

87-88/24

LIBERAL STUDIES, 334 Sutton Hall
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15705
January 29, 1988

TO: Department Chairs
Administrators
SGA and SSA Presidents

FROM: Charles D. Cashdollar, Director
Liberal Studies

Here is the revised set of criteria for Liberal Studies courses as submitted this week to the University Senate Undergraduate Curriculum Committee. Please share this with others in your department or area as appropriate. This package covers all the Learning Skills and Knowledge areas of the new curriculum, leaving only the Writing-Across-the-Curriculum and Synthesis criteria to come through later this spring.

You will be hearing soon from Dr. Ronald Juliette, who chairs the Senate Undergraduate Curriculum Committee, about the procedure it will use to consider these criteria during February. It may be helpful for you to know that I have passed on to the Curriculum Committee all the written comments received in response to the draft copy which was circulated last fall. I understand that the Committee expects to complete its work in time to put these criteria on the agenda for the Senate's March 15 meeting. I urge you to give your full cooperation to Dr. Juliette and the committee as they move forward. You understand, I'm sure, the importance of completing this part of the work so that departments can proceed confidently with course revision and development.

CDC:mlm

Attachment

CRITERIA FOR LIBERAL STUDIES COURSES AT IUP

GENERAL CRITERIA WHICH APPLY TO ALL LIBERAL STUDIES COURSES

All Liberal Studies courses must:

- (1) Contribute to the fulfillment of one or more of the "Goals for Liberal Studies (pp. 7-8, "Liberal Studies at IUP."
- (2) Have, if a multiple-section course, a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation.
- (3) Include the perspectives and/or contributions of ethnic and racial minorities and of women, wherever appropriate to the subject matter; ~~where such is not possible, instructors ought to make every effort to explain why that is so.~~
- (4) Require the reading and use by the students of at least one, but preferably more, substantial works of fiction or non-fiction (as distinguished from textbooks, anthologies, workbooks, or manuals) including, where appropriate, significant primary sources. Note 1: this does not mean that the use of textbooks, anthologies, workbooks, or manuals is inappropriate in Liberal Studies courses; it does mean that such works should not be the sole basis for instruction. It is important that students in Liberal Studies courses read works which develop sustained arguments or themes, that they can see books as repositories of ideas, and that they learn to recognize and wrestle with such ideas and controversies. They should come to associate books with learning and experience the kind of reading which adults find enjoyable and profitable (as opposed to textbooks which are, by definition, "school work"). Note 2: Courses whose primary purpose is the development of higher level quantitative skills are encouraged to include such reading, but are not expected to do so at the expense of other course objectives.

It is also recommended that, when possible, courses with multiple sections have at least some reading common to all sections. [We believe that the university ought to do its best to foster intellectual discussion among students outside the classroom as well as within. But we are not likely to be very successful if students have no, or few, common experiences, books, or ideas about which to talk. Simply put, the more students who are reading the same book(s) in the same semester, the more chance we have of raising the level of intellectual discussion on campus.]

- (5) Be distinguished from technical, professional, or pre-professional courses. ~~intended primarily as preparation for a career.~~
- (6) Be distinguished from courses which are designed primarily for the needs of beginning majors and which presume the taking of additional course work in that discipline: that is, Liberal Studies courses should reflect the reality that, if they are courses which introduce a discipline to students, they may well be the only formal college instruction these students will have in that discipline.
- (7) Be distinguished from remedial courses.

- (8) Be taught frequently enough, and in cases where there are no alternate selections in sufficient numbers, to be real, not imaginary, choices for students.

All Liberal Studies courses should contribute to students' abilities:

- (1) To confront the major ethical issues which pertain to the subject matter; to realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and to make ethical choices and take responsibility for them.
- (2) To define and analyze problems, frame questions, evaluate available solutions, ~~and choose desirable courses of action.~~ and make choices.
- (3) To communicate knowledge and exchange ideas by various forms of expression, in most cases writing or speaking.
- (4) To recognize creativity and engage in creative thinking.
- (5) To continue learning even after the completion of ~~their~~^{their} formal education.
- (6) To recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

CRITERIA WHICH APPLY TO ALL KNOWLEDGE AREA COURSES

All Knowledge Area Courses must:

- (1) Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- (2) Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- (3) Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- (4) Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of the Liberal Studies curriculum.

CRITERIA FOR COURSES LISTED AS LIBERAL STUDIES ELECTIVES

All courses appropriate to the Liberal Studies Elective Area must:

- (1) Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- (2) ~~Not be technical, professional, or pre-professional courses, intended primarily as preparation for a career.~~

CRITERIA -- LEARNING SKILLS

LEARNING SKILLS: English Composition -- 7 s.h.

Students will complete two courses in English Composition. The **First English Composition Course (4 s.h.)** should be taken as early as possible, certainly by the end of the freshman year; the **Second English Composition Course (3 s.h.)** should be scheduled no earlier than the third or fourth semester.

CRITERIA FOR THE FIRST ENGLISH COMPOSITION COURSE

A course appropriate to this category must:

- (1) teach students to write effective, organized prose which communicates clearly and demonstrates awareness of audience, adequate development, unity, and coherence;
- (2) teach students to select discourse structures appropriate for subject, audience, and their own level of knowledge and competence;
- (3) provide students with ample opportunities to develop their writing skills and with the benefit of having multiple drafts of their prose reviewed by the instructor; various steps in the process of composing should be taken into consideration in evaluating students' works;
- (4) assign a substantial work of fiction or non-fiction selected from a departmentally approved list as a source for ideas, discussion, and writing activity.

CRITERIA FOR THE SECOND ENGLISH COMPOSITION COURSE

A course appropriate to this category must:

- (1) be primarily a writing course with the development of writing skills as its single most important goal.
- (2) emphasize planning, drafting, revising, and editing to demonstrate a distinct voice, a clear focus, awareness of audience, clear, logical thinking and progression of ideas, and high communicative effectiveness with emphasis shifting from writing in general to informed expositions.
- (3) teach report and research writing skills, especially the ability to read, evaluate, synthesize, and reformulate (i.e. paraphrase and summarize) information into coherent prose as well as the ability to quote and document sources properly;
- (4) teach students to respond to the broader demands of an educated readership; an appropriate course should emphasize general rather than discipline-specific research skills;

- (4) teach students to find and use library sources in order to accomplish the other goals of the course;
- (4) provide students with ample opportunities to develop their writing skills and with the benefit of having multiple drafts of their prose reviewed by the instructor; various steps in the process of composing should be taken into consideration in evaluating students' works;
- (5) assign mainly expository/discursive prose for the reading assignments.

LEARNING SKILLS: Mathematics -- 3 s.h.

Students will complete a mathematics course from a list of courses approved for Liberal Studies credit. It is recommended that this occur early, preferably in the freshman year. Since many majors build on certain mathematical skills, it is appropriate for major departments to specify which course or courses from the Liberal Studies list would provide the best preparation for their students.

CRITERIA FOR COURSES IN THE MATHEMATICS LEARNING SKILLS AREA

All courses appropriate to the mathematics learning skills area must:

- (1) introduce students to deductive reasoning;
- (2) develop in the student problem solving techniques appropriate for the course;
- (3) enable the student to understand the underlying principles of formulas;
- (4) enable the student to use and interpret numerical information.

Courses appropriate to the mathematics learning skills area may include:

- (1) mathematics courses that develop significant mathematical skills ~~and are~~ required by a major discipline;
- (2) mathematics courses designed for Liberal Studies; in addition to the four criteria above, such courses must:
 - (a) develop the student's confidence in handling numerical problems and data;
 - (b) be sensitive to the diverse background characteristics of the student;
 - (c) include elements on the history or appreciation of mathematics;
 - (d) introduce the hand-held calculator or the computer as a tool.

CRITERIA -- KNOWLEDGE AREAS

KNOWLEDGE AREA: Humanities-- 9 s.h.:

A major objective of courses in Humanities knowledge area is to acquaint students with the heritage of Western civilization in all its richness and diversity, and, where, appropriate, with its relationships with non-Western cultures.

Students will complete one 3 s.h. course in each of three areas: (1) History, (2) Philosophy and/or Religious Studies, and (3) Literature.

CRITERIA FOR COURSES IN THE HISTORY KNOWLEDGE AREA:

All courses appropriate to the history knowledge area must:

- (1) treat Western civilization including at least the Age of Enlightenment through the present;
- (2) treat several different kinds of history, e.g. political history, economic history, cultural history;
- (3) treat the two centers of Western civilization, Europe and America, and consider Western civilization in a global context;
- (4) consider the ideas and experiences of both men and women ^{as well as} ~~while~~ treating dominant cultures and various subcultures.

In addition, all courses appropriate to the history knowledge area should:

- (1) develop students' historical consciousness, that is, an understanding of the interrelationship of various aspects of culture at a given time and an ability to explore continuity and change among historical events and movements;
- (2) enable students to perceive contemporary experiences in historical perspective;
- (3) make students aware of various and sometimes contradictory historical interpretations;
- (4) communicate the importance of primary sources which express the thinking of men and women of different ages.

H.
Don't limit



CRITERIA FOR COURSES IN THE PHILOSOPHY AND/OR RELIGIOUS STUDIES KNOWLEDGE AREA

Courses which are appropriate for the Philosophy and/or Religious Studies Knowledge Area may meet either the Philosophy criteria or the Religious Studies criteria below.

All courses appropriate to the philosophy knowledge area must:

- (1) introduce students to some of the great philosophers of Western civilization, avoiding excessive emphasis on one author or period of philosophical development;
- (2) introduce students to some or all of the major areas of philosophy (aesthetics, epistemology, ethics, logic, and metaphysics). Course which choose to emphasize one or more of these areas must do so in such a way as to show students the relationships among the various areas of philosophy. Alternately, courses which choose to approach these areas of philosophy historically by examining one or more of the recognized historical periods in philosophy (e.g., ancient/medieval, modern, or contemporary) must do so in such a way as to show students the contrasts and similarities with other periods;
- (3) provide opportunities, through the close analysis and evaluation of fundamental issues, for students to gain both an understanding of philosophy and an enhanced ability to think critically and responsibly about important issues;
- (4) investigate relationships with non-Western traditions and cultures where appropriate;
- (5) give due attention to the philosophical work of women and minorities;
- (6) use primary sources when feasible and appropriate.

All courses appropriate to the Religious Studies knowledge area must:

- (1) introduce students to the study of religion as a means to understanding Western culture and, therefore, to understanding themselves;
- (2) provide a balanced, critical, nonsectarian examination of religion;
- (3) emphasize an interdisciplinary approach to the ^{study} ~~phenomenon~~ of religion;
- (4) investigate the nature of religion and the forms of its expression, or the foundational roots and development of one or more Western religious tradition(s) over a significant time span;
- (5) investigate relationships with non-Western traditions and cultures where appropriate;

- (6) give due attention to the religious involvement and perspectives of women and minorities;
- (7) acquaint students with religious texts and documents as appropriate, and encourage the development of independent judgment and critical evaluation of moral issues raised by these texts and by religious thinkers.

CRITERIA FOR COURSES IN THE LITERATURE KNOWLEDGE AREA

All courses appropriate to the literature knowledge area must:

- (1) examine literature's role in the development of Western civilization;
- (2) be substantially based on major classics, major writers, and major genres, avoiding excessive emphasis on one author, or genre, or national literature;
- (3) include representative works from at least three different centuries (e.g. 16th, 18th, 20th), although treatment will not necessarily be chronological or sequential;
- (4) include works representing literary contributions both by women and by minority writers;
- (5) include works of recognized importance representing the literary contributions of Anglo-American writers, non-English-language writers (in translation), and writers of the contemporary period (1945 to the present).

In addition, all courses appropriate to the literature knowledge area should:

- (1) teach students to read independently and with careful attention to the text;
- (2) enhance students' abilities to form and articulate their reactions to imaginative literature;
- (3) foster an appreciation for the aesthetics of literary creation.

KNOWLEDGE AREA -- Fine Arts -- 3 s.h.:

A major objective of courses in the Fine Arts knowledge area is to address the aesthetic aspects of artistic works so that students will appreciate the creative natures of human beings and be able to discriminate among various art forms, to make certain artistic judgments about the quality of particular art forms, and to enjoy the choices of art that they make.

Students will complete one 3 s.h. course exploring one or more of the fine arts.

CRITERIA FOR COURSES IN THE FINE ARTS KNOWLEDGE AREA

All courses appropriate to the Fine Arts knowledge area must:

- (1) examine major works by leading artists, including where appropriate women and minorities, chosen to represent significant differences in style and/or historical era. At least one work should be examined critically and in detail.
- (2) include where possible both Western and non-Western art;
- (3) address the fine arts through at least one of the following:
 - (a) examination of major stylistic trends within the art(s) from a historical perspective
 - (b) introduction of various philosophies and theories of art
 - (c) the fostering of an understanding and appreciation of the creative process;
 - (d) participation in the creative process with emphasis on divergent creative activities;
- (4) require students to attend appropriate concerts, theater productions, exhibitions, etc.

In addition, all courses appropriate to the Fine Arts knowledge area should:

- (1) fulfill the conditions set forth in this statement: "An appropriate Fine Arts curriculum for our time is one that takes as its overarching goal the building of a disposition to appreciate excellence in arts for the purpose of realizing the worthwhile experience that art at its best is capable of providing. The principle capabilities of such a disposition would be historical understanding, aesthetic appreciation, and critical reflection." (*from R. A. Smith, "Aesthetic Education in Modern Perspective"*)
- (2) include where possible a writing component.

KNOWLEDGE AREA -- Natural Sciences -- 8-10 s.h.:

A major objective of courses in this knowledge area is to foster in students what some have called "scientific literacy"--that is, an experience with the scientific method of inquiry as applied to a given body of knowledge in one or more of the natural sciences. The aim of scientific literacy is not only to engender in students an awareness and appreciation of science but to increase their awareness of the complex and pivotal role it plays in contemporary human life.

Students will complete either Option I or Option II, depending on the requirements of their degree program or their interest.

Option I -- A two-semester natural science sequence, with a laboratory course each semester (8 s.h.)

Option II -- A one-semester course with laboratory (4 s.h.) followed by two one-semester non-laboratory courses (3 s.h. each). The second non-laboratory course may count as one of the Liberal Studies electives. (10 s.h.)

CRITERIA FOR COURSES IN THE NATURAL SCIENCE KNOWLEDGE AREA

All courses appropriate to the natural sciences knowledge area must:

- (1) examine a body of knowledge of natural science that will contribute to an understanding of the natural world;
- (2) provide an understanding of the development of natural science theories and their modification;
- (3) teach students to formulate and test hypotheses;
- (4) provide an understanding of some of the "great moments" in the history of natural science and the individuals, including women and minorities, responsible for them.

All laboratory courses appropriate to the natural sciences knowledge area must:

- (1) provide students with opportunities to learn and apply data-gathering techniques;
- (2) provide students with opportunities to develop skills in making accurate observations, in formulating concise and appropriate descriptions of natural phenomena, and in producing meaningful systems of classification for natural objects;
- (3) provide students with opportunities to apply theories to practice in the working world of science.

In addition, all courses appropriate to the natural sciences knowledge area should:

- (1) encourage an appreciation of the complex interrelationship of natural science with the life of the individual;
- (2) develop in students the abilities necessary to cope with the consequences of natural science in the modern world;
- (3) develop an inquiring attitude consistent with the tenets of natural science, an attitude that is willing to expose fallacy on the basis of reason, that demands evidence for scientific assertions, and yet is tolerant of hypotheses in the absence of contradictory evidence.

KNOWLEDGE AREA: Social Sciences -- 9 s.h.

In order to understand social institutions and processes, a major objective of courses in this knowledge area is to introduce students to the ways which one or more of the social sciences works. Students should learn the major ideas of whichever discipline is being studied, and they should understand the strengths and limitations of that discipline's methods of collecting and interpreting data.

Students will complete 9 s.h. from a list of courses in the following social sciences, with no two courses chosen from the same discipline: anthropology, criminology, economics, geography, political science, psychology, and sociology.

CRITERIA FOR COURSES IN THE SOCIAL SCIENCE KNOWLEDGE AREA

All courses appropriate to the social science knowledge area must:

- (1) explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior;
- (2) acquaint students with the various approaches, perspectives, or methodologies used to examine the intellectual questions and problems of the discipline(s).
- (3) include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women;

In addition, all courses appropriate to the Social Science knowledge area should:

- (1) illustrate how a discipline shares common theories and methods with other disciplines in the social sciences;
- (2) promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

KNOWLEDGE AREA: Health and Wellness -- 3 s.h.

Health and wellness refer to a state of well-being which allows for the optimal functioning of an individual's unique physical and psychosocial resources. Health and wellness are achieved through the acceptance of self-responsibility for lifestyle adaptations necessary to promote and maintain the most desirable level of physical, mental/emotional, and social well-being. As a way of life, health and wellness enhance the quality of life, contribute to the productivity and happiness of individuals, help them realize their greatest potential, and serve the best interests of the society as a whole.

Students will complete 3 s.h. in the Health and Wellness knowledge area.

CRITERIA FOR COURSES IN THE HEALTH AND WELLNESS KNOWLEDGE AREA:

All courses appropriate to the Health and Wellness knowledge area must:

- (1) address the major components relevant to a healthy lifestyle for both men and women. These major components include, but are not limited to, exercise, nutrition, stress, and substance abuse. In this respect, appropriate courses must be multidisciplinary in nature and not specialize in any single area of health and wellness;
- (2) employ laboratory experiences and physical activities that correlate to the recognized content area of the course;
- (3) utilize a scientific base, and promote knowledge and skills that have strong empirical validity;
- (4) provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior;
- (5) focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living;
- (6) identify hereditary, personal, and environmental factors that ^{contribute to} ~~assist~~ a healthy ~~lifestyle~~;
- (7) assist the students in recognizing contemporary health issues and evaluating the credibility of health information;
- (8) encourage the students to assume responsibility for their personal health as well as the wellness of family and community;
- (9) address ^{health's wellness} ~~the content area~~ in a gender-balanced fashion.

NON-WESTERN CULTURE REQUIREMENT--3 s.h.

A major objective of courses satisfying this requirement is to provide students with an opportunity to study at least one other culture on its own terms and as a result develop attitudes and understandings necessary to live in a world which is growing progressively smaller and in which contact between cultures has been and is regular.

Unless such a course is completed elsewhere in a student's curriculum, one 3 s.h. course on a non-Western culture must be chosen as a Liberal Studies elective.

CRITERIA FOR NON-WESTERN CULTURE COURSES:

General Criteria:

- (1) Courses must develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- (2) Courses must present 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.
- (3) Although a course may deal with a single culture, comparative courses addressing relationships among cultures are encouraged.
- (4) A 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 ideals, norms, and issues.
- (5) A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- (6) Literature courses, either in translation or in the language of the culture(s), can 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.

Specific Recommendations:

- (1) The course should encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- (2) The course should encourage the student to acquire cultural appreciation and understanding, and should provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.
- (3) The course must address, where appropriate, the experience of women and/or the

roles of men and women.

- (4) An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirement of the Liberal Studies program.
- (5) An internship can meet the requirement for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the general criteria.
- (6) Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.