

Explanation of Revisions to Liberal Studies Information Packet

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

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

Included in this curriculum proposal are the introductory language that explains the nature of the new Liberal Studies Handbook and the outline of criteria that will affect all Liberal Studies courses. The language in the introduction gives proposers some latitude to determine that an assigned student outcome does not fit (in whole or in part) the course proposal they are submitting. This language was added specifically to address the numerous concerns the Liberal Studies Committee received on this issue.

A chart of the approved Expected Undergraduate Student Learning Outcomes is also included for your information. This chart will be part of the final revised Liberal Studies Handbook.

Introduction to Liberal Studies

The contents of this Liberal Studies Curriculum Handbook are intended to serve as a guide for faculty and departments in their efforts to develop courses for the Liberal Studies curriculum. It is necessary for this program to meet the goals of the University and to provide a comprehensive curriculum that will provide all IUP students the opportunity to meet the Expected Undergraduate Student Learning Outcomes. This is the objective of the Liberal Studies program as a whole but not the responsibility of individual courses. No one course or program is expected to meet all of the Student Learning Outcomes.

When developing curriculum proposals, individual faculty and departments should review the Expected Undergraduate Student Learning Outcomes and define them as appropriate to their courses and departmental goals. Specific terms included in the outcomes should be defined as appropriate to the course content or disciplinary area. This is particularly important in cases where multiple sections of a course are offered and being taught by different faculty members. These instructors will need to agree on how these student learning outcomes are defined within their courses.

Proposals will need to include a justification for the exclusion of an Expected Undergraduate Student Learning Outcome (in whole or in part) that has been designated as “required” in a particular course or curricular category.

I. Guidelines for Liberal Studies Curriculum Proposals

A. Course Proposal Content Guidelines

Wherever appropriate to the course content, courses in the Liberal Studies curriculum should:

- provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women
- address critical-thinking and scholarly discourse
- require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles

Additionally, all courses in the Liberal Studies Curriculum must:

- be distinguished from technical courses designed primarily for majors
- be distinguished from professional or pre-professional courses, with the exception of the Capstone course
- be distinguished from courses that are designed primarily for the needs of beginning majors and which presume the taking of additional course work in that discipline
- be distinguished from remedial courses
- address (for multiple sections of the same course) how a basic equivalency will be achieved to enable all sections to meet common student learning outcomes and course content

B. Faculty and Department Commitment to Liberal Studies

Individual faculty and academic departments offering courses in IUP's Liberal Studies program must commit to the following:

- sustaining the course content set out in the original course proposal in such a way that the course will continue to meet the course outcomes outlined in the approved course syllabus and the primary Expected Student Learning Outcomes set forth in the course criteria
- participating in the Liberal Studies Committee's periodic review of Liberal Studies courses
- addressing the teaching of Liberal Studies courses in departmental five-year reviews

II. Liberal Studies Proposal Submission Guidelines

All curriculum proposals for Liberal Studies follow the procedures as outlined in the University-Wide Undergraduate Curriculum Committee (UWUCC) curriculum handbook. New and revised Liberal Studies courses and revisions to the Liberal Studies portion of any program also come to the Liberal Studies Committee for review, are forwarded to UWUCC and University Senate for action.

New and Revised Course Proposals submit:

- One copy of the course syllabus (in UWUCC Syllabus of Record Format), with signed cover sheet attached to the Liberal Studies Office
- One copy of the Expected Undergraduate Student Learning Outcomes Chart (following page), identifying the primary outcomes for the course as outlined in the course or category criteria
- Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment.
- Individuals proposing courses that fulfill only part of a requirement for a given course or category must address how students will be able to meet the remainder of the requirement. For example if a one-credit course is designed to fulfill one-third of a three-credit Liberal Studies requirement proposers will need to address the availability of two-credit courses to that allow students fulfill the remainder of the requirement.

Program Proposals

- Proposals for new programs or revisions to the Liberal Studies portion of an existing program will submit one copy of the proposal, following the UWUCC guidelines, with signed cover sheet attached, to the Liberal Studies Office.
- Syllabi for new or revised courses that are part of the program revision must also be included.

III. Expected Undergraduate Student Learning Outcomes

All course proposals for Liberal Studies approval must include the chart below. Proposers are asked to identify the primary Expected Undergraduate Student Learning Outcomes that should be fostered in the course, based on the criteria outlined in this handbook.

Outcome	Primary Outcomes
<p><i>Informed Learners</i> understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.</p> <p><i>Informed Learners</i> demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> 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 	
<p><i>Empowered Learners</i> are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.</p> <p><i>Empowered Learners</i> demonstrate:</p> <ul style="list-style-type: none"> 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 	
<p><i>Responsible Learners</i> are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.</p> <p><i>Responsible Learners</i> demonstrate:</p> <ul style="list-style-type: none"> intellectual honesty concern for social justice civic engagement an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world an understanding of themselves and a respect for the identities, histories, and cultures of others 	

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-40a.	AP 3/16/10 App 3/30/10	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) David Pistole & B. Gail Wilson	Email Address dpistole@iup.edu bgwilson@iup.edu
Proposing Department/Unit Liberal Studies	Phone 357-5715, 357-2612, 357-3210

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

1. Course Proposals (check all that apply)	
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
<hr/>	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
<hr/>	
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
<hr/>	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change
	<input type="checkbox"/> Program Revision
	<input checked="" type="checkbox"/> Other
	Liberal Studies Criteria for Mathematics/Fine Arts/ Philosophy & Religious Studies/ Natural Science
<hr/>	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
	Liberal Studies Criteria Explanation of Revisions to Liberal Studies Info. Packet

4. Approvals	Date
Department Curriculum Committee	N/A
Chair(s)	
<i>Liberal Studies</i> Department Chair(s)	David H. Pistole 11/11/09
College Curriculum Committee Chair	N/A
College Dean	David H. Pistole
Director of Liberal Studies *	David H. Pistole 11/11/09
Director of Honors College *	
Provost *	Mark Sherman 11/20/09
Additional signatures as appropriate:	
(include title)	
UWUCC Co-Chairs	Gail Scherst 3/30/10

Received

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Liberal Studies

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B. Faculty and Department Commitment to Liberal Studies

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- participating in the Liberal Studies Committee's periodic review and assessment of Liberal Studies courses, including requests for updated syllabi, assignments and grading rubrics
- addressing the teaching of Liberal Studies courses in departmental five-year reviews, including assessment of Liberal Studies courses taught by the department
- compliance with assessment as set forth by the approved University Assessment Committee
- participating in relevant discussions and meetings related to Liberal Studies courses

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