embraced a set of student learning outcomes. These outcomes are meant to be achieved by students across the curriculum, not exclusively in Liberal Studies courses, requiring a re-thinking of the structure of the current curriculum (AAC&U, 2007). In order for students to achieve these expectations a revision of each existing Liberal Studies course is appropriate and necessary. Rather than revise individual courses in a piecemeal fashion, it makes sense to use this opportunity to examine the entire Liberal Studies curriculum. The revision proposal is intended to build a curriculum that is cohesive, promotes intentional learning and fosters the achievement of student learning outcomes across the curriculum.
- **Intentional Learners**--The current curriculum does not adequately address the importance of creating active, intentional learners with an appreciation for the value and satisfaction of life-long learning. The revised criteria for courses, categories and competencies in the proposed curriculum will foster an intentional approach to learning beginning in the First Year Seminar and concluding with the Capstone course.
- **Inflexibility**--Students, faculty, the transfer office and those who advise students and receive appeals for Liberal Studies exceptions report that the current set of requirements is not easily understood and is too rigid. IUP is viewed as the least transfer friendly university in the PASSHE, an issue that impacts enrollment from that potential population of students. One objective of the revision is to

address the needs of transfer students by creating a curriculum that is more flexible and transfer-friendly.

Faculty Ownership

- **Faculty Ownership**--Another motivation for reform relates to faculty ownership. Over 70% of IUP's full-time instructional faculty was not part of the faculty in 1988 when the current program was approved. Not one member of the General Education Task Force that created the current Liberal Studies Program is still employed at the University. Additionally, no members of the current History Department were employed at IUP when the HIST 195 requirement was approved. This turnover in faculty suggests that a lack of ownership may be a factor contributing to the large number of petitions for exceptions requested for requirements in the current curriculum.
- **Focus Group Input**--In summer 2006, focus groups with representatives from every academic department and student affairs indicated dissatisfaction with some components of the current program. Topics of particular concern included synthesis, liberal studies electives, lack of emphasis on global awareness including study of a foreign language or culture, and the inflexibility of the current curriculum, especially for transfer students (See Appendix 2).
- **Curriculum Review**--Although the Liberal Studies Committee and the UWUCC review requests for courses to be designated as Liberal Studies, there is no review of courses after they are approved to ensure that they continue to meet Liberal Studies guidelines over time (e.g., Are Writing Intensive courses still meeting those goals, do courses still require a second book of fiction or non-fiction as all knowledge area and LS Electives require?) The revised curriculum and associated assessment plan will address this issue. A system for feedback needs to be created to allow assessment findings to be used for course and program improvement.

Program structure and accreditation mandates

- **Middle States Standard**--The current program does not sufficiently address the Middle States Standard on General Education which states: "*The institution's 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). The revised curriculum addresses these requirements, as outlined in Appendix 3. The current Liberal Studies curriculum includes no requirements related to oral communication or information literacy.
- **120 credit mandate**--The current program was created at a time when the number of credits to graduate was not specified by the PASSHE; the mandate to hold programs to 120 credits was initiated in 2002. With this constraint in place, credits in the program must be reviewed in light of effectiveness and efficacy for fostering student learning.
- **Distributive Model**--IUP's Liberal Studies requirements reflect an array of courses primarily from the arts and sciences designed in a distributive model that was prevalent in the 20th century. The AAC&U's initiative, Liberal Education & America's Promise (LEAP National leadership Council) contends that this may not be the best model for educating students for the 21st century (AAC&U, 2007). Distributive models tend to contribute to the perception that responsibility for general education or a liberal education are in those selected courses only and are only the responsibility of faculty teaching those courses. This revision proposal is based on the premise that a liberal education involves work throughout the students' program of study—in Liberal Studies courses and in major's courses, that is, across the curriculum.

Assessment of current LS program

- A 2008 assessment report on IUP's Liberal Studies Program (Boser, 2008) indicates some positive aspects can be found in IUP's current Liberal Studies program, including students' ability to gain work-related skills and their perceptions of how the general education program has contributed to their knowledge, skills and personal development. Additionally, seniors' scores are consistent with

or in some instances superior to peer institutions (Appendix 4) in capacities related to *Informed Learner* and *Empowered Learner* goals. A particular strength compared with other institutions include: synthesizing ideas from various sources, including across disciplines and sources. Modestly higher scores on local assessment were in critical thinking and problem-solving, which also suggest relative strength in the *Empowered Learner* goal. Highest scores on the local assessment were in the area of written communications. The National Survey of Student Engagement (NSSE) also indicated that IUP freshman rated their experience with learning “writing clearly and effectively” and “speaking clearly and effectively” higher than did freshman at selected peer institutions. In light of this, caution should be taken in interpreting the findings related to the length of their writing assignments. It is possible that more short assignments are contributing pedagogically to this strength.

The assessment shows the freshman year educational experience is comparatively weaker in numerous areas: opportunities for service learning or opportunities for cohort-based learning (sharing two or more classes); and synthesis of ideas across disciplines and sources. Freshman scores were also lower than other institutions regarding taking foreign language course work. (Note: these difference disappear for seniors, indicating that IUP students overall experience with foreign language requirements are consistent with other institutions.) Also, IUP students appear to be relatively weak in areas related to the *Responsible Learner* goals, especially in terms of community involvement, social justice within a diverse society, and intellectual honesty. Lowest scores on the local assessment were in the areas of: academic integrity, concern for social justice and civic engagement. In addition, on the NSSE students scored lower than students at other institutions on how their experience has helped them develop skills at solving complex problems. Yet IUP seniors’ scores about opportunities for field-based work, including community service or volunteer work, were higher than those at selected peer or Carnegie peer institutions.

These findings taken together would suggest that, while IUP students get more opportunities in the field: 1) their learning related to social justice and civic engagement are not translating into application in a social context, and 2) they do not experience a sense of efficacy related to solving complex real-world problems. Further, seniors scored lower than peer institutions regarding whether their work at IUP has helped them develop a personal code of values and ethics.

Each area of strength and weakness outlined in the 2008 assessment report is identified in Appendices 5 and 6 and is correlated to a component of the proposed Liberal Studies program that specifically addresses each area of weakness. As well as being addressed by additions to the Liberal Studies curriculum, the course criteria for new and revised courses will also include outcomes, content and assignments that focus on the approved Expected Undergraduate Student Learning outcomes and identified strengths and weaknesses in the current Liberal Studies curriculum.

The entire assessment report was distributed campus-wide via university email on October 13, 2008.

- **Assessment**--In 1987-88 when this LS program was designed and approved, student learning outcomes and accountability for student learning were not part of the conversation in higher education. Also, no mechanisms for direct measurement of student learning were built into the curriculum plan. While individual departments conduct course assessment, there is no approved mechanism for sharing data as it relates to liberal studies courses or making improvements in those courses based on assessment findings. There is no systematic means to insure accountability and consistency. If Liberal Studies courses are being revised at the department level, these revisions are not generally being advanced through the curriculum review and approval process. In most cases, the syllabi of record for liberal studies courses date back to the early 1990s. When the current program was created, accountability and showing evidence of student learning were not considered essential curricular components since academic standards in the 80’s focused on process rather than outcomes. While some may disagree with the emphasis on learning outcomes, assessment is an expectation universities

should embrace as it informs us about student learning – and that is the primary business of a university. While assessment can be imposed on the current curriculum, it is more logical to develop an assessment plan in conjunction with a revised curriculum and a new set of student learning outcomes

Enrollment and Revenue

- **Declining rate of retention**—Over the last three years, the retention rate of IUP students from the freshman to sophomore year has declined. Based on enrollment numbers from the IUP Registrar's Office and retention data from the office of Institutional Research, Planning and Assessment, the student retention rate from the freshman to sophomore year in the 2004 to 2005 academic year was 76.7%; from 2005 to 2006 the retention rate was 75.6%; from 2006 to 2007 the rate was 74.3% and from 2007 to 2008 the retention rate was 73.7%. The 3% decrease results in the loss of approximately 84 additional students over the three academic years and \$420,000 in lost tuition revenue.
- **Potential for cost savings and retention**--If IUP's persistence rate to the second year can be increased by three percent (about 90 students based on 3,000 freshman students enrolled) the cost savings in the first year would be \$486,000. By the end of the fourth year, if IUP retains these 90 students and continues to retain students at this increased rate of retention, the cost savings is \$1,458,000. Over a four year period, the cost savings for retaining and graduating 90 additionally retained students from each cohort would be approximately **\$2,916,000** (Appendix 1). Given Pascarella and Terenzini's (2005) research on the effect of the first year seminar on persistence and graduation, a three percent increase in retention is a very realistic expectation for a revised curriculum that includes a first year seminar. In one study, they found that the chance of participants in a first year experience returning for a second year of college was seven percentage points greater than for nonparticipants. Another study found that re-enrollment for the second year of college was 13 percentage points higher for the first year seminar participants. Research from more than forty additional studies, shows first-year seminar participants are more likely to graduate within four years than nonparticipants (Goodman, Pascarella, & Peterson, 2006, p. 26). IUP's current pre-fall program for freshmen, College Undergraduate Success Program (CUSP) has already proven that programming specifically for freshman students aids in retention. The Department of Developmental Studies began recording data in 1999. Over the course of four years those students who participated in CUSP in 1999 were retained at a rate of 6.7% more than non-CUSP participants. Of the 2007 cohort, 5.7% more of the CUSP participants returned for fall 2008 as compared to the non-CUSP control group. The recommendation to build a first year seminar into the proposed curriculum is clearly supported by research-based evidence.

Cost of not revising is greater than revising. The University community is still accountable for addressing deficiencies in the current Liberal Studies program. Regardless of the outcome of this curriculum proposal, all Liberal Studies courses must be revised and updated. Syllabi of record for most Liberal Studies courses, based on a review of syllabi on file in the Liberal Studies office, date back to 1989 and 1990. No doubt courses, teaching strategies and assignments have changed over the last 20 years but course revisions have typically not been advanced through the established curriculum approval process. All Liberal Studies courses will need to be revised to show that course content, pedagogy and assignments foster student achievement of the approved "Expected University Student Learning Outcomes," recent outcomes assessment data that indicate current weaknesses in the Responsible Learner outcome and deficiencies related to Middle States requirements. If there is no revision, then there is no flexibility in the current curriculum to add components that are clearly identified as areas of weakness in the current Liberal Studies curriculum. There will be no First Year Seminar, no foreign language or cultural studies course, no oral or technical communication requirement and no senior capstone. Changes needed to much-criticized curricular components such as Senior Synthesis and Liberal Studies electives will not occur. Regardless of the outcome of this curriculum proposal, the need to revise courses in the current Liberal Studies curriculum will still exist. Yet the Liberal Studies curriculum will offer nothing innovative.

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Part III. Implementation. Provide answers to the following questions:

1. How will the proposed revision affect students already in the existing program?

It is anticipated that the revised curriculum would be implemented with the incoming freshman class in Fall 2010. Exceptions will be made for students enrolled at IUP in the transition years between the current and revised curriculum and these will be handled on a case-by-case basis. For example, as the number of Synthesis course offerings decreases, faculty and students will be advised of appropriate course substitutions. Also, students transferring to IUP with 30 or more credits would not be expected to complete the First Year Seminar. Policies will be developed so that students will not be disadvantaged by the transition from one curriculum to the next.

In order to meet PDE, NCATE and PASSHE mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary; exceptions to the requirements will be negotiated with the College of Education and Educational Technology, Teacher Education Coordinating Council, and the Liberal Studies Committee.

2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.

Enrollment numbers and student per section numbers listed in this budget assessment are based on the final enrollment and course file reports from the IUP Registrar's office and are the average of three semesters (Fall 2007, Spring 2008 and Fall 2008) as reported on September 11, 2008. The calculations provided in this budget analysis are based on the Fall 2008 freshman class of 2812 registered students at the main campus, as reported by the Registrar's office on September 11, 2008.

The total faculty Full Time Equivalent (FTE) needed to deliver the proposed curriculum is dependent (in part) on the structure of the Freshman Year Seminar and the ability of students to count a pre-fall freshman experience of one credit as part of their Liberal Studies curriculum. This is the recommendation of the First Year Seminar Subcommittee. The existing pre-fall program is outside the regular academic semester and students pay additional tuition, which in turn covers the cost of the faculty complement needed for the program. Typically 1000 students have enrolled in this pre-fall program. If those 1000 students apply this credit to the Liberal Studies program, then those 1000 students would need an additional two credits for the Freshman Year Seminar during the regular semester, rather than three credits.

Additionally, allowing departments the option to use either an oral communication or technical communication course as a Liberal Studies requirement permits those departments currently requiring Microbased Computer Literacy to use a new technical communication course as part of the Liberal Studies requirements for their students. This further reduces the additional FTE needed to deliver the revised program.

Also, the FTE cost of delivering a foreign language or cultural studies course to the entire student population is off-set by the fact that approximately 30 percent of IUP students are currently required to complete a foreign language course. The FTE cost of the additional foreign language or cultural studies requirement can be further reduced by promoting the study abroad and competency testing options available for this requirement.

The proposed revision requires no additional faculty complement. This calculation is based on the proposed additions in the revised curriculum, off-set by changes of credits in the current curriculum. The FTE change to support the proposed revision is **-.822 FTE (negative .822)**. The budget calculations reflect revised enrollment numbers for the Cultural Studies by increasing class size for Cultural Studies to 30 students per section and allowing for the possibility of additional students choosing to take foreign

language courses, at 25 students per section, to fulfill this requirement. These changes are outlined on pages 21 and 22.

Additionally it is important to note that IUP's current rate of retention rate to the sophomore year is 73.7% (retention of freshman students to the sophomore year from academic year 2007 to 2008). If the revised Liberal Studies program, particularly the addition of the First Year Seminar, were to provide a three (3) percent increase in the rate of retention (approximately 90 students) to the second year, the potential cost savings accumulates to nearly \$3,000,000 over the course of four academic years (Appendix 1).

It is important for the entire University community to recognize that the new program requires a shift in resources. Faculty expertise will be needed in areas different from the current Liberal Studies program. Shifts in resources will provide opportunities for departments to invest in teaching in new areas of the curriculum.

The revised program also requires funding to provide faculty development sessions and summer contracts for course development. The tasks of designing new Liberal Studies courses and redesigning existing courses will require time, effort and funding. Funds for faculty incentives will be provide to the extent that the budget allows.

Summary of FTE changes (details outlined below)

FTE available		FTE needed for revision	
ENGL 101	1.171	First Year Seminar	12.39
LS Electives	17.575	Cultural Studies	6.492
LBST 499	5.625	Oral/Technical Comm.	6.63
NS Lab	1.963		
Total	26.334	Total	25.512
Total FTE change for proposed revision		25.512-26.334 = -.822 (negative .822)	

The details of the reductions and additions are outlined below based on the following formula:
 The number of students (by class rank) who will need the course, divided by the number of students enrolled per section of the course. The resulting number indicates the number of sections needed for an academic year. The number of sections needed is divided by the faculty load needed to teach those sections during a two semester academic year. The result is the total FTE needed to teach a particular course.

*Faculty course load (represented in the charts below) for an academic year (AY) or two semesters is: four credit courses = faculty load of 6, three credit courses = faculty load of 8, two credit courses = faculty load of 12, one credit courses = faculty load of 24.

**FTE = Full Time Equivalent, which is a faculty load of 24 credits per academic year.

A. Proposed changes in the current curriculum resulting in FTE available for revision

1. Reduce English 101 from 4 to 3 credits with recommended enrollment limited to 20 students per section.

The number of enrolled students per section represents the average enrollment of three semesters (Fall 2007, Spring 2008, Fall 2008) based on the final enrollment and course file reports from the IUP Registrar's office, September 11, 2008. As of this same date, 2812 freshman students are registered for courses at IUP's main campus.

Current				
Students	Divided by students per section	= Sections needed	Divided by AY load*	= Total FTE**
2812	25	112.48	6	18.746
Proposed				
Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
2812	20	140.6	8	17.575
Anticipated FTE available 18.746-17.575 = 1.171 FTE				

2. Eliminate Liberal Studies Elective category

A review of the Liberal Studies elective (LSE) requirements for all majors indicates an average requirement of 6 LSE credits.

Current				
Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
2812	40	70.3 x 2 = 140.6	8	17.575
Anticipated FTE available: 17.575 FTE				

3. Eliminate LBST 499, Senior Synthesis

With the option for departments to propose an existing majors course to fulfill the capstone requirement, the LSRSC estimates that 75% of departments will likely pursue that option, based on focus group discussions held during Summer 2006 with representatives from each academic department. The 5.626 FTE in the chart below is to accommodate interdisciplinary sections of Capstone available for those departments that want to pursue that option.

Current				
Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
1800 (seniors)	30	60	8	7.5
Proposed				
450 (25%)	30	15	8	1.875
Anticipated FTE available: 7.5 FTE – 1.875 FTE = 5.625 FTE				

4. Reduce Natural Science requirement by 1 credit for an estimated 40% of the student population.

Natural Science lab numbers are based on all Natural Science and Mathematics majors, most Health and Human Services majors and most Education majors currently requiring at least 8 credits of natural science for about 60% of the total student population. The number of enrolled students per section listed here represents the average enrollment in all Liberal Studies sections of Natural Science courses. Lecture

sections and lab sections are averaged separately based on the average enrollment of three semesters (Fall 2007, Spring 2008, Fall 2008) based on the final enrollment and course file reports from the IUP Registrar's office, September 11, 2008.

Current				
Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
2812	92 (lecture section enrollment)	$30.565 \times 2 = 61.13$	8	7.641
2812	24 (lab section enrollment)	$117.16 \times 2 = 234.33$	24	9.763
Total FTE for current two lab course sequence				17.404
Proposed				
2812	92 (lecture section enrollment)	$30.565 \times 2 = 61.13$	8	7.641
1687 (60%)	24 (lab section enrollment)	$70.291 \times 2 = 140.58$	24	5.85
1125 (40%)	24 (lab section enrollment)	46.875	24	1.95
Total FTE for proposed course sequence				15.441
Anticipated FTE available: 17.404 – 15.441 = 1.963 FTE				

5. Total anticipated FTE available based on credit changes in the proposed Liberal Studies revision

English 101	1.171
Liberal Studies Electives	17.575
LBST 499	5.625
Natural Science Lab	1.963
Total	26.334

B. Proposed changes to LS Curriculum

1. First Year Seminar (FYS) – addition of a three credit course

Based on the First Year Seminar Subcommittee's recommendations, students enrolling in an approved pre-fall experience would be allowed to apply the credit from that experience toward the required First Year Seminar (FYS). If 1000 students apply a one-credit, pre-fall experience to the required FYS, based on 2812 freshman students, 1812 students would complete the three-credit course during the academic year and the other 1000 students would complete a two-credit course during the academic year.

Delivery of FYS

Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
1812	25	72.48	8 (3 credits)	9.06
1000	25	40	12 (2 credits)	3.33
Total anticipated FTE needed for delivery of FYS = 12.39 FTE				

2. Cultural Studies – addition of a three credit course

The additional FTE to add a three-credit Cultural Studies course is based on the exclusion of approximately 30% of students who are currently required by their college or department (Humanities and Social Sciences, Natural Science and Mathematics and International Business) to complete a foreign language. Foreign language courses at the 200 level would be counted as completing a student's Cultural Studies requirement. Additionally students would also be able to complete this requirement by passing an appropriate competency examination (at the 200 level) or an approved study abroad. The calculations below and section sizes are based on sophomore enrollment. The proposed criteria for this category requires that foreign language courses be at the 200 level and that culture studies courses carry a prerequisite of 60 credits. Sophomore class size is estimated on a 75% retention rate of the freshman

class or 2,105 students. These figures also include a projection that an additional 20% of students might choose to take a foreign language course to fulfill the Cultural Studies requirement and the remaining 50% of students would take an approved Cultural Studies course other than foreign language. The FTE resource for this requirement would be distributed across a number of departments that choose to offer courses in the Cultural Studies category, and is not designated exclusively to the foreign language departments.

Delivery of additional Foreign Language sections

Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
421 (20%)	25	16.84	8	2.105
Anticipated FTE needed = 2.105 FTE				

Delivery of Cultural Studies course sections

Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
1053 (50%)	30	35.1	8	4.387
Anticipated FTE needed = 3.76 FTE				
Total anticipated FTE needed for additional foreign language and Cultural Studies = 6.492				

3. Oral or Technical Communication – addition of a three credit requirement with two options taught at the sophomore level

Sophomore class size is estimated on a 75% retention rate of the freshman class or 2,105 students. It is estimated that approximately 37% of the student population is currently required to complete IUP’s current introductory technology course, Microbased Computer Literacy. Should departments currently requiring that course require the technical communications course option of this requirement, a maximum of 63% of the student population would need to take the oral communication course as sophomores.

Delivery of Oral Communication course

Students	Divided by students per section	= Sections needed	Divided by AY load	= Total FTE
1326 (63%)	25	53.04	8	6.63
Total anticipated FTE needed for delivery of Oral Communication = 6.63 FTE				

4. Summary of anticipated FTE needed to support new components in proposed program (summary of final adjustments needed shown in item 5)

First Year Seminar	12.39
Cultural Studies	6.492
Oral Communication	6.63
Total	25.512

5. Total anticipated FTE additions based on increases in proposed program and credit reductions in current program.

FTE Available		FTE needed for revision	
ENGL 101	1.171	First Year Seminar	12.39
LS Electives	17.575	Cultural Studies	6.492
LBST 499	5.625	Oral/Technical Comm.	6.63
NS Lab	1.963		
Total	26.334	Total	25.512
Total FTE change for proposed revision 25.512-26.334 = -.822 (negative .822)			

3. *Are other resources adequate? (Space, equipment, supplies, travel funds)*

No significant changes in space or equipment allocations are anticipated.

4. *Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?*

It is expected that this program revision will assist IUP in retention of students and an increase in enrollment numbers related to persistence to the second year. Particularly relevant toward achieving this goal is the addition of the First Year Seminar.

Part IV. Periodic Assessment

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process. 2. Specify the frequency of the evaluations. 3. Identify the evaluating entity.

The program will be assessed through an approved plan developed by the University Assessment Committee.

Part V. Course Proposals

Course proposals for any new courses added, revised, or deleted as a result of this program revision. A course analysis questionnaire and syllabus must be included for each course.

Each category in the Liberal Studies curriculum and each course within those categories will be revised incorporating criteria written by the Liberal Studies Revision subcommittees (fall 2007). Each course proposed for the Liberal Studies curriculum will be revised to meet one or more of the ***Expected Undergraduate Student Learning Outcomes***. The criteria for courses and categories as well as all course proposals will advance through the appropriate curriculum approval processes.

Part VI. Letters of Support or Acknowledgement

Sign-off letters from interested or affected departments including a letter from the Liberal Studies Committee if appropriate. (See page 3 for guidelines.)

The final document will include appropriate letters of support as it is advanced to through the curriculum approval process.

Liberal Studies Revision Steering Committee: Mary Sadler, Director of Liberal Studies, Chairperson; Yaw Asamoah, College of Humanities and Social Sciences; Carmy Carranza, Department of Developmental Studies; Muhammad Numan, Department of Physics; Jack Scandrett, Department of Music; Gail Sechrist, Department of Geography and Regional Planning; B. Gail Wilson, Department of Communications Media; Dawn Woodland, Department of Technology Support and Training

Appendices A – F

Appendix A: Cost saving based on 3% increase

Appendix B: 2006 Focus group report

Appendix C: Middle states standard #12

Appendix D: NESSE identified peers

Appendix E: Strengths in current LS program – 2008 Assessment
report

Appendix F: Weaknesses in current LS program – 2008
Assessment report

Appendix A
Cost saving based on 3% retention increase

The data below are based on an average of 3,000 freshman students per year, resulting in 90 students persisting in each cohort until graduation. The data presented are provided by IUP's Department of Developmental Studies.

Cost-Effectiveness

1. If three percent more students persist, approximately 90 more freshmen remain at IUP based on 3,000 freshmen enrollment.
2. A full-time undergraduate student residing in Pennsylvania contributes approximately \$2,900 a term for tuition and fees.
3. The state contributes about \$2,500 per student per term. Total revenue generated per student is approximately \$5,400 per term.
4. If 90 more students remain at IUP the approximate retained revenue per year is \$486,000 per cohort for that year and every year after for that cohort until each cohort of 90 students graduates.
5. The next year another 90 freshmen are retained resulting in a total of 180 students remaining at the institution.
6. Over a four year period, the cost savings for retaining and graduating 90 additionally retained students from each cohort results in a total savings of approximately \$2,916,000 in revenue.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5:
<u>Group A</u> 90 Freshmen saved \$0.	<u>Group A</u> 90 Sophomores saved \$486,000.	<u>Group A</u> 90 Juniors saved \$486,000.	<u>Group A</u> 90 Seniors saved an added \$486,000.	<u>Group A</u> After One Cohort Graduates
	<u>Group B</u> 90 Freshmen saved \$0.	<u>Group B</u> 90 Sophomores saved \$486,000.	<u>Group B</u> 90 Juniors saved an added \$486,000.	
		<u>Group C</u> 90 Freshmen saved \$0.	<u>Group C</u> 90 Sophomores saved \$486,000.	
			<u>Group D</u> 90 Freshmen saved \$0.	
\$0 First Year	\$486,000 Second Year	\$972,000 Third Year	\$1,458,000 Fourth Year	<u>\$2,916,000</u> Four Year Total

Appendix B 2006 Focus Group Report

In summer 2006, faculty focus groups with representatives from every academic department indicated dissatisfaction with some components of the current Liberal Studies program. The major concerns are listed in the chart below with explanations of how each item is addressed in the current and proposed curriculum.

Focus Group Concerns	Current Curriculum	Proposed Curriculum	Notes
Aesthetic Literacy	IUP students are currently required to complete one Fine Arts course.	The Fine Arts requirement is retained in the proposed curriculum.	A redesign of the Fine Arts offerings could include additional opportunities for students to experience fine arts in co-curricular settings. The faculty members in the College of Fine Arts are actively exploring ways to enhance the aesthetic literacy of IUP students.
Cultural Literacy, Global & Cultural awareness	<p>Intermediate level foreign language courses meet the Liberal Studies Elective requirement. Approximately 30% of IUP students are required to study a foreign language.</p> <p>The current Liberal Studies program requires that all Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women, when appropriate to the subject matter.</p> <p>The Liberal Studies requirement currently requires all students to complete one Non-western Cultures courses.</p>	<p>The proposed curriculum includes a three credit foreign language or cultural studies requirement for all students. This requirement is primarily designed for the 70% of IUP students not currently required to study a foreign language.</p> <p>The requirement for all Liberal Studies courses to include the perspectives and contributions of ethnic and racial minorities and of women, when appropriate to the subject matter is retained in the revised curriculum.</p> <p>The proposed curriculum includes a Global Citizenship Across-the-Curriculum competency.</p>	
Financial Literacy	Financial literacy is not specifically included in the current Liberal Studies curriculum.	The Dimensions of Wellness category is broadened to include courses that address wellness in all aspects of life and could include attention to financial literacy.	Some courses currently offered as Liberal Studies Electives could be revised and included in this category.
Geographic Literacy	IUP students are currently required to complete three courses in the Social Science category.	The three course requirement in Social Science is retained. The Social Science category would be open to the addition of more geography courses for students,	

		particularly those that could be designed to fulfill the Scientific Literacy Across-the-Curriculum requirement.	
Information Literacy	IUP has adopted Information Literacy Standards but these have not been integrated into the curriculum in an intentional fashion.	One Information Literacy Competency-Across-the-Curriculum course is required in the revised curriculum.	The inclusion of competency requirements help to build skills across the curriculum and in addition to Liberal Studies courses, competencies can be fostered in majors' courses as appropriate.
Career Exploration	Career exploration is not currently a part of the Liberal Studies curriculum.	This content could be a component in First Year Seminar courses but is not recommended as a requirement.	
Freshman Year program	The current Liberal Studies program does not include course work for freshman. The institution of the Common Freshman Reader is an attempt to offer a common intellectual activity for freshmen, however this is optional	The proposed revision includes a three credit requirement for all freshmen students to complete a First Year Seminar.	The proposal provides options in the delivery of the First Year Seminar that would permit those students who enroll in a pre-fall program to include that as part of the First Year Seminar requirement. Students are able to complete the three credit requirement with a combination of 1, 2 and 3 credit courses.
Emotional Intelligence	Emotional intelligence is not specifically included in the current Liberal Studies curriculum.	The Dimensions of Wellness category is broadened to include courses that address wellness in all aspects of life and could include attention to emotional intelligence.	Some courses currently offered as Liberal Studies electives could be revised and included in this category.
Personal Health	IUP students are currently required to complete three credits in Health and Wellness.	The Dimensions of Wellness category retains the three credit wellness requirement and expands the category to include content on areas of wellness beyond health.	The revised category also provides options for delivery allowing students to complete the three credit requirement with a combination of 1, 2, and 3 credit courses.
Connection between LS and the major	Currently there is no deliberate effort to help students understand the connections between Liberal Studies and their major courses.	Competency-Across-the Curriculum courses could be completed in any part of a student's academic experience including Liberal Studies and majors' courses.	The approved Expected Undergraduate Student Learning Outcomes are intended to create and identify connections between Liberal Studies and the major. The outcomes are also intended to help faculty recognize that the liberal education of students should occur across the curriculum.
Understanding of Western Culture, Citizenship	Students are currently required to complete HIST 195 and three courses in Social Science.	The credit requirements for Humanities and Social Science are retained. Additional offerings in Humanities (particularly history) and Social Science categories would be expected to address these issues.	The proposed curriculum also includes a Global Citizenship Across-the-Curriculum competency.
Courses fulfill multiple requirements	Few opportunities exist for students to take courses that fulfill multiple	Courses in the Competency-Across-the-Curriculum requirements may be applied in	

	requirements, with the exception of Non-western cultures courses and writing intensive courses.	either Liberal Studies or majors' courses with some exceptions. (see page 3)	
Flexibility for transfer students	IUP is perceived as being one of the least flexible PASSHE institutions for transfer students.	<p>The curriculum proposal recommends a menu of options for completing the history requirement rather than only HIST 195 being approved for this requirement.</p> <p>In the proposed revision, transfer students would be exempted from taking the First Year Seminar course if they transfer to IUP with 15 credits or more.</p> <p>Departments teaching courses in any Liberal Studies category would be encouraged to provide more course options for completing any course or category requirement.</p> <p>The revised Natural Science options permit students to complete the requirement with two courses from any scientific, but not necessarily the same discipline.</p>	The PASSHE Transfer and Articulation Oversight Committee has approved 30 credits of foundation courses that institutions will be required to accept from transfer students. The degree to which IUP is able to embed these 30 credits into the Liberal Studies curriculum makes IUP a more attractive option for transfer students. The framework includes courses in English, public speaking, math, science, art, humanities, history and the behavioral and social sciences. (www.patrac.org)
Service Learning	Service learning is not specifically or intentionally included in any area of the current Liberal Studies program.	New and revised courses, particularly those in the Social Sciences and some First Year Seminar topics, would be expected to address this issue. All courses in the Liberal Studies curriculum could address service learning as appropriate to the course content.	
More courses beyond 100 level	Currently the Liberal Studies elective category requires a course that is 200 level or higher. However, in meeting the 120 credit limit, many departments reduced or eliminated their requirement for Liberal Studies Electives.	The current proposal recommends that the required Cultural Studies course be taken at the 300 or higher level. All departments offering courses in the Liberal Studies curriculum would be encouraged to include more course offerings that are at a higher level in such cases as prerequisites would not hamper enrollment.	
Revised Synthesis, creation of a capstone	Faculty and students indicate a general displeasure with the status of LBST 499 courses. The focus group data indicated that participants regarded a capstone	The curriculum proposal recommends allowing students to complete a Capstone course in or out of their major. Interdisciplinary courses would be available	

	<p>course in the major as potentially more meaningful for student learning. Currently, IUP is unable to offer sufficient sections of LBST 499 to accommodate the needs of students. Students are forced to enroll in whatever section has open seats regardless of their interest in the topic.</p>	<p>for departments that choose not to include the Capstone in their major course offerings.</p>	
<p>Interdisciplinary courses</p>	<p>In the current Liberal Studies curriculum, LBST 499 courses are the only component where interdisciplinary content is specifically addressed.</p>	<p>Capstone courses offered outside the major would retain the interdisciplinary perspective.</p> <p>Departments teaching courses in any Liberal Studies category would be encouraged to provide more opportunities for interdisciplinary collaboration.</p>	
<p>Innovative teaching opportunities</p>		<p>The development of new courses and the revision of existing courses will allow faculty to incorporate innovative pedagogy.</p>	

Appendix C
Middle States Standard #12 Addressed in Revised Curriculum

In addressing Middle States' Standard #12 for general education (see page 10) the chart below indicates how the current and revised Liberal Studies curricula address the requirements of the standard.

Curricular Requirement	Current Curriculum	Proposed Curriculum	Notes
Oral Communication	Oral Communication skills are not specifically or intentionally included in any area of the current Liberal Studies program.	An Oral Communication course is an option in the proposed Liberal Studies curriculum and Oral Communication Competency-Across-the-Curriculum course is required.	The proposed curriculum requires all students to complete either an oral or technical communication course. This option allows departments to require or recommend whichever course best meets the educational needs of their students.
Written Communication	Students are required to complete English Composition 1 and 2 & two Writing Competency-Across-the-Curriculum courses.	English Composition 1 and 2 and the two-course Writing Competency-Across-the-Curriculum are retained. Writing and research are expected to be addressed in the criteria for the First Year Seminar and Capstone courses.	The proposed revision reduces ENGL 101 by one credit to allow this credit to be utilized elsewhere to address other curricular needs.
Scientific Reasoning	Students are required to complete one of two options in Natural Science. Students opt for an eight-credit, two lab course sequence or a 10-credit, one lab and two non-lab course sequence. The eight credit lab option requires that students complete two lab courses, paired together in sequence.	The natural science requirement is retained in the revised Liberal Studies curriculum and a Scientific Literacy Competency-Across-the-Curriculum course is added as a requirement.	The revised natural science options require students to complete a minimum of two natural science courses for at least 7 credits. In the proposed revision, students would not be required to complete these courses in the same scientific discipline. The inclusion of a Scientific Literacy Competency-Across-the-Curriculum requirement helps to build skills across the curriculum and in addition to Liberal Studies courses competencies can be fostered in majors' courses as appropriate.
Quantitative Reasoning	Students are required to complete at least one three-credit Mathematics course. Some departments require additional Mathematics courses.	The mathematics requirement is retained in the revised Liberal Studies curriculum and a Quantitative Reasoning Competency-Across-the-Curriculum course is added as a requirement.	The inclusion of the Quantitative Reasoning competency requirement helps to build skills across the curriculum and in addition to Liberal Studies courses competencies can be fostered in majors' courses as appropriate.
Technological Competency	Microbased Computer Literacy is currently an option for students in the Liberal Studies Elective category. However, in meeting the 120 credit	A Technical Communication course is an option in the proposed Liberal Studies curriculum.	The proposed curriculum requires all students to complete either an oral or technical communication course. This option allows departments to require or

	limit, many departments reduced or eliminated their requirement for Liberal Studies Electives.		recommend whichever course best meets the educational needs of their students. With the proposed elimination of the Liberal Studies Elective category, this option will permit those departments that currently require Microbased Computer Literacy to include an approved Technical Communication course in their curriculum.
Information Literacy	IUP adopted Information Literacy Standards but these have not been integrated into the curriculum in an intentional fashion.	An Information Literacy Competency-Across-the-Curriculum requirement is included in the revised proposal	The inclusion of competency requirements help to build skills across the curriculum and in addition to Liberal Studies courses, competencies can be fostered in majors' courses as appropriate.
Critical Analysis & Reasoning	The current Liberal Studies criteria require all courses to address critical thinking. Critical reading has been identified as a problem area for students by faculty teaching reading-intensive courses.	The revised proposal would require all Liberal Studies courses to address critical reading and critical thinking.	This area is an identified strength in the 2008 Liberal Studies assessment report. No significant curricular changes are proposed however critical reading is identified as a critical thinking skill.

Appendix D
National Survey of Student Engagement Identified Peers

Selected Peers

Binghamton University
California University of Pennsylvania
CUNY Bernard M. Baruch College
CUNY Brooklyn College
CUNY Hunter College
CUNY Medgar Evers College
CUNY New York City College of Technology
Farmingdale State University of New York
Frostburg State University
Millersville University of Pennsylvania
St. Mary's College of Maryland
SUNY College at Brockport
SUNY College at Purchase
SUNY College of Environ. Science and Forestry
SUNY Potsdam
Temple University
The Richard Stockton College of New Jersey
Towson University
University of Maryland-College Park
University of Maryland-Eastern Shore
University of Pittsburgh-Bradford
University of Pittsburgh
William Paterson University of New Jersey
York College (CUNY)

Carnegie Peers

Adelphi University
Ball State University
Barry University
Capella University
DePaul University
Duquesne University
Idaho State University
Illinois State University
Indiana State University
Louisiana Tech University
Nova Southeastern University
Oakland University
Pace University
Pepperdine University
Portland State University
St. Mary's University of Minnesota
Samford University
Seton Hall University
Texas A&M University-Commerce
Texas A&M University-Kingsville
Texas Christian University
Texas Women's University
The University of West Florida
Trevecca Nazarene University
University of Arkansas at Little Rock
University of North Carolina at Charlotte
University of San Diego
University of San Francisco

Appendix E
Strengths in Current Liberal Studies Program identified in 2008 assessment report

The chart below indicates the strengths of the current Liberal Studies curriculum as identified by the Spring 2008 Liberal Studies Assessment. The National Survey of Student Engagement (NSSE) is a self-report instrument that is an indirect measure of students' perceptions of their learning and of the institution. The local assessment comes from a convenience sample of 183 Senior Synthesis (LBST 499) writing assignments, submitted by faculty teaching those courses. The Collegiate Learning Assessment (CLA) was administered to a convenience sample of 100 senior students and is considered to be a direct measure of students' ability in the areas of four tasks; the performance task, the make-an-argument task, the critique-an-argument task and analytical writing. IUP's overall CLA score is percentile rank 56%.

Strengths	Assessment	Level	Current Curriculum	Proposed Curriculum	Notes
Synthesizing ideas from various sources including across disciplines	NSSE (student perception)	Seniors	Senior Synthesis was designed to foster the synthesis of ideas and may be contributing to this strength.	The option to replace Senior Synthesis with a capstone course will still allow for interdisciplinary courses in this category. The criteria for the capstone course should include an interdisciplinary component whether the course is taken in the major or as an interdisciplinary offering.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. The 2006 focus group findings (reported in Appendix 2) suggest that students do not take senior synthesis seriously and often do not see the relevance of the course as it is currently designed.
Writing clearly and effectively	NSSE (student perception)	Freshmen	ENGL 101 and 202 and the two writing across-the-curriculum courses may be contributing to this strength.	ENGL 101 and 202 and two writing across-the-curriculum courses are retained in the revised proposal. Writing skills are also addressed in First Year Seminar and Capstone courses.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. The proposed revision reduces ENGL 101 by one credit to allow this credit to be utilized elsewhere to address other curricular needs.
Speaking clearly and effectively	NSSE (student perception)	Freshmen	Speaking skills are not specifically or intentionally included in any area of the current Liberal Studies program.	The proposed curriculum requires all students to complete either an oral or technical communication course. This option allows departments to require or recommend whichever course best meets the educational needs of their students.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. Middle States Standard 12 addresses the need for proficiency with oral communication.

Field-based work, including community service	NSSE (student perception)	Seniors	Field-based work and community service are not specifically or intentionally included in any area of the current Liberal Studies program.	Community service or project-based activities are suggested for the Capstone course.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength.
Critical thinking	Local Assessment	Seniors	The current Liberal Studies criteria require all courses to address critical thinking.	The revised proposal would require all Liberal Studies courses to address critical reading and critical thinking. This area is an identified strength in the assessment findings. No significant changes are proposed.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength.
Problem solving	Local Assessment	Seniors	All Liberal Studies courses are required to address problem solving skills.	This requirement would be addressed in approval criteria for specific courses	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength.
Written communication	Local Assessment	Seniors	ENGL 101 and 202 and the two writing across-the-curriculum courses may be contributing to this strength.	ENGL 101 and 202 and the two writing across the curriculum courses are retained in the revised proposal. Writing skills are also addressed in First Year Seminar and Capstone courses.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. The proposed revision reduces ENGL 101 by one credit to allow this credit to be utilized elsewhere to address other curricular needs.
Performance task	CLA	Seniors	It is not possible to make a clear connection between this finding and the current or proposed curriculum		The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. IUP is indicated to be at expected performance levels (percentile rank 58%).
Make-an-argument task	CLA	Seniors	All Liberal Studies courses are required to address critical thinking.	The requirement for all Liberal Studies courses to address critical thinking and critical reading is retained in the revision proposal.	The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength. IUP is indicated to be at expected performance levels (percentile rank 45%).

Critique-an-argument task	CLA	Seniors	All Liberal Studies courses are required to address critical thinking.	The requirement for all Liberal Studies courses to address critical thinking and critical reading is retained in the revision proposal.	<p>The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength.</p> <p>IUP is indicated to be at expected performance levels (percentile rank 55%).</p>
Analytical writing	CLA	Seniors	ENGL 101 and 202 and the two writing across-the-curriculum courses may be contributing to this strength.	ENGL 101 and 202 and the two writing across the curriculum courses are retained in the revised proposal. Writing skills are also addressed in First Year Seminar and Capstone courses.	<p>The assessment findings do not suggest which specific components of the curriculum, LS or majors courses, are responsible for this strength.</p> <p>IUP is indicated to be at expected performance levels (percentile rank 53%).</p>

Appendix F
Weakness in Current Liberal Studies Program identified in 2008 assessment report

The chart below indicates the weaknesses of the current Liberal Studies curriculum as identified by the Spring 2008 Liberal Studies Assessment. The National Survey of Student Engagement (NSSE) is a self-report instrument that is an indirect measure of students' perceptions of their learning and of the institution. The local assessment comes from a convenience sample of 183 Senior Synthesis (LBST 499) writing assignments, submitted by faculty teaching those courses. The Collegiate Learning Assessment (CLA) was administered to a convenience sample of 100 senior students and is considered to be a direct measure of students' ability in the areas of four tasks; the performance task, the make-an-argument task, the critique-an-argument task and analytical writing. IUP's overall CLA score is percentile rank 56%.

Weakness	Source	Level	Current Curriculum	Proposed Curriculum	Notes
Opportunities for service learning	NSSE (student perception)	Freshmen	Opportunities for service learning are not specifically or intentionally included in any area of the current Liberal Studies program.	The criteria for First Year Seminar courses are expected to specify that course content must address opportunities for service learning and co-curricular activities.	Opportunities for service learning are anchored in both the First Year Seminar and Capstone courses.
Opportunities for cohort based learning	NSSE (student perception)	Freshmen	Opportunities for cohort based learning are not specifically or intentionally included in any area of the current Liberal Studies program.	Opportunities for cohort based learning would include living learning communities and linked courses. The criteria for First Year Seminar courses are expected to specify that course content must address opportunities for these types of learning.	
Synthesis of ideas from across disciplines and sources	NSSE (student perception)	Freshmen	Opportunities for interdisciplinary course work are not specifically or intentionally included in any area of the current Liberal Studies program, until students reach their senior year.	Interdisciplinary courses are encouraged across the revised Liberal Studies curriculum. The criteria for First Year Seminar courses are expected to require that these courses address the nature of the human experience from various perspectives. Capstone courses will retain an interdisciplinary component.	
Foreign language course work	NSSE (student perception)	Freshmen	Intermediate level foreign language courses meet the Liberal Studies Elective requirement. Approximately 30% of IUP	The proposed curriculum includes a three credit foreign language or cultural studies requirement for all students. This requirement is	Differences (weaknesses) in this area disappear for seniors suggesting that students' foreign language experience is consistent with other institutions. The

			students are required to study a foreign language.	primarily designed for the 70% of IUP students not currently required to study a foreign language.	specific demographics of the sample size were not available therefore it is unclear to what degree the students comprising the sample were from programs that require a foreign language.
Academic Integrity	NSSE (student perception)	All IUP Students	While academic integrity is an expected behavior it is not addressed in an intentional way in the current curriculum.	Academic integrity is specifically addressed in the Expected Undergraduate Student Learning Outcomes in the Responsible Learner category. Criteria for the First Year Seminar address the concept of intellectual honesty. This learning outcome is also expected to appear in criteria for other courses.	
Concern for Social Justice	NSSE (student perception)	All IUP Students	Concern for social justice is not intentionally addressed in any component of the current Liberal Studies curriculum, with the exception of a few Senior Synthesis topics.	New and revised courses, particularly those in the Social Sciences, some topics in First Year Seminar and some Capstone courses would be expected to address this issue. All courses in the Liberal Studies curriculum could address this issue as appropriate to the course content.	
Civic Engagement	NSSE (student perception)	All IUP Students	Civic engagement is not specifically or intentionally included in any area of the current Liberal Studies program.	New and revised courses, particularly those in the Social Sciences and some First Year Seminar topics would be expected to address this issue. All courses in the Liberal Studies curriculum could address this issue as appropriate to the course content.	
Complex problem solving skills	NSSE (student perception)	All IUP Students	Problem solving skills are specifically addressed in the criteria for the Natural Sciences and Mathematics courses required for all students.	The Mathematics and Natural Science requirements are retained and further enhanced by the addition of Quantitative Literacy and Scientific Literacy Across-the-Curriculum requirements.	The proposal recommends changing the options for Natural Science allowing students to choose more than one scientific field to study and changing the minimum science credit requirement to 7 credits. Scientific Literacy Across-the-Curriculum is added.

Liberal Studies Revision Proposal continued....

Part VI Letters of Support/Acknowledgement

Alphabetical List of Department Responses to Liberal Studies Revision Proposal

Art

Biology

Chemistry

Communications

Computer Science

Criminology

Developmental Studies

Economics

Educational and School Psychology

English

Food and Nutrition

Geography and Regional Planning

Geoscience

History

Human Development and Environmental Studies

MIS/DS

Philosophy

Physics

Political Science

Psychology

Special Education and Clinical Services

Technology, Support, and Training

Theater and Dance

Vocational-Technical Professional Studies

Mary:

You have done such a wonderful job regarding the LS revision that not a lot of questions go unanswered. You have invited discussion and input from everyone which is commendable. Yet, there remain some issues that dangle out there like un-ripened fruit.

Since the state requires us to limit the number of hours in programs to 120 there is a constant fear that the revised LS curriculum will, to be implemented, somehow require us to reduce our offering for majors in order to fulfill the complex of requirements found in the LS curriculum. We have been invited and have participated in some discussion on how some of our courses will be acceptable in meeting, for instance, History and Cultural requirements. It is essential that our three divisions will have the capacity to "double dip" so our art majors can fulfill both LS and program requirements. We do not want to forfeit the necessary preparation needed within the disciplines for the sake of meeting the mission of LS.

Another concern is that if we designate certain courses, for example, in art history as LS they will also need to be open to non-art majors. As such, do these courses need to be revised to accommodate non art students at the expense of art majors? Our concern is not the thrust of LS but whether, or how, the new curriculum for LS would adversely affect art history, art studio and art education.

Since the Synthesis classes will be abandoned our faculty members would like to develop replacement courses that reach out to non majors, much as the Synthesis courses did accomplish. Will each of our divisions be able to do so? For instance, Art Education would like to begin offering a course that concerns parenting and the visual arts. Because art education is a professional preparation program does that preclude art education faculty from providing what could be a broad based course that would help future parents engage the visual art world at the various stages of child growth? Such a course could engage cultural and historical issues that can be approached in the literature of art as well as the images of art.

The Capstone course requirements are a sticky point. Within the department a capstone class might become, for some students, the Senior Synthesis class which is presently taught. For others, however, it might, for example, be a "Public Art" course engaging students with the community. Or perhaps for other students the capstone is a solo exhibition held in our Miller Gallery with invitations to public school students. For art education the capstone is student teaching. Could these structural variables be considered as a capstone meeting the needs of LS? Each one of our divisions has different professional needs that overlap with the spirit of LS. Closing off a variety of means would not be educationally beneficial. We continue to believe that some LS criteria overlap with existing courses or with courses that could be developed in order to use, as efficiently as possible, our limited 120 credit hours.

These are some issues that may not have been clearly asked by us as I know the opportunities have been made available. But they are important ones that still need to be addressed. I can assure you that our faculty is willing to realize the mission of LS. But this realization must not occur at the expense of preparing our students for success in the very competitive world of the visual arts.

Regards,

Richard Ciganko, Chairperson

Department of Art