

10-11b.

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		<del>09-40F</del>	App-3/2/10	R-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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

1. Course Proposals (check all that apply)
- New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

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

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

3. Program Proposals
- New Degree Program       Catalog Description Change       Program Revision  
 New Minor Program       Program Title Change       Other  
 New Track      Liberal Studies Criteria for First Year Seminar

Current program name      Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee	N/A	
Chair(s)		
Liberal Studies Department Chair(s)	David H. Pistole	11/11/09
College Curriculum Committee	N/A	
Chair		
College Dean	David H. Pistole	11/11/09
Director of Liberal Studies *	David H. Pistole	11/11/09
Director of Honors College *		
Provost *	Donald Hutchinson	11/20/09
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Schuist	3/2/10

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1

Liberal Studies Liberal Studies

### ***Explanation of curriculum proposal***

This curriculum proposal outlines the criteria for the First Year Seminar. The Liberal Studies Committee reviewed comments and concerns from departments and individuals and has edited the criteria to reflect those concerns, as appropriate. This document represents the criteria the LSC has approved for this new requirement in the revised Liberal Studies curriculum.

## **First Year Seminar**

The First Year Seminar (FYS) is a required three-credit experience for all first year students. These courses should aid students in understanding the interdisciplinary nature of their education. Students should begin to develop skills in critical and creative thinking, discussion and writing and should become acquainted with the values that sustain a community of learners. Enrollment in these courses is limited to 25 students.

These courses are open only to first year students. Students can accomplish this requirement with the successful completion of an approved FYS. Students who transfer to IUP with 21 or more credits from another institution are exempted from the FYS requirement. This course cannot be an introductory course in the student's major nor is it intended to replace an introductory major course. Students may (but are not required to) fulfill the FYS by taking a course offered by their major department or college. FYS courses may not also fulfill Competency-Across-the-Curriculum (CAC) requirements.

FYS proposals of a cross-disciplinary nature that may be team taught or linked with other Liberal Studies or major's courses are encouraged. FYS courses may be offered by any department based on disciplinary expertise and the criteria outlined below.

### **First Year Seminar Expected Undergraduate Student Learning Outcomes**

Syllabi for courses designed to fulfill the Liberal Studies First Year Seminar requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

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

### **First Year Seminar Required Course Content**

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

1. Course content addressing the human experience. This criterion is abstract by design and meant to include courses from many different disciplines. To prepare students for the interdisciplinary nature of their education, the course should be designed to offer students opportunities to make connections among and

between disciplines. When appropriate, these courses should explore global events. The following examples are offered as guidance:

- How do science and technology affect the human condition?
  - Do considerations of individual rights or societal well being mandate revisions to our criminal justice policies?
  - Is the creation of or appreciation of art informed by or reflective of cultural points of view?
2. Whenever appropriate, use of primary source materials directly related to the course content

Individuals proposing courses designed to fulfill the First Year Seminar requirement are encouraged to include content relating to the development of transitional skills for student academic success and socialization to university life including:

1. Introduction to College: e.g., understanding higher education, its purpose, value and expectations
2. Learning Strategies, Study Skills and Personal Responsibility: e.g., time management and self-motivation
3. Educational and Life Planning: e.g., connecting the present academic experience to future personal and professional goals including choice of major and career
4. Diversity: e.g., lifestyles, sexual orientation, intercultural communication skills and achieving community amidst diversity
5. Student Engagement: e.g., linked curricular and co-curricular experiences, opportunities for service learning and/or peer-to-peer interactive learning activities