

Mary Sadler

From: "Devki N. Talwar" <talwar@iup.edu>
To: <mary.sadler@iup.edu>
Cc: "Devki Talwar" <talwar@iup.edu>; "Patty Seigworth" <paseig@iup.edu>
Sent: Monday, February 02, 2009 3:38 PM
Subject: Liberal studies curriculum revision

Dear Dr. Sadler,

I am sorry, I could not respond to you earlier about the revised "Liberal Studies Curriculum Proposal" because of my involvement in so many other things with deadlines.

I want to let you know that this revised proposal on Liberal Studies curriculum certainly **meets our goals**. In this proposal your committee has **carefully thought about providing strong education to our students fulfilling the requirements of the university's Liberal Studies Program** and I really want to congratulate you and your committee members. This program certainly in my view provides broader and comprehensive curriculum to the University students covering - Oral, Communication Competency, Quantitative reasoning, Scientific Literacy and Technical writing among many other things. In the College of NSM we need to develop some new courses in the Natural Science Knowledge Area.

You have my support for this Revised Liberal Studies proposal.

Thanks

With kind regards

Devki Talwar, Phd
Chair of the IUP Physics Department

Mary Sadler

From: "John Sitton" <jfsitton@iup.edu>
To: <Mary.Sadler@iup.edu>
Cc: "David Chambers" <chambers@iup.edu>; "Dighton M Fiddner" <fiddner@iup.edu>; "Gawdat Bahgat" <gbahgat@iup.edu>; "Gwendolyn Torges" <torges@iup.edu>; "John F Sitton" <jfsitton@iup.edu>; "Mary J Kuffner Hirt" <mjk@iup.edu>; "Prof. Sarah WHEELER" <wheeler@iup.edu>; "Steven F. Jackson, Ph.D." <sjackson@iup.edu>; "Susan J. Martin" <smartin@iup.edu>
Sent: Wednesday, February 11, 2009 3:16 PM
Subject: Liberal Studies Revision

Hello Mary,

As Chair, I have gathered opinions of members of the Department of Political Science regarding the proposed Liberal Studies revision. Three of us, one-third of the department -- Steve Jackson, Susan Martin, and me -- served on subcommittees exploring the proposed revision over a year ago.

Although parts of the proposal have merit, a solid majority of the department believes that in this time of severe budgetary uncertainty it is unwise to proceed with the revision. The costs of the program have not been fully analyzed, regardless of various statements to the contrary. Further, other than smaller changes required by articulation agreements, the rationale for a full-scale revision has not been made. Especially now, IUP must avoid taking on unknown costs for uncertain needs with uncertain funding.

Therefore the Department of Political Science must firmly reject revision at this time.

John

Mary Sadler Williams

From: "Mary Lou Zanich" <mlzanich@iup.edu>
To: "Mary Sadler" <MSADLER@iup.edu>
Cc: "Theresa R Ruffner" <truffner@iup.edu>; "Tara Johnson" <tj@iup.edu>; "Susan Zimny" <szimny@iup.edu>; "Raymond Pavloski" <pavloski@iup.edu>; "Pearl Berman" <psberman@iup.edu>; "ML Zanich" <mlzanich@iup.edu>; "Meg Reardon" <mcreardon07@yahoo.com>; "Maureen McHugh" <mcmchugh@iup.edu>; "Marna Barrett" <msb@mail.med.upenn.edu>; "Mark Palumbo" <mark.palumbo@iup.edu>; "Mario Sussmann" <sussmann@auxmail.iup.edu>; "Lynda Federoff" <lmfed@iup.edu>; "Lou Sherburne" <sherburl@iup.edu>; "Lloyd K Stires" <lstires@auxmail.iup.edu>; "Lisa Newell" <lisa.newell@iup.edu>; "Laurie Roehrich" <roehrich@iup.edu>; "Laura Knight" <laura.knight@iup.edu>; "Krys Kaniasty" <kaniasty@iup.edu>; "Kim Husenits" <husenits@iup.edu>; "Jay Mills" <jamills@grove.iup.edu>; "Gordon Thornton" <thornton@iup.edu>; "geowalz." <geowalz@auxmail.iup.edu>; "don robertson" <durobert@iup.edu>; "Derek Hatfield" <derek.hatfield@iup.edu>; "David Grover" <groverbd5@comcast.net>; "dasen Luo" <dluo@iup.edu>; "dan sadler" <dsadler@iup.edu>; "Catherine Raeff" <craeff@iup.edu>; "Carl Schneider" <schneide@auxmail.iup.edu>; "Bob Rittle" <rrittle@auxmail.iup.edu>; "Bill meil" <meil@iup.edu>; "beverly goodwin" <goodwin@iup.edu>; "Barbara W Marquette" <barbaram@auxmail.iup.edu>; "anson long" <anson.long@iup.edu>; "Dave Laporte" <laporte@iup.edu>
Sent: Tuesday, January 27, 2009 4:54 PM
Subject: Liberal Studies Revision project response

Dr. Sadler,

As per your request: The Psychology Department's Ad Hoc Committee on Liberal Studies Curriculum met to discuss the Department's response to the proposed revision of the Liberal Studies program. Here are the commitments we identified. In all cases we are aware that revisions may be necessary to fit new LS criteria.

1. The Department will continue to offer PSYC 101: General Psychology as a Social Science Elective.
2. The Department will develop new courses/revise extant courses to serve as a departmentally based Capstone course.
3. The Department will propose some of its extant courses as non-lab science courses, e.g., PSYC 372: Drugs and Behavior and PSYC 356: Biopsychology.
4. The department will continue to provide two writing-intensive courses within the requires courses for psychology majors and one writing-intensive course within the required courses for psychology minors.
5. The department will propose courses to satisfy some of the new competencies across the curriculum. (This is dependent upon the final criteria for these competencies.)
6. Many of the PSYC courses which serve as Liberal Studies electives are courses which are popular among our majors or are required by other departments.

We anticipate that

these students will continue to have an interest in these courses.

So, it is unclear just

what the impact of the elimination of Liberal Studies electives will

be. Accordingly, we are unable to determine what, if any, faculty availability we will have. Also, the specific criteria for the first year seminars are not clear. So, we can not know just what expertise we might bring to bear. While we believe that we may be able to offer courses of relevance and interest, it would be our desire to offer these courses to our majors and thus to improve their chances of success by situating the skills and knowledge they might come by in the context of their own major.

Please let me know if you desire more information or if you have any questions.

Mary Lou Zanich, Ph.D.
 Professor and Chair
 Psychology Department
 IUP
 1020 Oakland Ave.
 Indiana, PA 15705

Phone: 724-357-2426
 Fax: 724-357-2214

----- Original Message -----

From: "Mary Sadler" <MSADLER@iup.edu>
 To:
 Subject: Liberal Studies Revision project

> To Department Chairpersons:
 >
 > The Liberal Studies Revision Steering Committee asks for your assistance
 > in
 > completing the final stages of the revision of IUP's Liberal Studies
 > curriculum. As with all curriculum proposals, the Liberal Studies
 > curriculum revision will be reviewed by the UWUCC and APSCUF and then
 > forwarded to the University Senate. As part of the proposal, we will
 > attach
 > letters from departments affected by the changes and that, of course, is
 > every academic department in the University.
 >
 > At this time we are requesting that each department chair forward a letter
 > to the Director of Liberal Studies addressing in what ways his or her
 > department plans to contribute to the revised Liberal Studies program and

Mary Sadler Williams

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
To: "Mary Sadler" <MSADLER@iup.edu>
Sent: Wednesday, February 25, 2009 12:23 PM
Subject: Letter Regarding Liberal Studies Revision Project

Dr. Sadler,

This letter is written in response to your call for feedback regarding the Liberal Studies Revision Project. At this point in time, as chair of the Special Education and Clinical Services Department, I cannot offer my support, or the support of the programs in our department, for the proposed revisions. Additionally, I cannot offer suggestions for courses that the programs in our department might offer or develop in support of the proposed curriculum.

There are two major reasons for my/our inability to support the proposed curriculum. First, the proposal, as it is currently being presented for discussion, does not contain adequate detail in the form of explicit criteria outlining the detailed nature of each category in the curriculum. Because this level of detail is missing it is difficult, if not impossible, to see what courses from our respective programs' curricula might apply to what category. Hence, offering suggestions for what existing courses, or newly developed courses, might apply or be available for inclusion in the new curriculum is extremely difficult if not impossible to do.

Second, and perhaps most important, I cannot support the current proposal because, despite repeated attempts through TECC and a private COE-ET chairs meeting, I have yet to be convinced that the proposed revisions serve the best interest of our students or our programs. I feel as if our concerns and repeated requests for consideration of our curricular offerings to be considered as viable options within the proposed curriculum have fallen upon deaf ears.

To date, despite our best attempts, we have yet to receive assurance from your committee that the proposed liberal studies curriculum would be one in which courses from our programs' curricula would have a rightful and justified acceptance in the categories contained within the curriculum. I offer the following as examples: 1) the inclusion of Educational Psychology as a Social Science, 2) the inclusion of American Sign Language as a recognized foreign language, 3) the inclusion of the Deaf Cultures course as an acceptable Cultural Studies option, and 4) the acceptance of the literature courses taught in teacher preparation programs as an acceptable option for literature in the Humanities category. The examples offered here are just a few examples of how a new Liberal Studies curriculum might incorporate courses from our existing programs. Needless to say I could offer more.

The point, however, is that if the proposed Liberal Studies curriculum is not accommodating of the curricula of the programs in the COE-ET then all it will be for us is yet another layer of requirements boosting credit totals and forcing unnecessary program revisions to meet meaningless internal demands. Unless I can be assured that the proposed revisions are offered in the best interests of our students I cannot

offer my support.

Joseph Domaracki

--

Joseph W. Domaracki, Ph.D.

Professor

Chairperson

Department of Special Education and Clinical Services

IUP

203 Davis Hall,

507 S. Eleventh St.

Indiana , PA 15705-1087

Phone: (724) 357-2450

Fax: (724) 357-7716

E-mail: JWDOMARA@IUP.EDU

Indiana University of Pennsylvania



Department of Technology Support and Training
The Eberly College of Business and Information Technology
664 Pratt Drive, Room 224
Indiana, Pennsylvania 15705-1036
February 2, 2009

724-357-3003
Fax: 724-357-3013
Internet: <http://www.eberly.iup.edu/ts/>

Dr. Mary E. Sadler
Director Liberal Studies
Professor, Nursing & Allied Health Professions
Indiana University of Pennsylvania
103 Stabley
429 S. 11th Street
Indiana, PA 15705

Dear Dr. Sadler:

This letter is written on behalf of the Technology, Support & Training Department (TST) in response to your email request dated December 17, 2008 requesting a letter from me that explains how our department will contribute to the revised Liberal Studies program and outlining the department's expectations/desires regarding course development for the revised program.

In general, TST will be able to contribute in the following areas:

- a) Liberal Studies Requirements – Learning Skills:
 - a. First Year Seminar: BTST 105 - Introduction to Business
 - b. Cultural Studies: BTST 342 – Intercultural Business Communications¹
 - c. Oral or Technical Communications:
 - i. BTST 231 – Speech Communication for Professionals
 - ii. BTED 101 – Computer Literacy
- b) Competency-Across-the-Curriculum
 - a. Oral Communication: BTST 321 - Business and Interpersonal Communications²
 - b. Information Literacy:
 - i. BTED370-- Technology Applications for Education
 - ii. BTED 201 - Internet & Multimedia
 - c. Written Communication:
 - i. BTST 321 – Business and Interpersonal Communications
 - ii. BTST 221 – Business Technical Writing

TST is willing to review and revise existing courses to meet the *Expected Undergraduate Student Learning Outcomes* requirement. TST is interested in developing additional courses in the future based on the needs of the University.

TST supports the proposed revision and looks forward to working with the Liberal Studies Revision Steering Committee. If the Committee needs additional information, please contact me at 724-357-3081 or wilkie@iup.edu.

Very truly yours,

A handwritten signature in black ink that reads 'LeAnn Wilkie'.

LeAnn Wilkie, Chairperson

¹ Currently approved as a non-western cultures elective

² Required of all business majors and some non-business majors

Indiana University of Pennsylvania

Department of Theater and Dance
Waller Hall, Room 104
401 South Eleventh Street
Indiana, Pennsylvania 15705-1065

724-357-2965
Fax: 724-357-7899
Internet: <http://www.iup.edu>

January 28, 2009

TO: MARY SADLER, Director of Liberal Studies

FROM: BRIAN JONES, Chair, Dept. of Theater and Dance

SUBJ: LIBERAL STUDIES CURRICULUM REVISION PROPOSAL

As requested, I am writing this letter to describe how the proposed changes will affect our department, what ways our department plans to contribute to the revised program, and our departments expectation and desire to create courses for the revised program.

Affects

The proposed “structural” changes most likely to affect our department are those of First Year Seminar, Oral Communication courses, Oral Competency, and Capstone courses. The First Year Seminar will have little impact because our cohort of freshmen and transfers are already advised into a common foundational course in the discipline coupled with experiential learning through our practicum program. Likewise, the theater area of our department offers several courses that may satisfy oral communication requirements, including at least one course suitable for non-majors. Further, oral communication competency-across-the-curriculum will pose no barrier to our majors. Finally, options for a capstone experience are already present in the department curriculum.

The proposed “inferred” change most likely to affect our department is the alignment of liberal studies course descriptions with IUP’s *Expected Undergraduate Student Learning Outcomes* of informed, empowered and responsible learners. In particular, our offering of Fine Arts courses to satisfy LS requirements in the Knowledge Areas will need to be revised. Our department is currently undergoing a curriculum revision of major’s courses that takes into consideration the prescribed undergraduate learning outcomes and how to assess them. Revising our Liberal Studies offerings will be an extension of work we are already undertaking.

The flexibility designed into the curriculum revision will also benefit our retention rate (already one of the best in the university). When our majors have difficulty meeting graduation requirements it is typically due to rigidity within the “distributive model” of liberal studies courses. The “across-the-curriculum” model will offer greater latitude for our majors to demonstrate competency within a more integrated learning experience.

Contributions

The Department of Theater and Dance plans to contribute to the revised curriculum by adapting its offering of Introduction to Theater and Introduction to Dance to the university's undergraduate student learning outcomes. We also plan to offer sections, yet to be determined, of THTR 132, Introduction to Acting, to satisfy the Liberal Studies requirement in Oral Communication.

As mentioned above, the department will also contribute to the revised curriculum through adaptation of our current first-year courses in the major into a suitable Freshman Year Experience Seminar. Our majors are already advised into a foundational course and experiential education through a practicum assignment that can be adapted. Our Senior Synthesis courses can also be adapted to become Capstone courses, in addition to our existing Senior Thesis requirement.

In summary, we plan to contribute:

THTR and DANC courses satisfying the Fine Arts requirement for students outside of our major programs.

THTR and DANC Freshman Year Seminar courses, primarily discipline based for our major programs.

THTR courses satisfying the Oral Communication requirement for students outside of our major programs.

THTR and DANC Capstone courses, primarily discipline based for our major programs.

Expectations and Desires to Create New Courses

The Department of Theater and Dance expects to adapt to the curriculum revision largely through re-working our current offerings to suit. This is *not* to say that we will not be making substantive changes. We will, and will be directing the changes toward the IUP Student Learning Outcomes. Some of these courses might be so changed that they become new courses with a legacy to their predecessor.

Wholly new courses that might possibly emerge include courses satisfying the Fine Arts Requirement with some studio component that allows students to work creatively in the discipline. However, given current resources and a bleak future for more, this must for now remain an unfulfilled desire.

Regards,



Brian Jones
Chairperson, Department of Theater and Dance

Mary Sadler Williams

From: "Karen Rivosecchi" <krivosecchi@solaris.voced.iup.edu>
To: "Mary Sadler" <MSADLER@iup.edu>
Sent: Monday, March 23, 2009 10:31 AM
Subject: FW: Liberal Studies Revision project

Mary, *Vocational-Technical Professional Studies*

Let me know if you need me to refine this and/or submit in letter form.
 Thanks. Sorry for not carrying through earlier.

Karen

-----Original Message-----

From: Karen Rivosecchi
Sent: Wednesday, February 04, 2009 1:37 PM
To: 'Mary Sadler'
Subject: RE: Liberal Studies Revision project

Hi Mary,

I apologize for the tardiness of my response.

I wanted to discuss with you as to if you needed a formal letter from me/our department.

As we will be affected by the changes in liberal studies through our certification (60 credit vocational teacher certification) and degree requirements (Bachelor of Science in Vocational Education), by nature of our grant all of our departmental coursework is solely for the purpose of teacher certification in this specialized area - so we would not be developing any courses for the revised liberal studies program that would affect other departments.

As I discussed with you when we met last summer, our primary concerns are with how our students will meet some of the proposed changes i.e., First year seminar - because of the nature of our students' entry and enrollment pattern in the program. I know you and I discussed how we could perhaps try to have our pre-induction workshop or learning lab sessions proposed as a first year seminar.

My other issues/concerns are probably not unique to my dept - meeting new teacher cert guidelines within the framework and transferability of courses from community colleges that are equivalent to new courses in the liberal studies revision.

Again, my apologies and let me know if this is what you need and do you need it in a "letter" form.

Thanks.

Requests for letters were made on 12/17/08, 1/15/09, and 2/24/09 (see emails)

Departments that did not respond with a letter of support/acknowledgement:

Accounting

Anthropology

Finance-Legal Studies

Foreign Languages (Spanish- French- German)

Health and Physical Education

HRIM

Journalism

Management

Marketing

Mathematics

Military Science

Music

Nursing & Allied Health

Professional Studies

Religious Studies

Sociology

Mary Sadler Williams

From: "Mary Sadler" <MSADLER@iup.edu>
To: "McCombie, Sally M" <Sally.McCombie@iup.edu>; "Brian Jones" <brjones@iup.edu>; "L. Wilkie" <wilkie@iup.edu>; "Joseph W. Domaracki" <jwdomara@iup.edu>; <LAURADEL@iup.edu>; <AHECKERT@iup.edu>; "Lon Ferguson" <ferguson@iup.edu>; <TSMITH@iup.edu>; "Mary Lou Zanich" <mlzanich@iup.edu>; <JROTIGEL@iup.edu>; <CHAMBERS@iup.edu>; <TALWAR@iup.edu>; <SBEGRES@iup.edu>; <lpalmer@iup.edu>; <JESTAMP@iup.edu>; <KWIBOWO@iup.edu>; <FALARCON@iup.edu>; <BHAGAT@iup.edu>; <rgsoni@iup.edu>; <CSPSLJ@iup.edu>; <RANDYJ@iup.edu>; <jbullard@iup.edu>; "Mary Swinker" <swinker@iup.edu>; <JMILLER@iup.edu>; <RSMOORE@iup.edu>; "Dr. Elaine Blair" <elblair@iup.edu>; <HOVAN@iup.edu>; <JBENHART@iup.edu>; <CHASMC@iup.edu>; "Sue Dahlheimer" <ssdahl@iup.edu>; <AFFANEH@iup.edu>; <gian.pagnucci@iup.edu>; <KARATJAS@iup.edu>; <CARMYCGC@iup.edu>; <WUTSCH@iup.edu>; <RMARTIN@iup.edu>; <CJSHUBRA@iup.edu>; <KDUDT@iup.edu>; <WOOLCOCK@iup.edu>; <KRIVOSEK@iup.edu>; "Dr. Carl Luciano" <luciano@iup.edu>; <FCONDINO@iup.edu>; "Richard Ciganko" <rciganko@iup.edu>; <PHUN@iup.edu>; "Catherine M. Dugan" <cmdugan@iup.edu>; <GPKLINE@iup.edu>
Cc: "Yaw Asamoah" <osebo@iup.edu>; "Scandrett, John F" <John.Scandrett@iup.edu>; "Muhammad Numan" <mznuman@iup.edu>; "Mary Sadler" <msadler@iup.edu>; "Gail Sechrist" <Gail.Sechrist@iup.edu>; "debra weaver" <dlweaver@iup.edu>; "Dawn Woodland" <Dawn.Woodland@iup.edu>; "Carmy Carranza" <Carmy.Carranza@iup.edu>; "B Gail Wilson" <bgwilson@iup.edu>
Sent: Wednesday, December 17, 2008 5:36 PM
Attach: Liberal Studies Curriculum Revision Proposal final-2-1.doc; Liberal Studies Appendices.doc
Subject: Liberal Studies Revision project

To Department Chairpersons:

The Liberal Studies Revision Steering Committee asks for your assistance in completing the final stages of the revision of IUP's Liberal Studies curriculum. As with all curriculum proposals, the Liberal Studies curriculum revision will be reviewed by the UWUCC and APSCUF and then forwarded to the University Senate. As part of the proposal, we will attach letters from departments affected by the changes and that, of course, is every academic department in the University.

At this time we are requesting that each department chair forward a letter to the Director of Liberal Studies addressing in what ways his or her department plans to contribute to the revised Liberal Studies program and to outline the department's expectation or desire to develop courses for the revised program. The final proposal and appendices are attached to this email.

Emailed letters can be sent to msadler@iup.edu and hard copy versions can be sent to the Office of Liberal Studies, 103 Stabley. Please submit your letter no later than February 2, 2009. Please refer any questions about this request to Mary Sadler. Thank you for your time and assistance.

Dr. Mary E. Sadler
 Director Liberal Studies
 Professor, Nursing & Allied Health Professions
 Indiana University of Pennsylvania
 103 Stabley
 429 S. 11th Street
 Indiana, PA 15705

Mary Sadler Williams

From: "Mary Sadler" <MSADLER@iup.edu>
To: "McCombie, Sally M" <Sally.McCombie@iup.edu>; "Brian Jones" <brjones@iup.edu>; "L Wilkie" <wilkie@iup.edu>; "Joseph W. Domaracki" <jwdomara@iup.edu>; <LAURADEL@iup.edu>; <AHECKERT@iup.edu>; "Lon Ferguson" <ferguson@iup.edu>; <TSMITH@iup.edu>; "Mary Lou Zanich" <mlzanich@iup.edu>; <JROTIGEL@iup.edu>; <CHAMBERS@iup.edu>; <TALWAR@iup.edu>; <SBEGRES@iup.edu>; <lpalmer@iup.edu>; <JESTAMP@iup.edu>; <KWIBOWO@iup.edu>; <FALARCON@iup.edu>; <BHAGAT@iup.edu>; <rgsoni@iup.edu>; <CSPSLJ@iup.edu>; <RANDYJ@iup.edu>; <jbullard@iup.edu>; "Mary Swinker" <swinker@iup.edu>; <JMILLER@iup.edu>; <RSMOORE@iup.edu>; "Dr. Elaine Blair" <elblair@iup.edu>; <HOVAN@iup.edu>; <JBENHART@iup.edu>; <CHASMC@iup.edu>; "Sue Dahlheimer" <ssdahl@iup.edu>; <AFFANEH@iup.edu>; <gian.pagnucci@iup.edu>; <KARATJAS@iup.edu>; <CARMYCGC@iup.edu>; "Mary Sadler" <MSADLER@iup.edu>; <WUTSCH@iup.edu>; <RMARTIN@iup.edu>; <CJSHUBRA@iup.edu>; <KDUDT@iup.edu>; <WOOLCOCK@iup.edu>; <KRIVOSEK@iup.edu>; "Dr. Carl Luciano" <luciano@iup.edu>; "Richard Ciganko" <rciganko@iup.edu>; <PHUN@iup.edu>; "Catherine M. Dugan" <cmdugan@iup.edu>; <GPKLINE@iup.edu>; <FCONDINO@iup.edu>
Sent: Thursday, January 15, 2009 11:46 AM
Attach: Liberal Studies Curriculum Revision Proposal final-2-1.doc; Liberal Studies Revision Appendicesrev.doc
Subject: REMINDER for response by February 2nd

Good morning Chairpersons and Happy New Year.

Just in case you missed this request that was sent near the end of the fall semester, I am sending it again and kindly ask for your response by February 2nd. I am happy to meet with individuals or with the Council of Chairs if you wish to discuss any of the details of the proposal. Thanks, Mary

Dr. Mary E. Williams Sadler
 Director Liberal Studies
 Professor, Nursing & Allied Health Professions
 Indiana University of Pennsylvania
 103 Stabley
 429 S. 11th Street
 Indiana, PA 15705
 724 357-5715
 msadler@iup.edu

Mary Sadler Williams

From: "Mary Sadler" <MSADLER@iup.edu>
To: "Mary Sadler" <MSADLER@iup.edu>; "Joseph W. Domaracki" <jwdomara@iup.edu>; <AHECKERT@iup.edu>; "Lon Ferguson" <ferguson@iup.edu>; <TSMITH@iup.edu>; <JROTIGEL@iup.edu>; <lpalmer@iup.edu>; <JESTAMP@iup.edu>; <KWIBOWO@iup.edu>; <FALARCON@iup.edu>; <BHAGAT@iup.edu>; <rgsoni@iup.edu>; <CPSPLJ@iup.edu>; <RANDYJ@iup.edu>; <jbullard@iup.edu>; <JMILLER@iup.edu>; "Dr. Elaine Blair" <eblair@iup.edu>; <CHASMC@iup.edu>; "Sue Dahlheimer" <ssdahl@iup.edu>; <AFFANEH@iup.edu>; <WUTSCH@iup.edu>; <KRIVOSEC@iup.edu>; "Dr. Carl Luciano" <luciano@iup.edu>; <FCONDINO@iup.edu>; "Richard Ciganko" <rciganko@iup.edu>; <PHUN@iup.edu>; "Catherine M. Dugan" <cmdugan@iup.edu>; <GPKLINE@iup.edu>; "Peter G Broad" <pbroad@iup.edu>
Cc: "Yaw Asamoah" <osebo@iup.edu>; "Scandrett, John F" <John.Scandrett@iup.edu>; "Muhammad Numan" <mznuman@iup.edu>; "Gail Sechrist" <Gail.Sechrist@iup.edu>; "debra weaver" <dlweaver@iup.edu>; "Dawn Woodland" <Dawn.Woodland@iup.edu>; "Carmy Carranza" <Carmy.Carranza@iup.edu>; "B Gail Wilson" <bgwilson@iup.edu>
Sent: Tuesday, February 24, 2009 1:24 PM
Subject: Re: Liberal Studies Revision project

Dear Chairpersons,

A gentle reminder that the LS proposal will be advancing to the LSC and UWUCC following spring break, and we hope to be able to include a letter from your department that addresses the proposal and outlines the department's expectations or desire to develop courses for the revised program. (Please refer to the original email sent to you on December 17th that includes the attachments). While some minor revisions have been made to address the budgetary implications and the concerns of TECC and COEET, the substance of the proposal is unchanged from the version that was attached to the Dec. 17th email. If you wish, you may send the letter via email. For your letter to be included with the proposal, I need to receive it by 4:30 pm on February 27th. In advance, I thank you for your commitment to this arduous process. Mary

Dr. Mary E. Sadler Williams
 Director Liberal Studies
 Professor, Nursing & Allied Health Professions
 Indiana University of Pennsylvania
 103 Stabley
 429 S. 11th Street
 Indiana, PA 15705
 724 357-5715
 msadler@iup.edu

----- Original Message -----

From: "Mary Sadler" <MSADLER@iup.edu>
To: "McCombie, Sally M" <Sally.McCombie@iup.edu>; "Brian Jones" <brjones@iup.edu>; "L Wilkie" <wilkie@iup.edu>; "Joseph W. Domaracki" <jwdomara@iup.edu>; <LAURADEL@iup.edu>; <AHECKERT@iup.edu>; "Lon Ferguson" <ferguson@iup.edu>; <TSMITH@iup.edu>; "Mary Lou Zanich" <mlzanich@iup.edu>; <JROTIGEL@iup.edu>; <CHAMBERS@iup.edu>; <TALWAR@iup.edu>; <SJBEGRES@iup.edu>; <lpalmer@iup.edu>; <JESTAMP@iup.edu>; <KWIBOWO@iup.edu>;

Date: April 8, 2009

To: University Senators

From: Liberal Studies Revision Steering Committee

(Mary Sadler Williams, Liberal Studies; Yaw Asamoah, Dean CHSS; Carmy Carranza, Developmental Studies; Muhammad Numan, Physics, Jack Scandrett, Music; Gail Sechrist, Geography & Regional Planning; B. Gail Wilson, Communications Media; and Dawn Woodland, Technology Support and Training)

The documents contained herein (Part III Implementation & Budget and Draft of Liberal Studies Criteria) are shared as background information for the Liberal Studies revision proposal that appears on the April Senate agenda. These documents were provided to the UWUCC, LSC and APSCUF as part of the full Liberal Studies proposal, but do not appear on the agenda with the Liberal Studies Program proposal. Pending approval of the revised Liberal Studies Program, the Liberal Studies Criteria document would undergo scrutiny, input and refinement during the fall semester and advance through the curriculum process as each section is ready for action. Any questions can be directed to mary.e.williams@iup.edu.

Excerpted from the UWUCC Liberal Studies Program revision proposal

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 multicultural 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 global multicultural course 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 Global/multicultural course by increasing class size for Global/multicultural 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	Global/multicultural awareness	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. Global/multicultural Awareness– 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 Global/Multicultural Awareness 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 Global/multicultural = 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
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Global/multicultural Awareness	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	Global/multicultural awareness	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)			

Attachment 1 – For Information Only to accompany the LS Revision Proposal

Draft of Liberal Studies Course/Category Criteria

Date: March 24, 2009

To: Curriculum Committees, University Senators

From: Liberal Studies Revision Steering Committee

RE: Draft document - Liberal Studies Course/Category Criteria

Feedback from a number of groups indicated that before people are willing to cast a vote on the LS Revision proposal they wish to review the draft document of the course and category criteria that were written by the Liberal Studies Subcommittees. While the document is still considered a draft and will undergo scrutiny in the form of general university input and revision before advancing through the curriculum process, it is presented now as background information to answer questions about the thinking that underlies the curricular categories and competencies. It is NOT a final document; it is shared now to inform the reader about the intent and direction of the categories and competencies found in the Liberal Studies Revision proposal.

Therefore, contingent upon the Liberal Studies Revision proposal being approved at the April University Senate meeting, the following timeline is proposed:

Jan-Mar 2009 - subcommittees finish work on LS Course/Category criteria

March-April - advances along with the LS Revision Proposal as an item to inform senators (and others) about the intent for the categories of courses and competencies across the curriculum

Summer 2009 - editorial work on the LS Course/Category Criteria; divide into separate documents for the curriculum approval process

Sept 2009 - opportunities for IUP community input for shaping and refining the draft document - LS Course/Category Criteria

Oct 2009 – Jan 2010 - advances through the curriculum process as each category/competency is refined and ready for action

Liberal Studies Criteria

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- II. Expected Undergraduate Student Learning Outcomes**

- III. Liberal Studies Learning Skills Requirements**
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 - a. Philosophy
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Liberal Studies Criteria

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Appendix I

IUP Information Literacy Standards

Appendix II

Critical Reading & Thinking Defined

Appendix III

Course Syllabus Instructions

Appendix IV

Sample Syllabus

I. Guidelines for Liberal Studies Curriculum Proposals

One copy of the curriculum proposal should be submitted to the Office of Liberal Studies.

A. Course Content Guidelines

All courses in the Liberal Studies Curriculum must:

- Provide course content that addresses issues of diversity, including the contributions of ethnic and racial minorities and of women, wherever appropriate to the subject matter
- Address Critical Thinking or Critical Reading
- Require the reading and use by students of at least one substantial work of fiction or non-fiction, where appropriate to the subject matter
- Address how multiple sections of the same course will meet common student learning outcomes

B. Course Proposal Submission Guidelines

Course proposals must include the following documents:

- one copy of the course syllabus, with signed cover sheet attached
- one copy of the Expected Undergraduate Student Learning Outcomes Chart (Page 4), identifying the primary and secondary outcomes for the course as outlined in the course or category criteria
- sample assignments and grading rubrics as outlined in the Liberal Studies criteria

C. Faculty and Department Commitment

Individual faculty and academic departments offering courses in IUP's Liberal Studies program are expected to 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 periodic review and assessment of Liberal Studies courses, which may include 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
- Participating in the approved University Assessment program for Liberal Studies courses
- Compliance with assessment procedures as set forth by the approved University Assessment Committee
- Participating in relevant discussions and meetings related to the review and assessment of Liberal Studies courses

D. Program revision and program proposal submission guidelines

II. Expected Undergraduate Student Learning Outcomes

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

Outcome	Primary	Secondary
<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 		

III. Liberal Studies Learning Skills Requirements

A. First Year Seminar

The First Year Seminar (FYS) is a required course for all entering first year students. FYS courses may be offered by any department based on disciplinary expertise and the criteria outlined below. Proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged.

First Year Seminar courses may be offered as a three-credit course in the fall semester of the freshman year. Students who take the three-credit course will have completed the FYS requirement. An additional option for the FYS course includes completion of a one-credit course offered in pre-fall or fall of the freshman year and an additional two-credit course in the fall or spring semester of the freshman year. Students who take a one-credit FYS course must also complete the two-credit course to fulfill the FYS requirement. Students who transfer to IUP with 15 or more credits from another institution are exempted from the FYS requirement.

First Year Seminar Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies First Year Seminar requirement:

As *Empowered Learners* students will demonstrate:

- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- the ability to transform information into knowledge and knowledge into judgment and action

First Year Seminar Required Course Content

Proposals for two and three credit courses designed to fulfill the Liberal Studies First Year Seminar requirement must include:

1. Substantive course content addressing fundamental concerns of human experience. This criterion is abstract by design, and meant to admit courses from many different disciplines. It is expected that the course be designed in a way that offers students opportunities to make connections among and between disciplines. The following examples are offered as guidance:
 - How do science and technology affect the human condition?
 - What is it to be human (biologically, psychologically, anthropologically, sociologically, philosophically, spiritually, etc.)?
 - What are our obligations regarding environmental protection (scientifically, politically, ethically, etc.)?
 - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
 - From what source do moral principles derive their authority? Are basic moral principles absolute or culture relative?
 - Is the creation of or appreciation of art informed by or reflective of cultural points of view with respect to time, place, class, gender, ethnicity or race?
 - What structures of meaning and value may we find in or attach to the world?
2. Use of *primary source* materials directly related to the substantive content area. For example, students studying classic economic theories might read from Adam Smith's *The Wealth of Nations* (as opposed to reading only books about Adam Smith.) Those studying segregation might read "Plessy v. Ferguson" and "Brown v. Board of Education". Students studying evolutionary theory might read from Darwin's *On the Origin of Species*. Those studying art forms that reflect cultural perspectives might view original works of art reflective of various periods and perspectives.
3. Exposure to *scholarly discourse* related to the substantive area, acquainting students with some fundamentals of academic communication.
4. Pedagogy that consciously utilizes *active learning strategies* to foster student engagement with the content, the professor and each other and the development of effective learning skills. Strategies may include, but are not limited to: experiential group techniques, collaborative and cooperative learning, problem solving, group projects, oral presentation, sequentially structured written assignments, multimedia and technology, dialectic.
5. Assignments that require *critical reading, writing, and critical thinking*.
6. *Introspection and reflection* relating to knowledge and its application to the world and how the student fits into it.
7. Perspectives and contributions of *underrepresented groups*, where appropriate.
8. Perspectives and contributions of *women*, where appropriate.
9. Assignments that promote the development of *information literacy skills*.
10. Activities that promote an understanding of what constitutes *intellectual honesty*.
11. Linked curricular and co-curricular experiences, including such things as living/learning arrangements and activities, library and other resource usage, knowledge and application of technology and campus learning tools and

involvement in campus organizations and other positive involvements in the university community

First Year Seminar Required Course Content

Proposals for one credit courses designed to fulfill part of the Liberal Studies First Year Seminar requirement include the development of transitional skills for student academic success and socialization to university life. These one credit courses must include:

1. *Introduction to College* including understanding higher education, its purpose, value and expectations
2. *Learning Strategies and College Study Skills* including meta-cognition about thinking and learning
3. *Personal Responsibility* including self-motivation, self-management, self-discipline, and self-direction
4. *Educational and Life Planning* including connecting the present academic experience to future personal and professional goals.
5. *Critical Thinking Skills* including understanding epistemological and methodological differences across a variety of academic disciplines (e.g., types of intellectual questions asked; approaches to answering these questions; ways of learning and knowing) and standards for demonstrating critical thinking skills (see Appendix III). Critical Thinking as it applies to interpersonal relationships, money management and intelligent consumerism, evaluating information in print and through the Internet, and choice of major and career.
6. *Humanistic Diversity* including life styles, learning styles, multicultural diversity, sexual orientation, intercultural communication skills and achieving community amidst diversity.

Additionally, individuals or departments proposing courses designed to fulfill any First Year Seminar course are encouraged to include:

- Opportunities for service learning and/or civic engagement
- Assignments and/or discussion that relate to the Common First Year Reader
- Peer-to-peer interactive learning arrangements and activities, including such things as peer-led workshops, peer-assisted learning, peer- leadership activities and peer-mentoring arrangements

B. English Composition I and II

Students are required to complete two courses in this category, English Composition I and English Composition II. English Composition I is traditionally a first year course and English Composition II is traditionally a sophomore course.

In addition to these two required Liberal Studies English Composition courses, students must complete two additional Writing Competency-Across-the-Curriculum (CAC) courses. One of these Writing CAC courses must be completed in the student's primary major. The other Writing CAC course may be accomplished in any part of a student's curriculum including other Liberal Studies courses, major courses or electives.

1. English Composition I

English Composition I Expected Undergraduate Student Learning Outcomes

Syllabi for courses meeting the Liberal Studies English Composition I requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

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

- the aesthetic facets of human experience

As *Empowered Learners* students will 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
- 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

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies English Composition I requirement:

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

- 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

As *Empowered Learners* students will demonstrate:

- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources

As *Responsible Learners* students will demonstrate:

- concern for social justice

English Composition I Required Course Content

English Composition I courses designed to fulfill the Liberal Studies requirement must include attention to five areas of literate practice for college learners.

1. *Writing*: Students complete an appropriate variety of writing projects intended for different audiences, purposes, or formats. A sequence of three major writing projects: at least one should be analytical or argumentative is recommended. Students explore, select, and develop writing genre projects to understand the many ways of addressing development and form. Each project includes appropriate mixtures of both process and product writing: in-class and out-of-class writing, and ungraded (formative) and graded (formed) writing. In addition to the genre-based projects, students construct a final portfolio for assessment purposes.
2. *Reading*: All sections create a reading fabric for the course: some by adopting the first-year reader, some by selecting readings that develop an inquiry topic or theme, and some by adopting an appropriate course anthology. Students encounter college level readings as support for understanding style and form, discussing ideas, practicing critical inquiry, shaping response, developing their own writing projects, and composing. The course includes preliminary work with the ways writers incorporate and acknowledge their reading: signaling, quoting, summarizing, paraphrasing, citing internally.
3. *Revising*: Students will learn ways to intervene in the writing process, in both early and late stages: task definition, topic selection, paragraph development, organization and format, proofreading and editing for standard, written English. They will read their own and peers' texts with an eye toward product features. Major assignments have clearly defined stages of preparation and regular progress reviews.
4. *Speaking and Listening*: Students are introduced to effective classroom language use, speaking and listening in one-on-one, small-group, and large-group contexts. They will also meet in structured reading and writing groups to prepare collaborative reports or respond orally and in writing to peer writing projects. Students will meet with their instructor in one or more required writing conferences.
5. *Reflecting*: Students will experience opportunities to reflect on writing process and writing product work. Reflection is integrated into the semester and into a final portfolio to be submitted for assessment purposes.

The recommended assessment strategy for this course is a student portfolio. Each student's portfolio should contain:

- *Two Showcase Essays* each of a different type or genre (memoir, comparison/contrast, explanation, analysis, argument). One essay is part of a submitted "writing process set" and one essay is a stand-alone, polished essay. One of the two essay selections must show that the writer can integrate texts into his or her writing. This should be an essay that shows that the writer has read and made use of a book, an essay, a film or some other text(s) to develop the essay. Each writer should choose his or her most interesting example of this ability to write thoughtfully about a text.
- *A Reflective Cover Letter* where students will review their showcase pieces and compose a cover letter. The cover letter explains rhetorical features, specific revisions, and final-product values demonstrated in the self-selected contents of the portfolio.

Additionally, individuals proposing courses designed to fulfill the Liberal Studies English Composition I requirement are encouraged to include:

- sections where students create *web-based writings*
- sections *designed to link* with Living/Learning Communities or First Year Seminar courses

English Composition I Common Learning Objectives

Students who complete the English Composition I course should be able to:

- use writing process resources: to generate, develop, share, revise, proofread and edit major writing projects.
- produce polished essays that address a purpose, develop significant content, and structure for an audience.
- produce a variety of essay genres.
- understand and integrate reading into writing.
- reflect on their own writing process and writing product values.

2. English Composition II

In addition to the criteria outlined below, English Composition II also introduces sophomore students to IUP's approved Information Literacy Competency Standards (see Appendix I). At the end of English Composition II these skills are emergent rather than secure in a disciplinary sense. It is expected that other courses, particularly those designated as Information Literacy Competency-Across-the-Curriculum courses, will build on English Composition II with discipline-based information literacy expectations.

English Composition II Expected Undergraduate Student Learning Outcomes

Syllabi for courses meeting the Liberal Studies English Composition II requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

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

- the past and present from historical, philosophical and social perspectives

As *Empowered Learners* students will 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

As *Responsible Learners* students will demonstrate:

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies English Composition II requirement:

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

- the interrelationships within and across disciplines

As *Responsible Learners* students will demonstrate:

- concern for social justice
- civic engagement

English Composition II Required Course Content

English Composition II develops writing-for-inquiry skills: finding, reading, evaluating resource materials and synthesizing them into an appropriate form. The course must include attention to developing the following abilities:

1. *Writing*: The course develops writing skills appropriate to the development of synthesis essays grounded in research. It includes composition of a summary, research report, abstract, annotated or analytical bibliography, and a research essay. The course also includes assignments designed to establish and sustain a focus, to state and support a workable thesis. In the course students should be able to use a body of knowledge inside a written work, to paraphrase, quote, summarize, explain, interpret, /comment and learn to the use appropriate writing and documentation styles such as MLA or APA.
2. *Critical Reading*: The course develops the ability to build significant context for topics or issues explored. Course assignments should aid the student's ability to read precisely: to locate main ideas, summarize accurately, and identify different perspectives in resources; to identify "shifts" in a text—the voices or points of view that are not necessarily the author's own yet bear some relation to it; to compare main ideas and perspectives of others to one's own ideas, experiences, and perspectives and to compare new knowledge with prior knowledge in order to determine the relevance of new knowledge, the presence and potential value of contradictions, and other unique characteristics of new research.
3. *Researching*: The course develops the ability to access, evaluate, interpret and use research. Course assignments should aid in the student's ability to: define and articulate the need for research (including the ability to express a problem, a puzzle, or a question leading to inquiry); identify a variety of types and formats of research documents; use a university library to locate reference, stack, and serial sources and to access electronic resources (data bases, internet, worldwide web); assess resources for credibility and relevance; determine whether the initial query should be revised and access and use resources ethically and legally.
4. *Revising*: Assignments in the course should aid in the student's ability to: use the revision process to consider audience, purpose, language, evidence and organization for research writing genres; integrate and acknowledge research sources in all written forms; and proofread and edit for standard, written English.
5. *Speaking and Listening*: Students meet in structured reading, research, and writing groups in the classroom to share research problems, processes and successes; prepare reports for presentation; respond orally and in writing to peer writing projects. Students prepare and deliver one research-based oral presentation.
6. *Reflecting*: Students will have opportunities to reflect on the research process, writing process and writing product work. Reflection is integrated into a course portfolio to be submitted for assessment purposes.

Additionally, individuals proposing courses designed to fulfill the Liberal Studies English Composition II requirement are encouraged to include:

- sections where students create *web-based writings*
- *surveys and interviews* as field resources for synthesis projects
- sections based on a theme or topic

English Composition II Common Learning Objectives

All courses proposed to meet the Liberal Studies English Composition II requirement will establish common learning objectives station:

At the conclusion of the course students will be able to:

- compose a focused and cohesive synthesis essay: use thesis statements, topic sentences, and transitional sentences to communicate connections between sources and students' own ideas, observations, insights, explanations, or arguments
- access relevant print and electronic resources, evaluate and select sources, manage and sustain a research aim, and take advantage of significant finds
- use a body of knowledge inside written work: paraphrase, quote, summarize, explain/interpret/comment, cite, and document (MLA or APA).
- conduct and then explain or reflect on own research process
- explain or reflect on own writing process: topic growth and complexity; the role of pre-writings and drafts; and of peer, teacher, or tutor feedback

Recommended assessment strategies for English Composition II include the use of student portfolios that contain:

- *An important document from within the research process:* Students will use their own judgment to select an assignment that shows they have found, evaluated and made decisions about sources to use or include an assignment they feel helped them manage sources and get to know their topic better. Students should be prepared to explain how the assignment helped and why it was a significant step in their larger research process. Possibilities include but are not limited to status reports, research exercises, annotated bibliographies, reviews of research literature, or assignments with other names that moved them well into materials related to their topic.
- *An essay draft and relevant feedback:* Students will include either a mid- or late-writing process draft, which helped the student work to compose a synthesis essay. This would also include any helpful feedback the student received from peers, the instructor, or a tutor.
- *The final copy of a synthesis essay:* The revised and edited essay handed in for grading.
- *A reflective cover letter:* Students will compose a cover letter that explains the growth and expansion of their research process, that discusses the ideas and strategies discovered during the drafting and revising process, and that points to the rhetorical features of their completed and polished synthesis essay.

C. Mathematics

Students are required to complete at least one Mathematics course to fulfill the Liberal Studies Mathematics requirement. Additional mathematics requirements may be specified by the student's major or college.

In addition to the required Liberal Studies Mathematics courses, students must complete one additional Quantitative Reasoning Competency-Across-the-Curriculum (CAC) course. The Quantitative Reasoning CAC course may be accomplished in any part of a student's curriculum including other Liberal Studies courses, major courses or electives.

Mathematics Expected Undergraduate Student Learning Outcomes

Syllabi for courses meeting the Liberal Studies Mathematics requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

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

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

As *Empowered Learners* students will demonstrate:

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

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies Mathematics requirement:

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- the ability to transform information into knowledge and knowledge into judgment and action
- reflective thinking and the ability to synthesize information and ideas

Mathematics Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Mathematics requirement must include opportunities for students to:

- Develop and apply deductive reasoning skills.
- Apply multiple problem solving techniques as appropriate to the course.
- Promote understanding and use of mathematical formulas.
- Enable the interpretation, analysis and use of numerical and graphical data.
- Develop mathematical models to solve problems.

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Mathematics requirement are encouraged to include opportunities for students to:

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- Increase confidence and ability in using mathematics.
- Introduce historical context of mathematical problems and their solutions.
- Introduce the appropriate use of technology as a tool in problem solving.
- Include applications and problems from a variety of disciplines.

Mathematics Common Learning Objectives

All courses meeting the Liberal Studies Mathematics requirement will establish common course objectives stating:

At the conclusion of the course the student will be able to:

- understand deductive reasoning and apply it in the problem solving process
- apply appropriate techniques to solve a variety of problems
- interpret, understand and apply mathematical formulas appropriate to the course
- interpret, analyze and use numerical data and graphs
- develop simple mathematical models to solve problems

D. Dimensions of Wellness

Students are required to complete three (3) credits in the Dimensions of Wellness category. This requirement can be met through a menu of options that includes one-, two- and three-credit courses. This category could include courses that explore one or more dimensions of wellness including, physical, emotional, spiritual, intellectual, social, financial or professional (occupational) wellness.

The design of the one-, two- and three-credit options allows students to explore an area of wellness relevant to their own needs and the option to select a type of physical activity best suited to their inclinations.

Dimensions of Wellness Expected Undergraduate Student Learning Outcomes

Syllabi for courses meeting the Liberal Studies Dimensions of Wellness requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

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

- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- the ability to transform information into knowledge and knowledge into judgment and action
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- 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

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies Dimensions of Wellness requirement:

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- 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

Dimensions of Wellness Required Course Content

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

- experiential components
- self-reflection
- self-assessment

- active practice
- reflective thinking and evaluation skills

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement are encouraged to include:

- critical thinking skills
- analysis, evaluation
- developmental context
- cultural context

Dimensions of Wellness Common Learning Objectives

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

At the conclusion of the course the student will be able to:

- improve self knowledge in the area of wellness
- live a more healthy lifestyle
- use self assessment to make informed decisions
- use information literacy skills to seek and evaluate information

E. Cultural Studies

A recommendation has been made to change the title of this category to “Global and Multicultural Awareness.”

Students can fulfill the Cultural Studies requirement by completing one (1) course from an approved list of cultural studies courses. Cultural Studies courses must be 300 level or higher and will carry an enrollment prerequisite of 60 credits.

Students are also able to fulfill this requirement by completing any approved 200-level foreign language course. Language courses must prepare students beyond simple language structure by incorporating exposure to communication, connection, comparisons, community and culture. Students may be exempted from this requirement by passing an appropriate foreign language proficiency test at the 200 level or by completing an approved study abroad program.

A Cultural Studies course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideas, norms and issues. Although a Cultural Studies course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.

Literature courses, either in translation or in the language of the culture(s), may be appropriate if the literature selected is authored predominantly by non-Western writers. The literature selected for such a course must represent cultural phenomena, issues and values in contemporary society.

Cultural Studies courses cannot be used toward credit hours in the major.

Cultural Studies Expected Undergraduate Student Learning Outcomes

Syllabi for courses meeting the Liberal Studies Cultural Studies requirement must identify the following Expected Undergraduate Student Learning Outcomes as *primary* objectives:

As Informed Learners students will demonstrate knowledge and understanding of:

- the interrelationships within and across cultures and global communities

As Empowered Learners students will demonstrate:

- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As Responsible Learners students will demonstrate

- intellectual honesty
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

The following Expected Undergraduate Student Learning Outcomes are identified as *secondary* objectives for courses meeting the Liberal Studies Cultural Studies requirement:

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

- the ways of modeling the natural, social and technical worlds
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across disciplines

As *Empowered Learners* students will demonstrate:

- effective oral or written communication abilities
- ease with textual, visual and electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups

As *Responsible Learners* students will demonstrate

- concern for social justice
- civic engagement

Cultural Studies Required Course Content

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

- development of students' understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu

Additionally, individuals proposing courses designed to fulfill the Liberal Studies Cultural Studies requirement are encouraged to include:

- activities or assignments that allow students to demonstrate the ability to analyze and synthesize information, which may be done through writing tasks, oral presentations, etc.
- reading of a substantial work of fiction or non-fiction other than a textbook
- a variety of perspectives or methodologies, such as anthropological, geographical, historical, sociological, etc., so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.