

*Revised & resubmitted as 08-54*

*08-11*

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. <i>07-56</i>	UWUCC Action-Date:	Senate Action Date:
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**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Mary Sadler</b>	Email Address <b>msadler@iup.edu</b>
Proposing Department/Unit <b>Liberal Studies</b>	Phone <b>7-5715</b>

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

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
<b>2. Additional Course Designations: check if appropriate</b> <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.		
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input checked="" type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other		
<i>Liberal Studies Current program name</i>		<i>Proposed program name, if changing</i>
<b>4. Approvals</b>		<b>Date</b>
Department Curriculum Committee Chair(s)		
Department Chair(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *	<i>Mary Sadler</i>	<i>3-26-08</i>
Director of Honors College *		
Provost *	<i>Prof. J. Allen</i>	<i>4-7-08</i>
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		

\* where applicable

## Part II. Description of Curriculum Change

1. *Catalog description for the revised program in the appropriate form. This includes both the description about the program and the list of courses and credits for the revised program.*

### Liberal Studies

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 49 credits divided among Learning Skills and Knowledge Areas. The number of credits may rise slightly 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.

The 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

<b>Learning Skills</b>	<b>18-23cr</b>
First Year Seminar	3
English Composition I and II	6
Mathematics	3-4
Dimensions of Wellness	3
Foreign Language	0-4*
Oral Communication	3
<b>Knowledge Areas</b>	<b>31-32cr</b>
<b>Humanities</b>	<b>9cr</b>
History (3 cr)	
Literature (3 cr)	
Philosophy/Religious Studies (3cr)	
<b>Fine Arts</b>	<b>3cr</b>
<b>Natural Science</b>	<b>7-8cr</b>
Option 1 (7 cr - 1 lab and 1 non lab course)	
Option 2 (8cr - 2 lab courses)	
<b>Social Science</b>	<b>9cr</b>
<b>Capstone</b>	<b>3cr**</b>
<b>TOTAL</b>	<b>49-55cr</b>

\*Students may fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits for this requirement 0-4.

\*\*Students may fulfill this requirement by completing one approved course in or out of their primary major. If students take the Capstone through their major course of study, those credits will apply to the major rather than Liberal Studies.

### Competencies-Across-the-Curriculum

Students must complete the following competencies. These may be completed in any part of the student's curriculum including major courses, Liberal Studies courses and/or electives. \*At least one course in the Oral Communication Competency and one course in the Written Communication Competency must be completed in the student's primary major.

1. Global Citizenship (1 course)
2. Non-Western Cultures (1 course)
3. Oral Communication (2 courses\*)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses\*)



courses and/or electives. \*At least one course in the Oral Communication Competency and one course in the Written Communication Competency must be completed in the student's primary major.

1. Global Citizenship (1 course)
2. Non-Western Cultures (1 course)
3. Oral Communication (2 courses\*)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses\*)

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

1. English 101 is reduced from 4 to 3 credits. Enrollment will be limited to 20 students per section, based on standards from the National Council of Teachers of English.
2. Students are required to complete at least one foreign language course in their Liberal Studies program. Departments and programs already requiring foreign language may apply three credits of that requirement to fulfill this Liberal Studies component. Students would be able to fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits for this requirement 0-4.
3. The Departments of History, English and Foreign Language would be encouraged to develop a menu of course options to fulfill the Humanities requirements.
4. The Natural Science option will be either: a.) one lab science course and one non-lab science course or b.) two lab science courses (without restrictions on prefixes). Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. Departments may submit majors' courses for approval to fulfill the Liberal Studies Capstone requirement. If students take the Capstone through their major course of study, those credits will apply to the major rather than Liberal Studies. Students who complete an approved course outside the major to fulfill this requirement will count those credits toward their Liberal Studies program.
6. Each Liberal Studies course will be required to address: a.) Diversity, b.) Critical Thinking and/or Critical Reading and c.) Information Literacy and/or Technological Literacy, as appropriate.
7. One non-western studies course must be completed in one of the five Knowledge Areas.
8. The Liberal Studies Elective Category is eliminated.
9. The Liberal Studies Synthesis Category is eliminated.

*3. Rationale for Change.*

**Introduction:** A revision in the Liberal Studies curriculum is necessitated by deficiencies in our current curriculum, such as those stated in the Middle States Standard #12, and a number of other factors, including the status of our world and the dramatic changes that have occurred since the implementation of the current curriculum in 1989, the need to have a more intentional approach to student learning across the curriculum, and the need to do more efficient and effective program assessment. Well respected academies in higher education and our regional accreditor, 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. These concepts and skills are not emphasized in the current Liberal Studies curriculum. Additionally, the current Liberal Studies curriculum is viewed as inflexible particularly for transfer students.

In the proposed revision, each Liberal Studies course will need to address: a.) diversity, b.) critical thinking and/or critical reading, and c.) information literacy and/or technological literacy as appropriate. 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 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). Course revisions will be advanced through the approved curriculum processes.

## **I. Learning Skills Requirements – Revisions and Additions**

### **A. First Year Seminar (FY)**

The proposed First Year Experience consists of three (3) credits. 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). 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 conducted 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 Experience 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 that must include exercise, nutrition, stress management, 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 to select a physical activity that is best suited to their own 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 the duration of the course. A menu of options and change in category title can serve a diverse student population better than a "one size fits all" course.

### **C. Foreign Language requirement**

The recommendation is for a three credit requirement in foreign language skill development. This is consistent with or surpasses the requirements of our sister institutions. It is expected that IUP programs requiring intermediate level foreign language would retain their current requirement. The proposed revision enhances students' exposure to foreign language by requiring that *all* students have a minimum of three credits in this area. Students would be able to fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits for this requirement 0-4.

### **D. Oral Communication course**

The proposed Liberal Studies revision includes a three-credit course designed to introduce students to the concepts of effective oral communication and engage them in the practice of oral communication skills. A required course early in the curriculum should 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. Communication skills (written and verbal) are at the top of virtually every list of skills employers seek. However, anxiety related to speaking in public is very common among college students. This anxiety may lead students to avoid courses where presentations and speaking are components of the course (Katz, 2000).

## II. Knowledge Area Revisions and Additions

### A. 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 of any approved prefix). 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 exemptions 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. Additionally, many transfer students have already completed one lab science course and many prefer to study another branch of science, rather than take another lab course in the same field.

### B. English Composition

The recommendation is to change English Composition I and II 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. While many faculty members would appreciate the opportunity to have private conferencing time with students, 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 class size to 20 students will allow this practice to continue.

### C. 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. 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 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.

### D. Capstone

The recommendation is to add a Capstone course to the Knowledge Area category. During the LSRSC 2006 summer 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*.

### E. 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 question how effective some of the offerings are for senior students. The University must also consider the difficulty of sustaining high quality LBST 499 courses and the



ability to have sufficient seats to accommodate students. 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.

### **III. 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 a level of proficiency in these competencies upon graduation.

#### **A. Global Citizenship (G)**

The recommendation is for one (1) "G" course. 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. The intention is for such courses to aid students in developing the skills, attitudes and values that enable them to function as good and productive citizens across cultures and countries. Additionally, this will broaden their understanding of the links between their lives and those of people throughout the world (Bournemouth University, 2007).

#### **B. Non-Western Cultures (N)**

The recommendation is for one (1) "N" course accomplished in any area of the student's curriculum. Non-western cultures courses develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia. This competency is consistent with IUP's current non-western cultures requirement.

#### **C. Oral Communication (O)**

The recommendation is for two (2) "O" courses with at least one course being accomplished in the student's major course of study, in addition to the required Oral 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 (Q)**

The recommendation is for one (1) "Q" course 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 (S)

The recommendation is for one (1) “S” course 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 (W)

The recommendation is for two (2) “W” courses in addition to the two English Composition courses required in the Learning Skills. At least one “W” 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 and 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).

## References

- American Association of Colleges and Universities. (2007). *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise*. Washington, DC. Retrieved 23 September 2007 from <[http://www.aacu.org/advocacy/leap/documents/GlobalCentury\\_final.pdf](http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf)>.
- Bournemouth University. (2007). What is Global Perspective? Retrieved 25 March 2008 from [http://www.bournemouth.ac.uk/about/the\\_global\\_dimension/global\\_perspectives/what\\_is.html](http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/what_is.html).
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- Mathematics Association of America. *The Dynamics of Quantitative Literacy*. Retrieved 25 July 2007 from <[http://www.maa.org/past/ql/ql\\_part3.html](http://www.maa.org/past/ql/ql_part3.html)>.
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- Pascarella, E.T. and P.T. Terenzini. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
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- PASSHE. (2007). *Leading the Way: PASSHE'S Strategic Plan*. Retrieved 24 March 2008 from <<http://www.passhe.edu/about/strategicplan/Pages/default.aspx>>.
- Policy Center on the First Year of College. (2002). *A National Benchmarking Project*, Retrieved 12 May 2007 from <<http://www.firstyear.org/>>.

**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 entering freshman class in Fall 2010. Exceptions will be made for students enrolled at IUP in the transition years between the current and revised curriculum. These will be handled on an individual or course basis. For example, as the number of Synthesis course offerings decreases, faculty and students will be advised of appropriate course substitutions.

*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.*

The faculty complement cost of the proposed Liberal Studies revision is calculated based on the proposed additions in the revised curriculum, off-set by reduction of credits in the current curriculum. The total additional FTE needed for the proposed revision is **5.638 FTE**. This number is dependent on the structure of the Freshman Year Experience and whether or not students will be permitted to use a pre-fall freshman experience of one credit as part of their Liberal Studies curriculum. This existing pre-fall program is outside the regular 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 are permitted to apply this credit to the Liberal Studies program, then those 1000 students would need an additional two credits of the Freshman Year Experience during the regular semester, rather than three credits. If students are not permitted to use this one-credit, pre-fall experience in the Liberal Studies curriculum, requiring them to take the three credit Freshman Year Experience during the regular semester, then the additional FTE needed for the revised program is **7.308 FTE**.

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. 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 that course.

**A. Proposed changes in the current curriculum resulting in a reduction of FTE**

**1. Reduce English 101 from 4 to 3 credits and limit enrollment to 20 students per section**

**Current:**

$2600 \text{ (freshman students)} / 25 \text{ (students per section)} = 104 \text{ sections} / 6 \text{ (faculty load per academic year for a four credit course)} = 17.33 \text{ FTE}$

**Proposed:**

$2600 \text{ (freshman students)} / 20 \text{ (students per section)} = 130 \text{ sections} / 8 \text{ (faculty load per academic year for a three credit course)} = 16.25 \text{ FTE}$

Anticipated change:  $17.33 - 16.25 = 1.08 \text{ FTE}$

**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.

Based on 2600 students (freshman class) currently needing an average of 6 LSE credits:

$2600 / 40$  (students enrolled per section) = 65 (sections) x 2 (courses needed) = 130 sections / 8 (faculty load per academic year) = 16.25 FTE

Anticipated change: **16.25 FTE**

### **3. Eliminate LBST 499, Senior Synthesis**

**Current:**

60 sections of LBST 499 are currently offered during the regular academic year.

$60$  sections / 8 (faculty load per academic year for a three credit course) = 7.5 FTE

**Proposed:**

With the option for departments to propose a majors course to fulfill the capstone requirement, the LSRSC estimates that 75% of departments will likely pursue that option. This estimate would reduce the need for synthesis/capstone sections in the Liberal Studies curriculum to 15 sections per academic year.

$15$  sections / 8 (faculty load per academic year) = 1.875 (FTE)

Anticipated change: 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 based on all Natural Science and Mathematics, most Health and Human Services and most Education majors currently requiring 8 credits of natural science for about 60% of the total student population.

**Current:**

$2600 / 40$  (enrollment in lab sections) = 65 (sections) / 24 (faculty load per academic year teaching a 1 credit course) = 2.71 x 2 (lab courses for 8 credit sequence) = 5.42 FTE (2 one-credit lab courses)

**Proposed:**

$1040$  (40% of students) / 40 (enrollment in lab sections) = 26 (sections) / 24 (faculty load teaching a one credit course) = 1.083 FTE

Anticipated change: 5.42 – 1.083 = **4.337 FTE**

**Total anticipated change in FTE due to reductions in current curriculum = 27.292**

1.08  
16.25  
5.625  
4.337  
27.292

## B. Proposed changes to LS Curriculum resulting in increased FTE

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

**Option 1:** permitting 1000 students to apply 1 credit, pre-fall experience to required LS First Year Seminar based on 2600 freshman students. Requiring 1600 to complete the three credit course during the academic year and 1000 students to complete a two credit course during the academic year.

$1600$  (students needing 3 credits) /  $25$  (students per section) =  $64 / 8$  (faculty load per academic year) =  $8$  FTE

$1000$  (students needing 2 credits) /  $25$  (students per section) =  $40 / 12$  (faculty load per academic year teaching a two credit course) =  $3.33$

Total Additional FTE for Option 1 = **11.33 FTE**

**Option 2:** all freshman students complete the required three credits during the regular academic year.

$2600$  (freshman students) /  $25$  (students per section) =  $104$  sections /  $8$  (faculty load per academic year teaching a three credit course) =  $13$  FTE for 3 credits

Total Additional FTE for Option 2 = **13 FTE**

### 2. Foreign Language – addition of a three credit course

Foreign language numbers are based on approximately 30% of students currently required by their college or department (Humanities and Social Sciences, Natural Science and Mathematics and International Business) to complete foreign language.

$1820$  (70% of freshman class) /  $25$  (students per section) =  $72.8$  sections /  $8$  (faculty load per academic year teaching a three credit course) = **9.1 FTE**

### 3. Oral Communications – addition of a three credit course taught at the sophomore level

$2500$  (sophomore students) /  $25$  (students per section) =  $100$  sections /  $8$  (faculty load per academic year teaching a three credit course) = **12.5 FTE**

### Total additional FTE due to increases in proposed program

11.33 (FY Option 1)	13 (FY Option 2)
9.1 (Foreign Language)	9.1 (Foreign Language)
<u>12.5</u> (Oral Communication)	<u>12.5</u> (Oral Communication)
32.93	34.6

### Total additional FTE

**32.93 - 27.292 = 5.638 (FY Option 1)**

**34.6 - 27.292 = 7.308 (FY Option 2)**

## Calculations are based on the following enrollment information

2007-08 IUP Enrollment (Office of Academic Administration)

2553 freshmen  
2488 sophomores  
2503 juniors  
3391 seniors

Enrollment by college (number of undergraduate majors) based on IUP Trendbook 2005-2006

Business	2,149
Education	1,351
Fine Arts	779
Health and Human Services	3,854
Humanities and SS	1,769
<u>Natural Science and Math</u>	<u>1,657</u>
Total	11,559

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 numbers related to persistence to the second year. Particularly relevant toward achieving this goal is the addition of the First Year Experience.

### 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 design and schedule developed by the University Assessment Committee.

### Part V. Course Proposals

1. *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 in the Liberal Studies curriculum will be revised to meet one or more of the ***Expected Undergraduate Student Learning Outcomes***. Those proposals will be advanced 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.)

**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



MEMO TO: Gail Sechrist, Chair  
UWUGCC

FROM: David Werner,  
Interim Provost

SUBJECT: Curriculum Proposal Cover Sheet for Liberal Studies

I have signed and attached the Curriculum Proposal Cover Sheet for the proposed modification in the Liberal Studies program. While not as groundbreaking as the original proposal, this alternative, in my judgment, addresses the concerns of Middle States and will significantly strengthen undergraduate education at IUP.

In general, I found the cost analysis to be appropriate, although a few of the assumptions may somewhat overstate the need for additional faculty. For example, the calculation of the need for sections of Oral Communications is based on providing instruction to 2500 sophomores per year. While IUP does have approximately that number of sophomores in fall semester, that number includes both "new" and "old" sophomores since many IUP students do not progress through the curriculum in four years. The number of "new" sophomores per year is significantly less. I also note that some students will likely meet the foreign language requirement by proficiency or by study abroad.

I have discussed this matter with President Atwater and he is committed to providing the resources to support the new Liberal Studies program.