Rubric for 3.5a – Use for review the Liberal Arts Core for Middle States Criteria

Used to evaluate courses listed in the Liberal Arts Core as they relate to criteria in Question 3.5a. We could add this as an appendix /table at the end to help explain how we evaluated our material.

3.5a: …offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside of as well as within their academic field.

1 – **Non-compliance**. No evidence of this criteria is present in SU's Liberal Arts Core. Significant improvement needed.
2 – **Acceptable, but improvement needed**. Limited evidence. Criteria is present in a limited number (1-8) of academic content areas or, it is not easily apparent / present as a requirement (i.e., writing, quantitative skills) listed in SU's Liberal Arts Core. Improvement needed.
3 – **Acceptable; meets compliance.** Evident in a selection (8-15) of academic content areas of the Liberal Arts Core, ***or*** it is present as a specific requirement (i.e., writing, quantitative skills). Passable; would benefit from greater breadth of options and/or increased clarity in how the criteria is represented in the academic content areas. Some improvement needed.
4 - **Acceptable, clear evidence & meets compliance**. Clearly evident in multiple (15+) content areas of the Liberal Arts Core; provides a broad range of academic content options for students; criteria are easily identifiable within the offerings and course descriptions. enrollment data that indicates students are partaking in a breadth of course offerings. Passable; no improvement needed.

3.5a Criteria	1	2	3	4
…offers sufficient scope to draw students into new areas of intellectual experience				The Liberal Arts Core, required for all students in the College of Arts & Sciences, encompasses three required areas: 1) a liberal skills component (writing, and either language skills or quantitative skills); 2) a "divisional perspectives" requirement that includes the humanities, natural sciences / mathematics and social sciences and, 3) a critical reflection on ethical / social issues requirement. Students are able to meet these requirements from a variety of course offerings that span over **40 academic content areas and over 600 specific courses** ranging from art history to biology to Francophone Studies to math to physics and Middle Eastern Studies. The scope is more than sufficient to draw students into new areas.
expanding their **cultural** and **global** awareness and cultural sensitivity				Opportunities to expand global and cultural awareness are easily apparent. There is a statement on diversity & the liberal arts curriculum on page 5 of the LAC Guidebook that affirms the commitment and value in understanding a topic from a variety of viewpoints. It is also present in the language skills option requirement (1-3 courses), the humanities requirement (4 courses), the social sciences requirement (4 courses), and the critical reflections on ethical & social issues requirement (2-3 courses). There are over **30 content areas** (ranging from African-American Studies to Anthropology to LGBT Studies to Political Science and more) **covering over 300 courses** that students can choose from to expand their global & cultural awareness & sensitivity.

				The requirements and course offerings are more than sufficient to expand students' cultural and global awareness and cultural sensitivity.
preparing them to make well-reasoned judgements **outside** of as well as **within** their academic field.			Many of the courses that satisfy requirements in Language or Quantitative Skills, the Humanities, Natural Sciences and the Social Sciences focus on preparing students to make well-reasoned judgements outside of and within their academic fields. The broad descriptive introduction to each of these areas indicates that students will engage in analysis, criticism, theoretical examination, investigation of natural phenomena, the investigation of societies and systems. In addition, there is a "critical reflections on ethical and social issues requirement" (2-3 courses). This requirement is designed to assure that students reflect upon the relevance of the liberal arts and sciences to ethical and social issues. Every liberal field of study has great ethical and social significance. The courses that satisfy this requirement build on that fundamental fact in order to highlight that significance and to develop in students critical and self-critical intellectual habits of thought. A review of a random sample of course descriptions in these requirement areas indicate that promoting the ability to make well-reasoned judgements is present in these requirements and courses. However, it is not easily identifiable and this is an aspect that could be improved. Descriptions reviewed include: • AAS 433 - The Harlem Renaissance: Literature & Ideology • EAR 111 – Climate Change Past & Present	

			• Geo 203 - Society and the Politics of Nature • Max 123 - Critical Issues for the United States • Rel 106 – What is Belief • WRT 255 – Advanced Argumentative Writing SU does a good job with ensuring that students are prepared to make well-reasoned judgements. While this aspect needs some additional clarity, it is still very much in compliance with this aspect of 3.5.	

Rubric for 3.5b – Use for review of the Liberal Arts Core for Middle States Criteria

Used to evaluate courses listed in the Liberal Arts Core as they relate to criteria in Question 3.5b. We could add this as an appendix /table at the end to help explain how we evaluated our material. Maybe to be used in conjunction with data about course enrollments when we drill down into course descriptions?

3.5b: …offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with the mission, the general education program also includes the study of values, ethics, and diverse perspectives.

1 – **Non-compliance**. No evidence of this criteria is present in SU's Liberal Arts Core. Significant improvement needed.
2 – **Acceptable, but improvement needed**. Limited evidence. Criteria is present in a limited number (1-8) of academic content areas or, it is not easily apparent / present as a requirement (i.e., writing, quantitative skills) listed in SU's Liberal Arts Core. Improvement needed.
3 – **Acceptable; meets compliance.** Evident in a selection (8-15) of academic content areas of the Liberal Arts Core, ***or*** it is present as a specific requirement (i.e., writing, quantitative skills). Passable; would benefit from greater breadth of options and/or increased clarity in how the criteria is represented in the academic content areas. Some improvement needed.
4 - **Acceptable, clear evidence & meets compliance**. Clearly evident in multiple (15+) content areas of the Liberal Arts Core; provides a broad range of academic content options for students; criteria are easily identifiable within the offerings and course descriptions. enrollment data that indicates students are partaking in a breadth of course offerings. Passable; no improvement needed.

3.5b Criteria	**1**	**2**	**3**	**4**
Oral Communication	Based on the Syracuse University 4+4 Competencies, Communicative Competency Skills are defined as: *The ability to receive and interpret messages accurately and to aggregate and express ideas through written, oral and other forms*			

	of expression and to inform and persuade multiple audiences, and achieve shared understanding. Oral communication skills are developed via class participation, presentations, and through group projects. However, it is not readily apparent from LAC requirements and course descriptions if this is a competency students are exposed to. This is an area that needs improvement. Note: reviewing syllabi from 3-5 courses might be helpful for this section. Also WRT 105 /205 syllabi might be helpful.			
Written Communication				Based on the Syracuse University 4+4 Competencies, Communicative Competency Skills are defined as: *The ability to receive and interpret messages accurately and to aggregate and express ideas through written, oral and other forms*

				of expression and to inform and persuade multiple audiences, and achieve shared understanding. There is a minimum of three writing courses required, including one that is a content-focused writing-intensive course. There are two base required courses, WRT 105 and WRT 205, with both Honors options (WRT 109 and WRT 209) and non-native speaker options (ENL 211 and ENL 213) to cover varying competency levels. The writing-intensive course can be satisfied from a wide variety of course options (over 100) spanning over 20 content areas from biology to art history to philosophy, South Asian Studies and more.
Scientific Reasoning			Based on the Syracuse University 4+4 Competencies, Scientific Reasoning Skills are defined as: *Scientific reasoning is the*	

			purposeful process of examining phenomena, creating and evaluating hypotheses about how and why these phenomena exist and work, and use information, ethically and with integrity, to determine and communicate verifiable explanations about a wide variety of phenomena. It is used to understand the scope and impacts of science and scientific phenomena in the world, to differentiate between relevant and irrelevant data, and to use data to arrive at verifiable outcomes. Scientific reasoning skill development can be achieved via the natural sciences / mathematics requirement (4 courses, at least one course must be a laboratory course) and possibly the social sciences requirement, depending on the course taken (4 courses). The laboratory course requirement by definition covers scientific reasoning.	

			A review of a random sample of course descriptions in the natural sciences /mathematics areas indicates that acquiring and demonstrating scientific reasoning skills is present in these requirements and courses. However, it is not easily identifiable and this is an aspect that could be improved. Courses reviewed: AST 101 – Our Corner of the Universe CHE 106 & 107 (taken together) – General Chemistry Lecture and General Chemistry Laboratory CSD 212 – Intro to Communication Sciences and Disorders Geo 155 – The Natural Environment PSY 223 – Intro to Cognitive Neuroscience Scientific reasoning skill development could be present in other areas of the LAC, depending on which course a student selects.	

			Review syllabi?	
Quantitative Reasoning			Based on the Syracuse University 4+4 Competencies, Quantitative Reasoning Skills are defined as: *A multi-disciplinary 'habit of mind' competency and comfort in working with numerical data; ability to reason and solve real-world problems from a variety of contexts and develop and communicate arguments supported by quantitative data.* One option of the to satisfy the Liberal Skills Requirement is a quantitative skills track (2 courses). This would meet the quantitative reasoning skill development requirement. Students can also gain quantitative skills from the Natural Sciences and Mathematics requirement (4 courses). This is supported based on the random sample	

			of course descriptions reviewed: AST 101 – Our Corner of the Universe CHE 106 & 107 (taken together) – General Chemistry Lecture and General Chemistry Laboratory CSD 212 – Intro to Communication Sciences and Disorders Geo 155 – The Natural Environment PSY 223 – Intro to Cognitive Neuroscience Course that satisfy the Social Sciences requirement (4 courses) could also satisfy the quantitative skills area. This is dependent on which course a student chooses to take, but a random sample of courses in that meet these requirements indicate that the opportunity is very much present. Course reviewed: <u>Social Sciences</u> ECN 101-102: Intro Microeconomics, Intro Macroeconomics	

			GEO 171 – Human Geographies PSY/WGS – Biopsychological Perspectives on Women's Health SOC 101 – Intro to Sociology It is not immediately apparent which courses satisfy quantitative skill development if a student does not select the quantitative skill track. Thus the rubric score of 3 rather than 4. Review syllabi?	
Critical Analysis and Reasoning			Based on the Syracuse University 4+4 Competencies, Critical Analysis and Reasoning skills are defined as: *Critical reasoning is the intentional process of engaging in reflective and independent thinking in order to identify and understand the logical connections between ideas and issues; to evaluate and construct arguments; to solve problems systematically and ethically; to arrive at informed conclusions; to*	

			reflect on the validity of one's own beliefs and values; and to appreciate the relevance and importance of diverse evidence from the realms of ideas, themes, and proposals, which may result in new modes of understanding. Many of the courses that satisfy requirements in the Humanities and the Social Sciences focus on critical analysis and reasoning. The broad descriptive introduction to each of these areas indicates that students will engage in analysis, criticism, theoretical examination, investigation of natural phenomena, the investigation of societies and systems. In addition, there is a "critical reflections on ethical and social issues requirement" (2-3 courses). Courses in this area are designed to assure that students reflect upon the relevance of the liberal arts and sciences to ethical and social issues. Every liberal field of study has great ethical and social	

			significance. The courses that satisfy this requirement build on that fundamental fact in order to highlight that significance and to develop in students critical and self-critical intellectual habits of thought. A review of a random sample of course descriptions in these requirement areas indicate that promoting the ability to engage in critical analysis and reasoning. However, it is not easily identifiable and this is an aspect that could be improved. Courses descriptions reviewed include: <u>Humanities</u> AAS 232 – African American Literature: 20th & 21st Centuries REL 223 – Faith, Doubt, and Fanaticism <u>Social Sciences</u> HST 101 – American History to 1865 MES/PSC 366 – Representations of the	

			Middle East <u>Critical Reflections</u> PHI 171 – Critical Thinking SOC/WGS – Ethnic Inequalities and Intergroup Relations As with some other aspects of the LAC, the critical reasoning skill is present in the curriculum, but needs could be more readily apparent. Syllabi needed to review?	
Technological Competency	I can't find anything in the requirements of the LAC. Maybe review syllabi for CAS 100, writing 105 & writing 2015. Also review info sent from Rachel.			
Information Literacy	Based on the Syracuse University 4+4 Competencies, the Information and Technology competency is defined as: *Information and Technology competency is the ability to*			

	effectively, critically, and ethically deploy a range of information and technology resources in endeavors of academic, creative, personal, and civic inquiry. Based on the Syracuse University 4+4 Competencies, the Information and Technology competency is defined as: *Information and Technology competency is the ability to effectively, critically, and ethically deploy a range of information and technology resources in endeavors of academic, creative, personal, and civic inquiry.* I can't find anything in the requirements of the LAC. Maybe review syllabi for CAS 100, writing 105 & writing 2015. Also review info sent from Rachel.			
Values, ethics, and diverse perspectives.				Based on the Syracuse University 4+4 Competencies, the Civic & Global competency is

				defined as: *Civic and global competence is the ability to understand, appreciate and engage with people from differing cultural, social, economic, and geographic contexts, combined with the ability to demonstrate and promote responsible citizenship locally, nationally, and globally.* Additionally, values and ethics are addressed in the Syracuse University 4+4 as central to the educational process, and ethical reasoning is addressed through the following statement: *In addition to abiding by the ethical principles outlined by the University. Students must be able to demonstrate ethical reasoning which simply put is the ability/reasoning about right and wrong human conduct. Ethical reasoning encompasses "analytic reasoning," the use of information resources, communication, and diverse*

				perspectives. Such reasoning should be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms emerge, and where a particular set of intellectual skills is necessary to identify, elaborate and, if possible, resolve these cases. Ethical reasoning involves the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action." (DPQ, p. 17) *"Ethical reasoning requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how*

				to describe and analyze positions on ethical issues." (AAC&U VALUE Rubrics, p. 7) The offerings that include the study of values and ethics can be found across the LAC. There is a "critical reflections on ethical and social issues requirement" (2-3 courses) that focuses specifically on this. Courses in this area are designed to assure that students reflect upon the relevance of the liberal arts and sciences to ethical and social issues. Every liberal field of study has great ethical and social significance. The courses that satisfy this requirement build on that fundamental fact in order to highlight that significance and to develop in students critical and self-critical intellectual habits of thought. Opportunities to engage with diverse perspectives are readily apparent. There is a statement on diversity & the liberal arts curriculum on page 5 of the LAC

				Guidebook. It is also present in the language skills option requirement (1-3 courses), the humanities requirement (4 courses), the social sciences requirement (4 courses), and the critical reflections on ethical & social issues requirement (2-3 courses). There are over **30 content areas** (ranging from African-American Studies to Anthropology to LGBT Studies to Political Science and more) **covering over 300 courses** that students can choose from to engage with diverse perspectives. This is a skill area that is readily apparent in the LAC requirements and course offerings.