1. **BRIEF EXPLANATION OF PROPOSED CHANGE:** Four new liberal studies student learning outcomes have been developed to replace the current 12.

2. **CHECK ITEM(s) BELOW FOR CHANGES DESIRED:**

   - □ New Degree Certification
   - □ Deletion of Degree or Certification
   - □ New or Revised Major
   - □ Deletion of Course
   - □ New or Revised Minor
   - □ Revised Degree or Certification
   - □ New Course(s)
   - □ Revised Course
   - □ Course Level (number) Change
   - □ Other (specify below): Revision to Liberal Studies Student Learning Outcomes

   - □ Dean’s Action:
     - □ Approved
     - □ Disapproved
     - □ Returned for Recommended Change

   (Signature)

   (Date: 9-18-2012)

   (Signature:)

   (Date: 9-24-12)

   (Signature:)

   (Date: 10/2/12)

   (Signature:)

   (Date: 10/3/12)

   Final Faculty Senate Approved form As Of 9/15/06
PROGRAM CHANGE PROPOSAL

ACADEMIC UNIT: Liberal Studies Core Committee

DATE PREPARED: August 25, 2012

PRIMARY AUTHOR(S): Mark Shale

ACADEMIC DISCIPLINE
FACULTY APPROVED: September 4, 2012
(Committee Chairperson's Signature)

PROVOST/VP OF ACADEMIC AFFAIRS
APPROVED: 9/1/12
(Provost, VP of Academic Affairs Signature)

1. DESCRIPTION OF CHANGE (Details of change on attached pages)
   (1) Revision and reduction of the current 12 Liberal Studies Student Learning Outcomes to 4 based upon the L.E.A.P. Student Learning Outcomes (L.E.A.P. = Liberal Education and America's Promise).

2. STARTING WITH:

   X Fall, ____ Spring, ____ Summer, 2013 Year

3. EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE
   The current 12 Liberal Studies Learning Outcomes were developed by the Liberal Studies Core Committee (LSCC) and adopted by the faculty in 1998, primarily in response to SACS requirements that KSU be able to assess and evaluate in Liberal Studies Core Curriculum. During the last SACS review, it became apparent to the LSCC, the KSU SACS Committee on Assessment, the Associate Provost, and Provost/Vice-President for Academic Affairs, that having so many student learning outcomes (SLOs) proved difficult to assess. In fact, what the University opted to do was assess four different SLOs in three year cycles. That, however, had the undesirable effect of leaving years between assessments of the same four outcomes.

   In October of 2011, then Provost Dr. Mac Stewart, called a meeting with Drs. George Weick (at that time chairperson of the LSCC), Tom McPartland (Vice-chairman of the LSCC and Director of the Whitney Young School), and Mark Shale (at that time chairperson of the Faculty Senate Curriculum Committee and member of the LSCC) to discuss concerns the Kentucky Council on Postsecondary Education had about the large number of credit hours in KSU’s Liberal Studies Core. A result of that discussion was Dr. Stewart asking the LSCC to plan for a Summer Institute for faculty to examine our Liberal Studies Core Requirements and our Liberal Studies Student Learning Outcomes. A proposal was written and Dr. Stewart found Title III money to fund it. It was held June 25-28, 2012. The 21 faculty who participated came from every college on campus and devoted the first part of the Summer Institute to developing a new set of Student Learning Outcomes that could be used to guide subsequent discussions toward a proposal to reduce and revise the Liberal Studies Core Requirements.
Members of the Summer Institute initially examined what we would like our students to be and do upon graduating from KSU. That led the group to consider the results published in “College Learning for the New Global Century, A Report from the National Leadership Council for Liberal Education & America’s Promise” (2007; see http://www.aacu.org/leap/). Sponsored by the Association of American Colleges and Universities, the “Report” was the result of a multi-year dialogue with hundreds of colleges and universities about needed goals for student learning. Those years of discussion had resulted in what are called the four “Essential Learning Outcomes” that, if met, would best prepare students for twenty-first century challenges. Kentucky is one of many states that has adopted those outcomes and become a “LEAP” state (Liberal Education & America’s Promise). After examining and evaluating those four “Essential Learning Outcomes,” the members of the Summer Institute decided that with some minor changes they would fit well with what the group believed students should learn by participating in a Liberal Studies Curriculum at KSU. An added benefit of basing our SLOs on the LEAP outcomes is that many assessment tools for them have been developed across the nation, precluding our need to develop new instruments. The new 30-hour Statewide General Education Core Requirements are mapped to the LEAP outcomes, and last year the KSU LS SCC mapped Core courses to the Statewide General Education Core.

The members of the Liberal Studies Summer Institute unanimously supported recommending these new student learning outcomes to the Liberal Studies Core Committee and the University. The Liberal Studies Core Committee also voted unanimously in support of the new student learning outcomes.
Proposed Four Liberal Studies Learning Outcomes

KSU students prepare for twenty-first-century challenges by gaining:

1. Knowledge of Human Cultures and the Physical and Natural World
   - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

The KSU student will engage with big questions, both contemporary and enduring, through study of core texts and primary source material.

2. Intellectual and Practical Skills, including
   - Reading comprehension
   - Inquiry and analysis
   - Critical and creative thinking
   - Written and oral communication
   - Quantitative literacy
   - Information literacy
   - Technological literacy
   - Teamwork and problem solving

The KSU student will practice these skills extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. The student will judge reasonably the validity of information gained through the research process, including use of digital resources.

3. Personal and Social Responsibility, including
   - Civic knowledge and readiness for engagement—local and global
   - Intercultural knowledge and sensitivity
   - Ethical reasoning and readiness for action
   - Foundations and skills for lifelong learning

The KSU student will become actively involved with diverse communities and real-world challenges.

4. Integrative and Applied Learning, including
   - Cross-disciplinary synthesis and advancing accomplishment across general and specialized studies

The KSU student will demonstrate this learning through the application of knowledge, skills, and responsibilities to new settings and complex problems across disciplines.
KSU's Current Twelve Liberal Studies Student Learning Outcomes
(2011-2012 KSU Catalogue, pp. 19-20)

After completing the general education requirements at Kentucky State University, students will be expected to demonstrate the ability:

1. To communicate accurately and effectively in writing and speech.
   Students must be familiar with the conventions of standard usage in both written and spoken English and be able to communicate clearly and effectively.

2. To think critically and analytically.
   Students must be able to use reason and logic to understand ideas, appreciate nuances and recognize ambiguities, and formulate their own positions on issues.

3. To read with comprehension at a level appropriate for college students.
   Students must be able to understand and interpret reading matter from a variety of disciplines.

4. To use the methods of mathematical and scientific inquiry.
   Students must be able to use the methods of mathematical and scientific inquiry to analyze, evaluate, and synthesize information.

5. To locate, select, organize, and present information efficiently by retrieving and organizing information from various disciplines.
   Students must have effective library skills as well as the ability to use electronic information retrieval systems, including the computer and on-line resources.

6. To recognize and value both the global diversity of cultures, by study of Western and non-Western cultures and by study of foreign language, and the multicultural nature of American society, including the cultural contributions of African-Americans.
   Students must encounter and learn to value a variety of cultural perspectives as expressed in foreign languages, the arts, literature, social sciences, historical studies, interdisciplinary studies, and philosophy.

7. To make informed and ethical value decisions.
   Students must develop the ability to understand the ethical implications of behaviors and motivations encountered in works studied in the classroom and to formulate a framework of values that will help them to consider the consequences of their own actions and to make ethical decisions in their lives.
8. To understand past and contemporary social, cultural, and political issues from disciplinary perspectives.

Students must learn how to engage issues and ideas presented through social, cultural, and political constructions, using disciplinary approaches.

9. To integrate knowledge from a variety of disciplines, cultures, and historical contexts from the ancient to the modern world.

Students must develop the ability to see interconnections among ideas, issues, and beliefs which span historical moments, cultural perspectives, and academic disciplines.

10. To appreciate the aesthetic values embodied in human creative expression.

Students must understand and appreciate the values expressed in the arts and literature.

11. To develop life skills that will help them become self-sufficient individuals and productive members of society.

Students should develop knowledge, skills, and behaviors which promote both personal and communal well-being.

12. To use computer technology to enhance their educational experiences and to develop skills useful throughout their lives and in their careers.

Students should learn various uses of computer technology.