SLA-S100 (Introduction to the Liberal Arts), 200 (Exploration of the Liberal Arts), 300 (Applications of the Liberal Arts, 400 (Valuing the Liberal Arts) is a sequence of liberal arts signature course designed for two main reasons and with four major goals in mind.

The liberal-arts-focused courses provide students with a cohort-specific education experience in each of their college years. Assuming students who begin their studies at IUPUI, especially the IU School of Liberal Arts, as first-time, full-time students, for them the first-year, or freshman, experience spans the 30-credit-hour common core (transferable); the second-year, or sophomore, experience indicates the next step (31-60 credit hours), which is followed by the third-year, or junior, experience (61-90 credit hours), all of which are capped by the final year, or senior, experience (91-120) credit hours. For transfer students, the liberal-arts-focused courses enable them to join the most appropriate, credit-hour-determined cohort as a way to help them with the transition and to offer support toward successful graduation.

In addition to the focus on a particular cohort of students that allows for improved planning, and scaffolding of required and elective courses, requiring a liberal-arts-focused course in each year of a typical college year is meant to provide students with a cohesive way of knowing what the liberal arts are and what the benefits of studying them are specifically how they contribute to ways of knowing and build habits of mind. It does so by building skills and knowledge first and then by developing those skills and knowledge—in accordance with what is appropriate for students to know and be able to do at each level.

The goals for the liberal-art-focused course sequence are closely aligned with the Principles of Undergraduate Learning (PULs), which pertain to general education as well as to specializations in the majors and minors and which span from the first year to the final one:

Ways for achieving those goals reflect the multi-disciplinary nature of the liberal arts:

- Competencies and Learning Outcomes {please note: IUPUI is committed to express competencies and learning outcomes as its signature Principles of Undergraduate Learning (PULs); the "translation" that aligns the PULs with the Indiana statewide general education principles and the nationwide articulated LEAP and quality degree profile (QDP) language will be one task of the design team}
  - Knowledge of Human Culture and the Physical and Natural World
    - Every student should demonstrate competence in using both specialized and broad, integrative knowledge from the arts and social sciences disciplines and fields.
• In the humanities and social sciences; intercultural and democratic learning
  o become familiar with key concepts and methods of inquiry in different disciplines and fields (including their limitations)
  o examine significant debates and questions
  o make evidence-based arguments, using multiple perspectives
• produce work that integrates concepts and methods from more than one disciplines or fields
  o Intellectual and Practical Skills
  • Students hone and integrate intellectual skills across the curriculum, applying those skills to complex challenges.
    • Analytic inquiry
    • Information literacy
    • Qualitative literacy
    • Quantitative fluency
    • Communication fluency
      o Writing
      o Speaking
      o Personal interaction (interpersonal skills; leadership; team work)
  o Civic Learning (Personal and Social Responsibilities; PUL6: Ethics and Values) for action
    • Students acquire knowledge required for responsible citizenship both from their formal studies and from community-based learning, and demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions from multiple perspectives.
  o Integrative and Applied Learning
    • Students demonstrate their ability to integrate and apply their learning in complex projects and assignments.

• High-Impact Educational Practices
  o RISE
  o The Course Network (CN)
• Career preparation and planning

Ways for knowing whether, how, and how well students succeed in the liberal-arts-focused courses are tracked through the evaluation of clearly defined student learning outcomes in each of those courses as well as in the sequence of the courses as a whole, and also, more generally, through assessment of students’ success in their respective majors and toward graduation and, after graduation, as liberal arts graduates and alums.
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