

LIBERAL STUDIES COMMITTEE
Minutes
April 29, 2005

Approved 9/9/05

Attendees: Blase Scarnati, Karen Pugliesi, Pat Muster, Gayle Houser, Laura Michael-Blocher, Tom Paradis, Rebecca Cole, Jack Ferrell, Dean Pielstick, David Sherry, Bruce Fox, Jeff Berglund and Kapri Saunders

Absent: Aregai Tecle, Marcia Metcalf, Anne Medill, John Doherty and Eileen Mahoney

Guests: Gioia Woods, Ron Pitt, Ed Hood, Susanna Rivera-Mills and Ryan Rodriguez

I. Welcome and remarks – Blase Scarnati

- Thank you to all of the committee members for working so hard this year due to the late start
- The committee made tremendous strides this year:
 - Creation of new rubrics for syllabi review
 - Twenty-eight course proposals were approved and completed within one month of submission and only two courses will be moved to next fall for continued review
 - Worked on the pilot project and reform of the Liberal Studies program
 - Topics course issues resolved
 - Summer Reading book selected
 - All issues for the year were addressed
- The Faculty Senate Liberal Studies Program Review Committee held a forum with forty people attending. It was the first in a series of campus discussions.

II. Remarks – Karen Pugliesi

- Thanked all committee members for their leadership on campus.
- Members made good strides in addressing assessment issues
- NAU is on the leading edge compared to most campuses across the country when it comes to their liberal studies programs. We have provided insights to others at national conferences.
- The summer reading program will be strongly linked to liberal studies.
- Rebecca Cole has taken on a new position that will help improve first year programs.
- There has been no response to date on the proposal for an advisory board.
- Please lobby colleagues to run for committee seats that are vacant.
- Welcome to Ryan Rodriguez who will be the ASNAU representative next year.

III. Approval of minutes – All

- April 15, 2005 minutes approved with minor revision
- Send April 15 minutes to the Faculty Senate Liberal Studies Program Review Committee

IV. Common reading proposal – Gioia Woods

- Gioia distributed a common reading proposal
- Residence halls will be hosting discussions this year which will strengthen the book with students
- Karen Pugliesi will send a letter asking for volunteers to lead discussion groups.
- John Doherty has established a resource page on the Cline Library web site.
- Rebecca Cole will incorporate the book into FYE classes.
- The summer reading book was discussed as a cornerstone for the liberal studies program across campus.
- Will have a budget of \$20-\$30,000 next year

- Please contact Gioia by May 30 if any committee members can think of teasers to help faculty incorporate the book into their courses across campus.
- All ASNAU members are reading the book.
- Rebecca Cole would like to keep the same book for 2005-06 so that program can be examined instead of spending time selecting another book. If the same book is used for two years in a row, then it will be easier to line up authors to come to campus, etc. We can then use sophomores to help with freshmen buy-in.
- The summer reading discussion groups will now meet during the first week of classes so that transfer students, athletes, etc. will be able to attend.
- Karen Pugliesi and Gioia will meet later this week concerning next year's summer reading program.
- Motion to send Gioia's summer reading proposal to the Faculty Senate Liberal Studies Review Committee. VOTE: Yes

V. Syllabi report – All

- No further updates were reported.

VI. Fall retreat – Blase Scarnati

- Please contact Blase as to your preference on retreat dates next fall. Dates to consider are: September 16 or September 23, noon to 4 PM.

VII. Junior-level Writing and Senior Capstone - Laura Michael-Blocher & Rebecca Cole

- Gayle Houser stated concerns from her School.
- Committee members were concerned whether or not the new proposal will work for all.
- Changes need to be compelling for the purpose of assessment, or why bother making any changes. If the changes are not compelling, we will lose faculty buy-in again.
- Does this change affect old syllabi already approved?
- Why make new policies when we do not enforce the old?
- Communicate concerns to the Faculty Senate Liberal Studies Program Review Committee.
- Professional programs require both courses.
- Motions to change the current Junior-Level Writing and Senior Capstone Guidelines as currently posted on the liberal studies web site. VOTE: Yes
- Junior-Level Writing and Senior Capstone Guidelines with approved changes attached to Minutes as Appendix A and B.

VIII. Spanish immersion courses and History advanced placement – Ron Pitt, Ed Hood and Susanna Rivera-Mills

- Ed Hood explained the Spanish immersion program to the committee.
- Ron Pitt explained that the SPA 121, 122, 221 and 222 courses have always been listed as Liberal Studies courses but were never formally approved by the Liberal Studies Committee and never appeared in the degree audit.
- Motion to approve the SPA immersion courses with the stipulation that course syllabi are submitted for each course. VOTE: Yes
- Ron Pitt distributed a document from the April 26, 2005 APASC meeting that approved the History advanced placement.
- Motion to approve 3 hours of general World History credit with a score of 4 or 5 on the AP World History exam. VOTE: Yes

IX. LSC By-Laws revision – David Sherry & Blase Scarnati

- David Sherry distributed part of a Faculty Senate document that concerns changes in its By-Laws that may affect the Liberal Studies Committee.
- The committee reviewed the document and came to the conclusion that the committee is in compliance.

- Blase will ask the Faculty Senate if it is possible to:
 - III.1.1: change from two to three representatives from each college from different departments or schools on the committee
 - III.1.2: delete the UC 101 representative
 - III.1.2: add 'and representatives' to Director of Honors Program
 - III.1.2: add 'or representatives' to Director of the Office of Academic Assessment
 - III.1.2: add 'or representatives' to Director of Gateway Center
 - III.1.2: add current committee guests as ex-officio members
- Blase will rework the By-laws and send the changes to committee members for comments.

X. Assessment pilot project update – Bruce Fox

- The implementation plan includes providing four consultants, three rubrics, and three skills. This would include experienced faculty to help create a rubric that would work for them. The faculty could accomplish this independently from home online. Once completed, Bruce and others would consolidate ideas and then have a meeting with the consultants to develop a rubric that everyone could agree upon. The consultants would then be asked to test the rubric in class. The Office of Academic Assessment helped provide syllabi that would work for the test. The committee is also asked to spread the word for anyone that would like to be included in the test. The test could be run this coming fall and spring semesters.

Meeting adjourned at 5:10 PM

APPENDIX A

CHANGES marked in bold and ~~strikethrough~~

Junior Level Writing Requirement Guidelines

These are the guidelines from the Liberal Studies Committee for faculty and departments wishing to submit courses that will meet the Junior Level Writing Requirement. Submitted syllabi should articulate how these guidelines will be met. In addition, all courses submitted to the Committee must be accompanied by the Cover Sheet for Junior Level Writing Courses (doc).

1. Writing skills will be explicitly addressed and worked on in this class. This means that the syllabus should include, but does not need to be limited to, a statement of how writing is incorporated into this course in relation to student progress and work within the/a discipline.
2. Students should produce 20 pages of revised, multiple draft prose.
3. ~~Students in this course should finish with a writing portfolio one piece of which is a 1-2 page strengths and goals essay in which they evaluate both their strengths and goals for future development. This essay should be added to the student's learning portfolio.~~
4. These courses must be at the 300 level.
5. Classes that meet the junior level writing expectation should be capped at 25.
6. Syllabi for these courses should follow the approved University Curriculum Committee format.

The Liberal Studies Committee will be looking at syllabi for evidence of these writing guidelines only. The syllabi will not be reviewed for other features unless the course is intended to count for both the Junior Level Writing Requirement and a Liberal Studies Distribution Requirement. If this is the case, then the syllabus must follow the guidelines for liberal studies distribution courses as well (address theme, skills, outcomes, and assessment).

We are aware that not all faculty teaching at NAU will initially be comfortable teaching the Junior Level Requirement, but we believe that faculty across campus and in many disciplines can do a great deal to help students develop their own writing skills. Faculty, drawing on their own experience as writers, can help students understand conventions in their own field, help them think about how to revise more effectively, and how to address key issues that are raised by their particular discipline.

APPENDIX B

CHANGES marked in bold and ~~strikethrough~~

Guidelines for Senior Capstone Proposals

The capstone experience should be the culminating work in the program. As with the liberal studies courses, these capstone courses will help students refine essential skills. ~~and complete their portfolio.~~ The Liberal Studies Committee has developed these guidelines to ensure that the senior capstone experience will demonstrate continuity with the beginning of a student's liberal studies career. The emphasis will be on the essential skills the student has developed during their NAU career rather than on any of the three themes of the liberal studies program.

All senior capstone proposals should be accompanied by the Senior Capstone Proposal Cover Sheet (doc).

Capstone experiences will differ depending on the major, and may be as varied as an internship, an art show, a research paper, a recital, or a presentation at a conference. Programs are not required to submit course syllabi, but to submit a single proposal which defines a "capstone experience" (or experiences) within that particular major, as well as articulates learning outcomes which demonstrate how/when the student will do the following:

- Demonstrate competency in two to four of the essential skills (creative thinking, critical reading, critical thinking, effective oral communication, effective writing, ethical reasoning, quantitative/spatial analysis, scientific inquiry, use of technology).
- Demonstrate understanding of core concepts within the major, discipline, or program.

~~Proposals from programs must include the following assignment as part of the senior capstone experience:~~

~~***"Write a cover statement for your learning portfolio in which you explain how the pieces in your portfolio link what you have learned in your major to what you have learned in your liberal studies program. In this statement, you should discuss your strengths and describe your goals for your future development."***~~

Courses must be offered at the 400-level and must be three or more credits. However, the three credits may be earned through a variety of experiences. For example, a student might complete an internship (2 credits) and an independent study (1 credit) to fulfill the capstone requirement.

Programs may offer more than one kind of capstone experience (seminar, student teaching, independent research project, internship, etc.) for their majors.