Proposed Revision of the Liberal Studies Program and University Baccalaureate Degree Requirements

October 7, 2020 version
Proposed by the Liberal Studies Task Force in
consultation with the
Liberal Studies Committee and Diversity Curriculum Committee
(See Appendix A for Group Memberships)

Introduction

General Education is a key distinguishing characteristic of Baccalaureate Programs within the United States. To accomplish a Baccalaureate Degree in the U.S., all students must complete requirements to obtain a breadth of knowledge across disciplines and skills, as defined independently by each institution. Since 1999, NAU's General Education program has been called the Liberal Studies Program. It consists of two Foundations courses (one each in English and Mathematics); then students take two courses each across four Distribution Blocks: Aesthetic & Humanistic Inquiry, Cultural Understanding, Science and Applied Science (one of these courses must be a Lab Science), and Social & Political Worlds. Students take one additional course in one the Distribution Block of their choice. This adds up to 35 units of credit toward a students' undergraduate degree, nine units of which can be used from the students' major prefix to fulfill these requirements.

NAU's Liberal Studies Program delineates six Essential Skills and requires academic units to select one skill to incorporate within each Distribution Block course offered by the unit: Critical Thinking, Effective Writing, Effective Oral Communication, Creative and Aesthetic Thinking, Scientific Inquiry, Quantitative Reasoning. In addition, the Liberal Studies Committee oversees two University Requirements that are embedded within the student's major: the Junior Level Writing Requirement and Capstone. Also relevant to this proposal are the two university-wide U.S. Ethnic Diversity and Global Diversity requirements (3 units each), overseen by the Diversity Curriculum Committee, since their 2005 implementation. Over 80% of Diversity courses overlap with courses in the Liberal Studies Program. The Liberal Studies Program, and the accompanying University-wide Requirements (Junior Level Writing, Capstone, and the University-wide Diversity requirements) have been in place, with small changes, since 2005 (See Appendix B, History of the Liberal Studies Program).

In 2018, the program completed its second program review, and received feedback from external reviewers to refine the program. In the summer of 2019, ABOR created a policy for General Education (ABOR Policy 2-210 General Education.pdf; Also linked in Appendix C) that the 4-year state universities in Arizona are to fulfill. These two processes were the catalyst for the Liberal Studies Task Force to create the revision that is before you today.

Charge and Goals of the Liberal Studies Task Force

The charge to the Liberal Studies Task Force in Fall 2019 was to address recommendations from the 2018 Liberal Studies Self-Study and External Reviewers' Report, incorporate ABOR General Education Requirements, and ensure the resulting program is clearly and easily described. Specifically, this was defined as the need to develop a configuration of the program that:

1. Builds upon the many strengths of our current program based on feedback and recommendations from the 2018 Liberal Studies Self-Study and External Reviewers' Report. The charge was to:
   a. Create a program that is clearly and easily described and effortless to understand (potentially re-naming the program);
   b. Clearly articulate how the Essential Skills are related to the Distribution Blocks;
   c. Improve the intentional integration of Essential Skills into course design;
   d. Articulate a clear relationship between the University-wide U.S. Ethnic Diversity & Global Diversity requirements and the Liberal Studies Program;

e. Support the acquisition of a portable, adaptable range of skills and knowledge that will expand through a student's lifetime; and

f. Convey to students that the program's courses represent how various disciplines approach the world and through cross-disciplinary thinking, may lead to discoveries of new ways of developing solutions within their own majors/disciplines.

2. Fulfills Arizona Board of Regent's (ABOR) expectations of a "General Education Program" as set forth in ABOR Policy 2-210 approved in June 2019. Below are the program design sections related to this proposal:

a. <u>Overall program design parameters:</u> Each university will have a set of General Education requirements consisting of a minimum of 32 semester credits of coursework. Sequencing of courses is expected as a means of improving learning throughout the degree program, recognizing that learning opportunities across a student's entire undergraduate education – General Education and chosen major – build upon each other in an integrative manner that promotes the cumulative progression of acquisition of skills and a substantial body of knowledge that constitutes an educated person. The General Education curriculum must be designed in a manner that students receive exposure multiple times to the targeted intellectual skills and habits and cannot effectively complete the required curriculum and avoid areas of core knowledge or intellectual habits.

b. <u>Breadth Requirements:</u> General Education requirements should be distributed among areas of knowledge to ensure opportunities for students to develop a breadth of disciplinary perspectives. These Knowledge Areas should include literature, fine Arts, Humanities and Languages, social and behavioral sciences, American institutions, which includes the study of economics theory and U.S. history, natural sciences, composition, communication and rhetoric, mathematics and quantitative reasoning – and must also include a clear and direct education around questions related to ethics, civility, diversity, and inclusion.

c. <u>Skill Requirements:</u> Each university will incorporate skills-based learning outcomes into its General Education program. These skills/competencies will include written and oral communication, critical thinking, teamwork, intercultural competency, application of ideas to real-world situations, and time management. These skills/competencies will also integrate the teaching of life skills that respond to the realities of 21st century, including, as examples, information and data literacy, differentiation among fact, inference, and judgment, and civic engagement and civil discourse grounded in fundamental civic knowledge.

d. <u>Attributes:</u> A General Education program should also challenge students to develop the intellectual habits that define an educated person. Each university should include development of these habits throughout its General Education coursework. Examples of intellectual habits that characterize educated persons include the following: intellectual integrity; understanding of reasoning and evidence; open-mindedness to different views and the ability to suspend judgment until convincing evidence is available or until the bases for these differences are understood; an appetite for the pursuit of truth with the personal characteristics of initiative, humility, curiosity and intellectual commitment; and the willingness to pursue a line of inquiry to its logical conclusion no matter how uncomfortable the conclusion.

Appendix D contains the list of changes proposed to the Liberal Studies Program, as well as the Task Force's rationale for each change. Appendix E contains a required table that identifies for ABOR how our proposed program accomplishes a defined set of breadth, skill and attribute requirements selected by ABOR from the General Education Policy.

As this proposal was developed, we learned that ABOR is re-evaluating the General Education Policy in relation to the breadth requirement of "American institutions, which includes the study of economic theory and U.S. history." Changes to the General Education Policy may be forthcoming. Should ABOR change the policy, the

Task Force will take up the elements requested by ABOR and identify how best to incorporate changes to this proposal while reducing impact on the potential implementation timeline of the proposed program.

Audience, Implementation Timeline, Organization of Proposal

The proposal before you today was developed for a faculty audience to evaluate the revised program design and course design requirements and determine whether we have created a program that (a) incorporates improvements requested as part of the Program Review, (b) integrates ABOR's General Education Policy Requirements, and (c) engages, as much as possible, the educational frameworks and learning goals that our academic units provide in service to the current program in a resource-neutral fashion.

Following the feedback and revision cycle (See Appendix F for the groups engaged in the process of feedback), and after a program is approved by the Liberal Studies Committee, Diversity Curriculum Committee, University Undergraduate Committee and Faculty Senate, work will continue by the Task Force to develop student-friendly descriptions of the requirements. If the proposal receives approval from these faculty committees, the goal is to implement and enroll entering students in the new program starting Fall 2022, three years following the creation of ABOR's General Education Policy (June, 2019).

Implementation of a revised program will also require engagement and feedback from the same areas as the proposal feedback process. Likely, faculty, chair, student, advisor and staff concerns about implementation will emerge as we discuss this proposal. Compiling these concerns will be part of our feedback process so that we may develop a plan for implementation that will address concerns and provide the smoothest experience of change as possible while keeping in mind that changes of this nature are quite complex.

The proposal is organized with the following sections, mostly Appendices:
- Description of the Proposed Program
- Appendix A: Membership of the Liberal Studies Task Force, Liberal Studies Committee, Diversity Curriculum Committee
- Appendix B: A History of the Liberal Studies Program at NAU
- Appendix C: Link to ABOR's Policy 2-210
- Appendix D. List of recommended changes set forth by the Liberal Studies Task Force
- Appendix E. Table summary requested by ABOR
- Appendix F. Process for proposal review and feedback
- Appendix G. Comparison of current program to proposed program
- Appendix H. General Studies and Habits of Mind
- Appendix I. Foundation Requirement
- Appendix J. Knowledge Areas and Diversity Requirements
- Appendix K. Essential Skills
- Appendix L. University Baccalaureate Requirements

Description of the Proposed Program

General Studies

The mission of General Studies is to cultivate informed, responsive, responsible, productive, and engaged citizens of the world.

General Studies is NAU's general education program and is rooted in the tradition of the liberal arts which values the acquisition of knowledge to enrich human freedom or guide the wise use of it.

General Studies provides opportunities for students to develop a rich interdisciplinary perspective on life that complements the focused disciplinary capabilities developed in the major. General Studies coursework inspires

students to understand how their education will impact their decision-making as citizens and stewards of their world on a local, state, national, and global stage.

Coursework in General Studies and within the student's major foster habits of mind central to success in college and beyond. These are habits that a curious and engaged person uses to persist and grow as a learner. Learning never ceases, and an informed citizen of the world must continue to reflect on the limits and/or possibilities of different knowledge and skill sets. Further, these habits of mind are fundamental to the lifelong, holistic goal of wellness in body, mind, and spirit.

Debate, argument, and dissent are essential to democratic societies. The ability to engage in civil discourse with effective communication is a vital asset for engaged citizens. General Studies prepares students to be critical thinkers who have considered a full range of vantage points, evaluated facts, evidence and data, and used reason and logic to present an argument to an audience in a manner that invites listening and consideration of the merits of these claims. Civil discourse invites dialogue and conversation.

General Studies begins with two Foundations courses (one each in English and Quantitative Reasoning); then students take three courses each within three separate Knowledge Areas: (1) Arts, Humanities and Languages; (2) United States and International Social Systems; and (3) Scientific Literacy and Doing Science (*in Scientific Literacy, students would be required to have one course in Physical/Life/Space/Earth Sciences and one in Social and Behavioral Sciences. Doing Science could be completed in either Science area*).

The Diversity Requirement has been re-oriented directly into the General Studies program. Students must complete one course in each of the following three Diversity Requirements, primarily as an overlapping requirement that is within and across the Knowledge Areas: (a) U.S. Ethnic Diversity; (b) Global Diversity; (c) Dimensions of Difference. This adds up to 34 units toward a students' undergraduate degree, though if students select courses that do not overlap between the Diversity Requirements and Knowledge Areas, they might have as many as nine additional units to complete.

By integrating the U.S. Ethnic Diversity and Global Diversity, and creating a third category, Dimensions of Diversity, we emphasize the necessity of preparing students for a diverse world, an ever-evolving one that recognizes more than ever before the value of innovative and responsive thinking. We eliminate confusion about this requirement and its connections to undergraduate learning. These courses, most of which will overlap with Knowledge Area courses as they emerge out of disciplinary contexts, foreground insights that have been historically erased or marginalized within many academic institutions or disciplines, a reality of societal imbalances in equity and power. Diversity courses recognize the merit and necessity of such perspectives and demonstrate that institutions of higher learning are responsive to societal changes. Through Diversity courses in Knowledge Areas students acquire a rich set of intercultural competencies that will serve them in the workforce and as active and engaged citizens of their local, national, and global communities.

Students will continue to be able to use up to nine units from the students' major prefix to fulfill the Knowledge Area and/or Diversity Requirements. Transfer students would continue to apply their AGEC, IGETC and CSUGE to this program in the same manner as the Liberal Studies Program.

General Studies integrates four competencies directly into its Knowledge Areas and Diversity Requirements. Critical Thinking and Information Literacy are embedded within the course design requirements of both the Knowledge Areas and Diversity Requirements. Quantitative Reasoning/Data Literacy is embedded into the Doing Science Knowledge Area requirement. Intercultural Competency is embedded into the Diversity Requirements, as well as a range of courses found within two of the Knowledge Areas: (1) Arts, Humanities and Languages and (2) United States and International Social Systems.

Continuing from the current program, faculty will select <u>one</u> Essential Skill for students to practice within a Knowledge Area and/or Diversity Requirement course. These include the following Essential Skills: Writing with Civil Discourse; Speaking with Civil Discourse; Teamwork with Civil Discourse; Quantitative Reasoning/ Data Literacy; Applications to Real-World Situations.

The General Studies Committee (we would expect the name of the Liberal Studies Committee would be updated) will oversee three (instead of two) University Baccalaureate Requirements: a new University Baccalaureate Requirement that is embedded in the major called the Ethics Requirement, as well as continuing its oversight of the Junior Level Writing Requirement (with recently modified criteria) and the General Capstone. The Diversity Curriculum Committee will continue to oversee the Diversity Requirement.

Finally, the new program will have an overarching set of values called the "Habits of Mind" that will be integrated throughout all General Studies requirements and University-wide requirements to include: Curiosity, Intellectual Integrity, Persistence, Self-Awareness.

General Studies and University Baccalaureate Requirements: A Summary List

Habits of Mind (See Appendix H): An overarching set of values called the "Habits of Mind" that will be integrated throughout all General Studies Requirements and University Baccalaureate requirements: Curiosity, Intellectual Integrity, Persistence, Self-Awareness.

Foundation Requirements (See Appendix I)
- English Composition (minimum of 4 units)
- Quantitative Reasoning (minimum of 3 units)

Knowledge Area Requirements (See Appendix J)
- Arts, Humanities & Languages (minimum of 9 units)
- Scientific Literacy & Doing Science (minimum of 9-10 units)
    - Scientific Literacy (6 units)
        - 3 units of Physical/ Life/ Space or Earth Sciences
        - 3 units of Social and Behavioral Sciences
    - Doing Science (3 to 4 units)
        - 3 to 4 units in any of the sciences -OR--
        - 2-3 unit lecture with a 1-unit co-requisite lab in any of the sciences.
- United States & International Social Systems (minimum of 9 units)
    - United States Social Systems (3 units)
    - International Social Systems (3 units)
    - United States or International Social Systems (3 units)

Diversity Requirements (See Appendix J) (80% of Diversity Requirements overlap with Knowledge Area Requirements)
- U.S. Ethnic Diversity (3 units)
- Global Diversity (3 units)
- Dimensions of Difference (3 units)

Essential Skills (See Appendix K): Similar to the current program, faculty would select one skill for students to practice within each Knowledge Area and/or Diversity Requirement. These skills would not be required, but would allow students the ability to practice skills as they complete their Knowledge Area /Diversity Requirement courses:
- Writing with Civil Discourse

- Speaking with Civil Discourse
- Teamwork with Civil Discourse
- Quantitative Reasoning/Data Literacy
- Applications to Real-World Situations

For Transfer Students: The Foundation, Knowledge Areas and Diversity Requirements would continue to be transferred as a package for the AGEC, IGETC, CSUGE.

Overlap with the Major Prefix: Students will continue to be able to use up to nine units from the students' major prefix to fulfill the Knowledge Areas or Diversity Requirements.

University-wide Requirements (See Appendix L)
All students, including transfer students, would need to complete the following three requirements within their major at NAU: (1) Ethics Requirement; (2) Junior Level Writing Requirement; (3) Capstone Requirement.

Appendix A: Membership: Liberal Studies Task Force, Liberal Studies Committee, Diversity Curriculum Committee

Liberal Studies Task Force AY 20-21:
Lead: Jeff Berglund—Director, Liberal Studies Program; Professor, Department of English
Co-Lead: Melinda Treml—Director, Director of Curriculum & Assessment
Quannah Arnold—Student Representative, ASNAU
Monica Bai--Director, University Advising
Jason BeDuhn--Professor, Department of Comparative Cultural Studies; AY20-21-Chair of Liberal Studies
     Committee
Ben Carver--Interim Director, First Year Experience-Student Affairs
David Camacho--Professor, Honors College; representative from the Diversity Curriculum Committee
Cody Canning--Director, First Year Seminar; Senior Lecturer, First Year Seminar
Mary DeJong--Associate Librarian, Cline Library
Bruce Fox--Professor, School of Forestry; AY19-20 Chair of Liberal Studies Committee
Clareese Greene—Student Representative from ASNAU
Meredith Heller—Senior Lecturer, Department of Women's and Gender Studies
Lawrence Lenhart—Associate Professor, Department of English
T. Mark Montoya—Associate Professor, Department of Ethnic Studies
Chris Paige—Assistant Professor of Practice, Information Systems; AY20-21 Chair of the Diversity Curriculum
     Committee
Denielle Perry—Assistant Professor, School of Earth and Sustainability
Melissa Pokorny—Coordinator, NAU Career Development
Ben Ruddell—Professor and Director, School of Informatics, Computing and Cyber Systems
Jim Sample—Professor and Director, School of Earth and Sustainability
Donna Simon—Associate Clinical Professor, Personalized Learning
Susan Smiley—Principal Lecturer, Anthropology; AY19-20 and AY20-21 Co-Chair of Liberal Studies Committee

Liberal Studies Task Force AY 19-20:
Lead: Jeff Berglund—Director, Liberal Studies Program; Professor, Department of English
Co-Lead: Melinda Treml—Director, Director of Curriculum & Assessment
Monica Bai--Director, University Advising
Jason BeDuhn--Professor, Department of Comparative Cultural Studies; AY20-21-Chair of Liberal Studies
     Committee
Ben Carver--Interim Director, First Year Experience-Student Affairs
David Camacho--Professor, Honors College; representative from the Diversity Curriculum Committee
Cody Canning--Director, First Year Seminar; Senior Lecturer, First Year Seminar
Carlos Calderon--Assistant Professor, Department of Educational Psychology
Christian Catano—Student Representative from ASNAU
Mary DeJong--Associate Librarian, Cline Library
Kat Evans—Student representative at-large, AIS major
Bruce Fox--Professor, School of Forestry; AY19-20 Chair of Liberal Studies Committee
So Yeon Jung—Assistant Professor, School of Hotel and Restaurant Management
Meredith Heller—Senior Lecturer, Department of Women's and Gender Studies
Lawrence Lenhart—Associate Professor, Department of English
Ronni Marks—Student Representative from ASNAU
Robyn Martin—Senior Lecturer, Honors College
Emily McCarthy—Director, NAU Career Development
Lynsey McClintock—Student Representative from ASNAU
Nick McKay—Associate Professor, School of Earth and Sustainability

T. Mark Montoya—Associate Professor, Department of Ethnic Studies

Chris Paige—Assistant Professor of Practice, Information Systems; AY20-21 Chair of the Diversity Curriculum Committee

Denielle Perry—Assistant Professor, School of Earth and Sustainability

David Richter—Lecturer, Mechanical Engineering

Donna Simon—Associate Clinical Professor, Personalized Learning

Susan Smiley—Principal Lecturer, Anthropology; AY19-20 and AY20-21 Co-Chair of Liberal Studies Committee

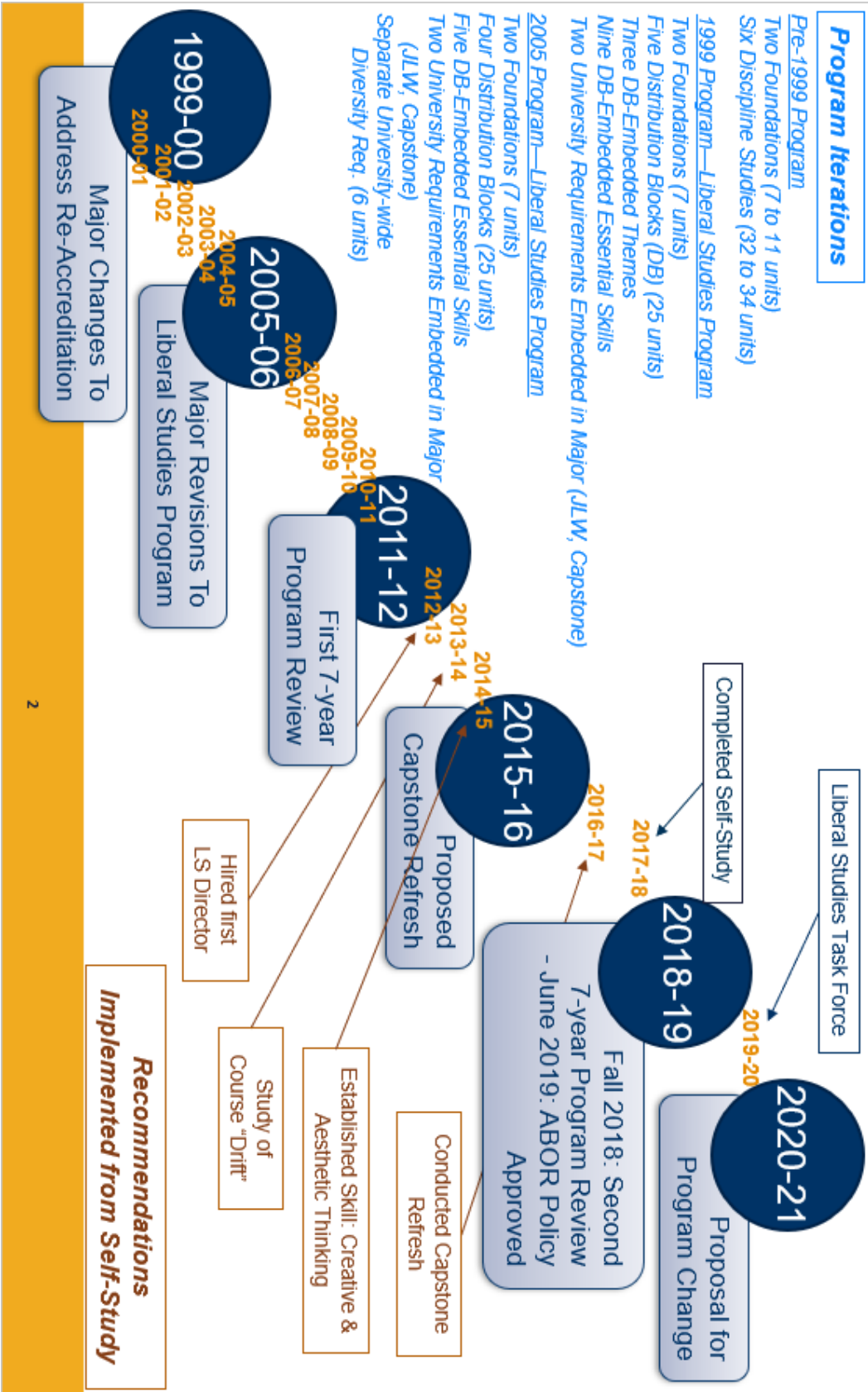Lisa Thompson—Lecturer, School of Earth and Sustainability

Liberal Studies Committee AY20-21

Name	College
Jason BeDuhn, Chair	Arts & Letters
Vince Caranchini	Arts & Letters
C. Christina	Environment, Forestry, Natural Resource
Amy Hughes	Cline
John Doherty	Cline
Bruce Fox	Environment, Forestry, Natural Resources, and Faculty Senate Representative
Toby Hocking	Engineering, Informatics, Applied Sciences (CEIAS)
Igor Steinmacher	Engineering, Informatics, Applied Sciences (CEIAS)
Alison Conant	Education
Louise Lockard	Education
Jeannie Copley	Online, Statewide & Innovative Education
James Latham	Online, Statewide & Innovative Education
Kristen Konkel	Health & Human Services
Shelley Vaughn	Health & Human Services
Neal Smith	Franke College of Business
William Cordeiro	HONORS
Susan Smiley	Social and Behavioral Sciences, Vice Chair
Jermaine Martinez	Social and Behavioral Sciences
Michael Bolar	ASNAU
Ex-Officio	
Monica Bai	Gateway Advising
Alana Kuhlman	Interdisciplinary Writing Program
Jeff Berglund	Liberal Studies Director
Betsy Buford	eLearning
Cody Canning	First Year Seminar
Kim Hensley-Owens	Arts & Letters
Melinda Treml	Curriculum and Assessment
Sue Pieper	Curriculum & Assessment
ASNAU VPAA Clareese Greene	ASNAU President

Diversity Curriculum Committee AY20-21

Name	Academic Unit	Representing
Christopher Paige-Chair	CIS	Commission on Ethnic Diversity (CED)
Ari Burford-Co-Chair	Women's & Gender Studies	Commission on Ethnic Diversity
David Camacho	Honors	Honors
Rosie Cordova	Personalized Learning	Online, Statewide & Innovative Education
Rachel Cox	Visual Communications	Social and Behavioral Sciences
Debra Edgerton	Art	Commission on Ethnic Diversity
John Heick	PT/Athletic Training	Health & Human Services
Okim Kang	English Department	Arts & Letters
Darwin Mann	Hotel & Restaurant Mgmt	WA Franke
Gretchen McAllister	Teaching and Learning	Education
Ex-Officio		
Melinda Treml	Director, Curriculum and Assessment	
Jeff Berglund	Director, Liberal Studies	
Teresa Del Vecchio	Academic Advising Council	

A HISTORY OF THE LIBERAL STUDIES PROGRAM AT NAU

Program Iterations

Pre-1999 Program
Two Foundations (7 to 11 units)
Six Discipline Studies (32 to 34 units)

1999 Program—Liberal Studies Program
Two Foundations (7 units)
Five Distribution Blocks (DB) (25 units)
Three DB-Embedded Themes
Nine DB-Embedded Essential Skills
Two University Requirements Embedded in Major (JLW, Capstone)

2005 Program—Liberal Studies Program
Two Foundations (7 units)
Four Distribution Blocks (25 units)
Five DB-Embedded Essential Skills
Two University Requirements Embedded in Major (JLW, Capstone)
Separate University-wide Diversity Req. (6 units)

1999-00
2000-01
2001-02
2002-03
2003-04
2004-05

Major Changes To Address Re-Accreditation

2005-06
2006-07
2007-08
2008-09
2009-10
2010-11

Major Revisions To Liberal Studies Program

2011-12
2012-13
2013-14
2014-15

First 7-year Program Review

Hired first LS Director

2015-16
2016-17
2017-18

Proposed Capstone Refresh

Completed Self-Study

Liberal Studies Task Force

2018-19
2019-20

Fall 2018: Second 7-year Program Review
- June 2019: ABOR Policy Approved

Conducted Capstone Refresh

Established Skill: Creative & Aesthetic Thinking

Study of Course "Drift"

2020-21

Proposal for Program Change

Recommendations Implemented from Self-Study

2

Appendix C: ABOR's Policy 2-210
ABOR Policy Manual: https://www.azregents.edu/board-committees/policy-manual
ABOR Policy: 2-210 General Education.pdf

Appendix D. List of Recommended Changes Set Forth by the Liberal Studies Task Force
The Task Force attempted to address the improvements requested through our Program Review alongside the requirements set forth in the ABOR policy, and integrate them into the educational frameworks and goals that our academic units provide in service to the Liberal Studies Program. A list of changes made from the Liberal Studies Program to the proposed program are as follows:

Re-named the Program to "General Studies." The 2018 Self-Study recommended a name change be considered. Other names were considered.
- a) Program Name: From Liberal Studies Program to *General Studies*
- b) Distribution Blocks: re-named *Knowledge Areas*

To better describe the program, we created clear definitions and boundaries between and among the Knowledge Area Requirements. Our 2018 program review and comments from reviewers highlighted that there were inconsistencies, redundancies, and questions raised by the current category "Cultural Understanding," it's overlap with "Aesthetic & Humanistic Inquiry," with "Social and Political Worlds" and with the university's two Diversity Requirements (which have been outside of the Liberal Studies Program). As part of the Task Force's review, we noticed that the Liberal Studies Program definition of Cultural Understanding overlapped with Aesthetic and Humanistic Inquiry: "to enhance students' understanding of different cultures of the world through the study of *language, literature, religion, and artistic creation*." Further review of the courses within the Cultural Understanding Distribution Block demonstrated almost complete overlap of that area with Aesthetic & Humanistic Inquiry, Social & Political Worlds, and Global Diversity. In order to clearly describe each area and its purpose, we needed to reduce the overlap between the three Distribution Blocks. This led to changing the name and definitions of Aesthetic & Humanities Inquiry and Social & Political Worlds as follows:

Aesthetic & Humanistic Inquiry became Arts, Humanities and Languages. The content definition for courses in this area changed to the following: "Recognize how works of the Arts, Humanities and Languages not only reflect or express the human condition, but also produce culture and/or history." Additional Critical Thinking and Information Literacy learning outcomes were developed to fully define this area and can be found in the full Knowledge Areas description section.

Social and Political Worlds was distributed into two areas: the Social and Behavioral Sciences found within the Scientific Literacy and Doing Science Knowledge Area and the United States and International Social Systems Knowledge Area. Specifically, the United States Social Systems Knowledge Area's broad learning outcome is to "examine multiple forms of social systems and interactions that contribute to United States institutions" and the International Social Systems Knowledge Area's broad learning outcome is to "examine multiple forms of social systems and interactions outside of the U.S.." Additional Critical Thinking and Information Literacy learning outcomes were developed to fully define this area and can be found in the full Knowledge Areas description section.

Meeting ABOR's requirement of "American Institutions." In order to meet ABOR's requirement for "American Institutions (to include U.S. History and Economic Theory)," we re-defined Social and Political Worlds into United States and International Social Systems. The content of the United States Social Systems requirement is as follows: "Examine multiple forms of social systems and interactions that contribute to U.S. institutions." The Task Force worked to develop an approach to American Institutions that aligned with faculty expertise across institutional areas in a resource-neutral proposal while fulfilling the policy set forth by ABOR. By establishing a broad definition for the requirement, we can engage units from all areas of the university to provide courses to

fulfill the requirement. Should ABOR consider narrowing the definition as part of its revisions, it is possible that NAU may not have the faculty to teach a one or two course requirement to all first-time first-year students entering the institution.

Addressing Ethics in the Aesthetic & Humanistic Inquiry Distribution Block and ABOR's requirement of Ethical Reasoning: The Task Force reviewed and considered the Ethical Reasoning skill requirement from ABOR by first examining how the subject fit within the Aesthetic & Humanistic Inquiry distribution block. Ethics is mentioned as a subject of inquiry, but not a required component of this block's courses. The Task Force recognized that over 60% of undergraduate degree program learning outcomes addressed ethics. A review of ethics requirements demonstrates that high-impact engagement with ethical reasoning tends to include at least a two-part experience: (1) sufficient content knowledge and theory must be understood/comprehended/remembered; (2) analysis of ethical content must occur as part of the application to evaluate and select ethical actions. In order to address this ABOR requirement and to ensure that all undergraduates have access to this crucial skill and knowledge base, the Task Force proposed to capitalize on some other requirements that are shared between General Studies [Liberal Studies/General Education Program] and the major. In coordination, then, with the Liberal Studies Committee, criteria would be developed for Ethics (E)-certified courses and majors would submit a course or courses for this requirement. For majors without such courses or outcomes, there are two options: 1) develop a course to address this requirement 2) identify an existing Knowledge Area or Diversity Requirement course, or course in another discipline that would fulfill this requirement.

Scientific Literacy: The Task Force engaged in extensive discussion related to the boundaries of the sciences, and which content areas belonged within the science requirement. The focus of the Task Force was to identify what learning outcomes made a course a "science" course. From there, we hope that we will have sufficient courses from both the Physical/Life/Space/Earth Sciences and Social and Behavioral Sciences that students will be able to take one course within each area for their Scientific Literacy requirement. Should we hear from faculty and chairs that this is not possible, the Task Force will need to re-assess the requirement.

Science and Applied Science: From Lab to Doing Science. Going into the revision of the program, the Liberal Studies Committee had never developed a description for the purpose and learning outcomes associated with the "lab" requirement of the Science and Applied Science Distribution Block. Through conversations with the Task Force, it was identified that the important element of a "lab" is the experience of engaging in the five-step process of scientific investigation that became the course design description of the Doing Science requirement. Students, faculty and staff have all expressed confusion why being specifically in a laboratory setting, as implied by the requirement titled "lab," is the sole link to scientific investigation. The Task Force identified that "lab" provides a false representation of the range of environments for scientific inquiry that are available across the science disciplines. With the expansion of the Scientific Literacy requirement to include the Social and Behavioral Sciences, the *Lab* requirement was re-named *Doing Science* to ensure all students engage in the steps of a scientific investigation in the environment appropriate to the investigation and discipline.

Integrating the Diversity Requirement into General Studies. Through conversation with students as part of the Liberal Studies Program Review, it was clear that students did not understand how the Diversity Requirement was related to the Liberal Studies program, or why it was separate from the program. This misunderstanding existed among faculty as well. Conversations with the Diversity Curriculum Committee brought forward the opportunity to incorporate the Diversity Requirement as part of the proposed program. By moving the Diversity Requirement to be part of General Studies, the Task Force was able to emphasize how crucial the Diversity Requirements are to a students' education and use the revised program to reinforce the importance of the Diversity Requirement. Incorporating the Diversity Requirement allows the opportunity for conversation and discussion and potential metaphorical representations to describe the overlap of Diversity Requirement in Knowledge Area courses. This makes the overlap of the previous Liberal Studies Distribution Block and University-wide Diversity Requirements more transparent to students.

Academically, the overlay of the Diversity Requirement onto the Knowledge Areas introduces students to situations wherein the contexts and value systems framing a problem or issue are actively investigated. Rather than look to an authority to provide a defined answer to a question, our program engages students in the practice of skills of discovery, evaluation and use of evidence to develop reasonable answers to difficult problems.

Using this approach, the Task Force thought we could emphasize that such perspectives affect how the world is viewed, and that such vantage points vitally shape the reception and creation of knowledge. Administratively, the review of diversity-related courses would remain under the governance of the Diversity Curriculum Committee, and the relationship between the two committees that govern these programs can continue to support this overlapping requirement. The leadership of the Liberal Studies Program Director can further coordinate between these two Faculty Senate-sponsored curriculum committees.

If courses do not change drastically from the list we have at this time, many course selections for students will be available to overlap their Social Systems requirements or Arts, Humanities and Languages requirements with the U.S. Ethnic Diversity, Global Diversity, and Dimensions of Difference requirements. This is similar to the extensive overlap of U.S. Ethnic Diversity and Global Diversity courses with the current Liberal Studies distribution blocks--Social & Political Worlds, Aesthetic & Humanistic Inquiry and Cultural Understanding courses. Also, we expect even more Arts, Humanities and Languages courses to overlap with the new Diversity Requirement categories than were found to overlap between the Aesthetic & Humanistic Inquiry courses.

Expansion of the Diversity Requirement to include Dimensions of Difference: Diversity Curriculum Committee was interested in expanding their requirements to focus attention on political, social, cultural, and personal dynamics related to one or more of the following: gender, sexuality, socio-economic class, or disability. The Diversity Requirements section of General Studies contains the following requirements:
- U.S. Diversity (3 units)
- Global Diversity (3 units)
- Dimensions of Difference (3 units)

Some Essential Skills were embedded directly into the Course Design Descriptions of the Knowledge Area and Diversity Requirement Courses. Essential Skills were embedded within the definitions of Knowledge Areas and Diversity Requirement courses in order to address the Program Review's criticism that we needed clearer articulation among the skills and the course requirements:
- Critical Thinking and Information Literacy are embedded within all Knowledge Area and Diversity Requirement courses.
- Scientific Inquiry is now embedded in the science Knowledge Area as both Scientific Literacy and Doing Science.
- Quantitative Reasoning/Data Literacy is embedded in the Doing Science Requirement.
- Intercultural Competency is embedded within the Diversity Requirement courses, as well as within the Arts, Humanities and Literature Knowledge Area and the Social Systems Knowledge Area.

The list of Essential Skills Changed. The list of Essential Skills that academic units select for practice within their NAU General Course have been changed in order to address ABOR's skill requirements, and to provide more opportunities for students to practice these skills in their courses [see Appendix K for further details]:
- Writing with Civil Discourse
- Speaking with Civil Discourse
- Teamwork with Civil Discourse
- Quantitative Reasoning/Data Literacy
- Applications to Real-World Problems

The Mathematics Foundation requirement's name changed to Quantitative Reasoning Foundation.
Conversations about Mathematics and Quantitative Reasoning were brought to the Task Force, and the Mathematics Foundations Requirement was re-named to provide the opportunity for future breadth for this requirement as a Quantitative Reasoning Foundation that also encompasses Mathematics.

Appendix E: Table Summary Requested by ABOR

ABOR Knowledge	NAU Proposed Program
Literature, Fine Arts, Humanities	- Arts, Humanities and Languages (9 units)
Social and Behavioral Sciences	- Scientific Literacy in Social and Behavioral Sciences (3 units) - Option to take Doing Science in Social and Behavioral Sciences
American Institutions, including Economic Theory and U.S. History	- United States Social Systems (3 units)
Natural Sciences	- Scientific Literacy in Physical/Life/Space/Earth Sciences (3 units) - Option to take Doing Science in Physical/Life/Space/Earth Sciences
Composition, Communication, and Rhetoric	- English Foundations (4 units) - Junior Level Writing (3 units) - Essential Skill: Practice Writing with Civil Discourse in Knowledge Area and Diversity Requirement Courses
Mathematics and Quantitative Reasoning	- Quantitative Reasoning Foundations (3 units) - Doing Science (3-4 units) - Essential Skill: Practice Quantitative Reasoning/Data Literacy in Knowledge Area and Diversity Requirement Courses

ABOR Attributes	NAU Proposed Program: Habits of Mind
Intellectual Integrity and Curiosity	Curiosity: *Civic-minded thinkers in a democratic society are open to new perspectives, are creative and willing to explore different, original, and creative ways of thinking*
Open-mindedness	Intellectual integrity: *Civic-minded thinkers take responsibility for their work, their positions, and have the courage to dissent or stand in opposition*
Pursuit of Truth	Persistence: *A growth-mindset is essential to learning and progress and an essential feature of informed decision-making whether in personal, professional, or civic contexts*
Engaged, Civic-Minded, Citizens	Self-awareness: *Being civic-minded and committed to civil discourse in a democratic society requires self-reflection about learning, about one's own positions, and about the health and well-being of oneself and others*

ABOR Skills	NAU Proposed Program
Written and Oral Communication	Written Communication: - English Foundations (4 units) - Junior Level Writing (3 units) *Embedded in Major* - Essential Skill: Practice Writing with Civil Discourse in Knowledge Area and Diversity Requirement Courses Oral Communication: - Essential Skill: Practice Speaking with Civil Discourse in Knowledge Area and Diversity Requirement Courses
Critical Thinking	Critical Thinking is Defined Specifically in each Knowledge Area and Diversity Requirement course: - Arts, Humanities and Languages (9 units) - Scientific Literacy and Doing Science (9-10 units) - United States and International Social Systems (9 units) Overlapping Diversity Requirements: - U.S. Ethnic Diversity (3 units) - Global Diversity (3 units) - Dimensions of Difference (3 units)
Ethical Reasoning	- Ethics Requirement (3 units) *Embedded in Major*
Teamwork	- Essential Skill: Practice Teamwork with Civil Discourse in Knowledge Area and Diversity Requirement Courses
Intercultural Competency	Overlapping Diversity Requirements: - U.S. Ethnic Diversity (3 units) - Global Diversity (3 units) - Dimensions of Difference (3 units)
Time Management	Time and Priority Management Modules embedded in first year course(s)
Information and Data Literacy	Information Literacy-Approach learned in each Knowledge Area: - Arts, Humanities and Languages Critical Thinking - Social Systems Critical Thinking - Scientific Literacy and Doing Science Critical Thinking Data Literacy: - Mathematics Foundations (3 units); - Scientific Literacy and Doing Science (9-10 units); - Essential Skill: Quantitative Reasoning and Data Literacy
Ability to Engage in Civil Discourse	Essential Skills Practiced in Knowledge Area and Diversity Requirement Courses - Writing with Civil Discourse - Speaking with Civil Discourse - Teamwork with Civil Discourse

PROCESS FOR PROPOSAL REVIEW AND FEEDBACK

Liberal Studies Task Force

Develop Models and Ideas

Provide Feedback and Insights

1. Faculty Senate Executive Committee and Faculty Senate

2. Faculty Senate Curriculum and Assessment Committees
- Liberal Studies Committee
- Diversity Curriculum Committee
- University Undergraduate Committee
- Curriculum & Assessment Coordinating Committee

3. NAU Student Groups through ASNAU representatives

4. Colleges and Advisors
- College Curriculum Committees
- College Meetings/Forums

5. Academic Leadership Groups
- Academic Associate Deans Academy
- University Chairs Meeting

Liberal Studies Task Force

Incorporate and Address Feedback

1

Appendix G. Comparison of Current Program to Proposed Program

Current Program: Liberal Studies Program		Proposed Program: General Studies	
Foundations		**Foundations**	
English Foundations	4 units	English Foundations	**4 units**
Mathematics Foundations	3 units	Quantitative Reasoning Foundations	**3 units**
Distribution Blocks		**Knowledge Areas**	
Aesthetic & Humanistic Inquiry (some w/Div)	6 units	Arts, Humanities and Languages	**9 units**
Cultural Understanding (many w/ Div)	6 units	Scientific Literacy & Doing Science	**9-10 units**
Science and Applied Science with Lab	7 units	*Scientific Literacy (6 units)*	
Social and Political Worlds (many w/ Div)	6 units	*- 3 units of Physical/ Life/ Space or Earth Sciences -AND-*	
Any area (many w/ Div)	3 units	*- 3 units of Social and Behavioral Sciences*	
		Doing Science (3 to 4 units)	
		3 to 4 units in any of the sciences -OR--	
		2-3 unit lecture with a 1-unit co-req lab in any science	
		United States and International Social Systems	**9 units**
		United States Social Systems (3 units)	
		International Social Systems (3 units)	
		One in either United States or International (3 units)	
9 units of Distribution Blocks may overlap w/Major Prefix)		*(9 units of Knowledge Area and Diversity Requirements may overlap w/Major Prefix)*	
(Liberal Studies Program Total Units	**35 units**	**NAU's General Studies Total Units 34 units; Up to 43 units if students do not find Knowledge Area/ Diversity aligned courses.**	
Liberal Studies Program Oversight, Discipline-Specific University-wide Requirements		**_General Studies Oversight, Discipline-Specific University-wide Requirements_**	
Junior-level Writing Requirement		- Ethics Requirement	
Capstone Requirement		- Junior-level Writing Requirement	
		- Capstone Requirement	
Diversity Requirements (Overseen by Diversity Curriculum Committee) ~80% of courses overlap with LS		**_Diversity Requirements 9 units_**	
		80% of Diversity Requirements overlap with Knowledge Areas	
U.S. Ethnic Diversity	3 units	*- U.S. Ethnic Diversity (3 units)*	
Global Diversity	3 units	*- Global Diversity (3 units)*	
Diversity Requirements	**6 units**	*- Dimensions of Difference (3 units)*	
		Operationally, the committees will need to work with the Provost Office and Academic Units to actively cultivate Knowledge Area + Diversity Requirement courses.	

Appendix H: General Studies and Habits of Mind

Habits of Mind

The Habits of Mind were developed in order to address ABOR's requirement that: "*A General Education program should also challenge students to develop the intellectual habits that define an educated person. Each university should include development of these habits throughout its General Education coursework.*"

Coursework in General Studies and within the student's major foster habits of mind central to success in college and beyond. These are habits that a curious and engaged person uses to persist and grow as a learner. Learning never ceases, and an informed citizen of the world must continue to reflect on the limits and/or possibilities of different knowledge and skill sets. Further, these habits of mind are fundamental to the lifelong, holistic goal of wellness in body, mind, and spirit that recognizes the value of "intellectual wellness," that is, "the perception of being internally energized by an optimal amount of intellectually stimulating activity."

In particular, General Studies cultivates the following four habits of mind.

- Curiosity
  Civic-minded thinkers in a democratic society are open to new perspectives, are creative and willing to explore different, original, and creative ways of thinking
- Intellectual integrity
  Civic-minded thinkers take responsibility for their work, their positions, and have the courage to dissent or stand in opposition
- Persistence
  A growth-mindset is essential to learning and progress and an essential feature of informed decision-making whether in personal, professional, or civic contexts
- Self-awareness
  Being civic-minded and committed to civil discourse in a democratic society requires self-reflection about learning, about one's own positions, and about the health and well-being of oneself and others

Such habits of mind support problem-solving and goal-setting, insightfulness, awareness, innovation, perseverance, self-reflection and intentionality. They support a well-lived, meaningful, and enjoyable life. They drive ongoing refinement, improvement, and mastery of transferable skills and knowledge and the pursuit of their application in meaningful ways in real-life situations.

Taken together with knowledge and skills acquired in General Studies and in the major, these habits of mind are the building blocks essential to becoming an engaged citizen. To be civically engaged in decision-making about our world requires that we listen to and consider opposing points of view, that we assemble, critically reflect on, and interpret evidence in order to engage civilly in dialogue with reason and facts.

Appendix I. Foundation Requirements

English Foundations: The Liberal Studies Committee reviewed and discussed the English Foundations requirement with the Director, and engagement and discussion with the syllabus demonstrated that the current requirement was fulfilling the needs of the proposed program.

Quantitative Reasoning Foundations: In Fall of 2019, faculty from the School of Informatics, Computer and Cyber Systems approached the Liberal Studies Committee and Liberal Studies Task Force with an idea to examine the Quantitative Reasoning and Data Literacy requirements, as well as the Mathematics Foundation. Finding approaches to integrate more discipline-specific approaches to quantitative reasoning, data literacy and the Mathematics Foundation were discussed. The Task Force did not have sufficient time to engage a second work group with a discussion, review and potential revision of the foundations requirement, but will be engaging in a cross-institutional conversation to update this requirement as a next step to continually improve

NAU's general education program. In the interim, the request to update the name of the Mathematics Foundation to Quantitative Reasoning was approved in the Liberal Studies Task Force and Liberal Studies Committee.

Appendix J. Knowledge Areas and Diversity Requirements

Introduction
Overlay of Diversity Requirements onto Knowledge Area Requirements
Courses in the program are designed to provide fundamental vantage points for a well-educated, well-rounded person in a democratic society and as an engaged global citizen. To be responsive to future trends, an understanding of the past and contemporary contexts of the following three Knowledge Areas are essential: Arts, Humanities & Languages; United States and International Social Systems; and Scientific Literacy & Doing Science. Our program recognizes that the academic disciplines and institutions that have shaped these Knowledge Areas and Diversity Requirements are influenced by societal and cultural influences.

In order to examine a full range of knowledge, General Studies affords students the opportunity to practice and refine intercultural competencies through three areas of Diversity Requirements--U.S. Ethnic Diversity, Global Diversity, and Dimensions of Difference—situated primarily in the Knowledge Areas mentioned above. The knowledge acquired through our program prepares students to engage as decision-makers in democratic processes and in professional contexts.

Approach to Critical Thinking and Information Literacy Across Knowledge Areas and Diversity Requirements
The combination of Diversity Requirements and Knowledge Areas with this approach is intentionally designed to engage students to develop the structured, disciplined thinking required across a breadth of academic areas. Each Knowledge Area and Diversity Requirement contains within its' student learning definition the skills of Critical Thinking and Information Literacy crucial to each breadth area.

The overlay of Diversity Requirements onto Knowledge Areas introduces students to situations wherein the contexts and value systems framing a problem or issue are actively investigated. Rather than look to an authority to provide a defined answer to a question, our program engages students to practice the skills of discovery, evaluation and use of evidence to develop reasonable answers to difficult problems. Hence, we have integrated the competencies of critical thinking and information literacy into each Knowledge Area and Diversity Requirement to prepare students for the challenges facing our world.

Knowledge Area: Arts, Humanities and Languages

Arts, Humanities and Languages: Course Design Description
Students take 9 units (3 courses) in this Knowledge Area. All courses must accomplish the following learning outcomes:
1) **Content**: Recognize how works of the Arts, Humanities and Languages not only reflect or express the human condition, but also produce culture and/or history.
2) **Critical Thinking** in this knowledge area (select at least one):
   a) Interpret the meaning of works of human expression or reflection by identifying and analyzing distinct connections between the work and its various contexts.
   b) Support interpretations with evidence from close observation/ awareness of the subject area.
   c) Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgements.

3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in relevant disciplines;
   c) Judge the utility and quality of information in making decisions.

Knowledge Area: Scientific Literacy and Doing Science

Scientific Literacy: Course Design Description
Students take 6 units (two courses) in this Knowledge Area, one in Physical Sciences/Life Sciences/Space and Earth Sciences, and one in Social and Behavioral Sciences. All courses must accomplish the following learning outcomes:
1) **Content**: Explain theoretical frameworks developed in a range of subject areas, to include:
   a) Physical Sciences/ Life Sciences/ Space and Earth Sciences and
   b) Social and Behavioral Sciences
2) **Critical Thinking** (select at least one):
   a) Transform curiosities or observations into questions that can be evaluated using the scientific method
   b) Develop and implement an approach to investigate the question raised
   c) Analyze the data/evidence using approaches in the subject area and examine the validity of arguments based on the evidence presented
   d) Make interpretations (based on the evidence) by connecting to other observations, theories, and approaches in the subject area
   e) Communicate findings in the manner that is appropriate to the subject area
3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in relevant disciplines;
   c) Judge the utility and quality of information in making decisions.

Doing Science: Course Design Description
Students take 3 to 4 units in this Knowledge Area. Courses might be a 3-4 unit course with an embedded lab, or a 2-3 unit course with a 1 unit lab co-requisite. All courses must accomplish the following learning outcomes:
1) **Content**: Explain theoretical frameworks developed in a range of subject areas, in either:
   a) Physical Sciences/ Life Sciences/ Space and Earth Sciences or
   b) Social and Behavioral Sciences
2) **Critical Thinking** (all five are required):
   a) Develop a research question or problem statement,
   b) Plan and carry out an investigation (use the subject area's scientific method to collect data, make observations, etc.),
   c) Analyze and interpret the data/evidence, (Quantitative Reasoning and Data Literacy)
   d) Interpretation from evidence, and
   e) Communicate the results.
3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information

literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in relevant disciplines;
   c) Judge the utility and quality of information in making decisions.

Knowledge Area: United States and International Social Systems

United States Social Systems: Course Design Description
Students take at least 3 units, or up to 6 units, in this Knowledge Area. All courses must accomplish the following learning outcomes:
1) **Content** Examine multiple forms of social systems and interactions that contribute to United States institutions.
2) **Critical Thinking** (select at least one):
      a) Apply historical, economic, observational, comparative, and analytic methods to understand human identities and interactions in American institutions.
      b) Examine how facts and opinions are viewed by representatives of American cultures, institutions and traditions.
      c) Examine critically the multiple aspects of social life that influence all types of communities (such as those that are inherited, voluntary, ethnic, cultural, religious, political, ideological, as well as causes and movements, etc.)
      d) Critically examine how ideologies, institutions and traditions contribute to and interact within local, regional, state and national communities.
      e) Withhold immediate judgment of situation/case/work to reflect on the possible breadth of meanings related to the work before making informed judgements
3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
      a) Recognize and describe how professionals working in social disciplines generate and vet new information, and how they communicate information to each other and the general public;
      b) Effectively find, evaluate, and use information sources in social disciplines; and
      c) Judge the utility and quality of social information in making decisions.

International Social Systems: Course Design Description
Students take at least 3 units, or up to 6 units, in this Knowledge Area. All courses must accomplish the following learning outcomes:
1) **Content**: Examine multiple forms of social systems and interactions outside of the United States.
2) **Critical Thinking** (select at least one):
   a) Apply historical, economic, observational, comparative, and analytic methods to understand human identities and interactions in global institutions.
   b) Examine how facts and opinions of different kinds are viewed by global cultures, institutions and traditions.
   c) Examine critically the multiple aspects of social life that influence all types of communities (such as those that are inherited, voluntary, ethnic, cultural, religious, political, ideological, as well as causes and movements, etc.)
   d) Critically examine how ideologies, institutions and traditions contribute to (dialogue) and interact within (conflict) global communities.

e) Examine how U.S. institutions have impacted global societies.
f) Withhold immediate judgment of situation/case/work to reflect on the possible breadth of meanings related to the work before making informed judgements
3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in social disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in social disciplines; and
   c) Judge the utility and quality of social information in making decisions.

Diversity Requirement

Diversity Requirement courses would be approved through the Diversity Curriculum Committee. For courses that overlap with Knowledge Area courses, the Diversity Curriculum Committee would work in relationship with the Liberal Studies Committee in the review of courses, similar to their current approach.

U.S. Ethnic Diversity: Course Design Description

The U.S. Ethnic Diversity category pays particular attention to social and political movements that shaped and influence an evolving national history.

All courses must accomplish the following learning outcomes:

1) **Content** (select at least one)
   a) The voices and viewpoints of U.S. Ethnic minority groups, including their historical, social, political, economic, cultural, geographic, religious, environmental, and intellectual traditions and ways of knowing
   b) Inclusion of theoretical approaches emerging from critical race theory and similar contexts
   c) Issues of difference with respect to U.S. ethnic minorities
   d) Contributions of U.S. ethnic minorities in U.S. democracy and western civilization
   e) Terminology, vocabulary, and means of conceptualizing the social world by U.S. Ethnic Minorities
   f) The complexity of historical and cultural influences and how they manifest within an individual or group's identity
2) **Critical Thinking**:
   a) Evaluate how influences of inequality, power and privilege affect perspectives and ideologies
      - **AND** select at least one more from the following:
      i) Analyze one's experience when viewing, engaging, or applying the course's content
      ii) Examine how our actions influence and are influenced by cultural paradigms
      iii) Recognize and articulate the ways in which U.S. culture reflects, influences, perpetuates, and resists other cultural ideologies
      iv) Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgements
      v) Develop an understanding of the complex identities, histories and cultures of self and others
3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in relevant disciplines;
   c) Judge the utility and quality of information in making decisions.

Global Diversity: Course Design Description

The Global Diversity category emphasizes experiences outside of Western European and American knowledge systems and assesses the impact and influence of European colonization.

1) **Content** (includes at least one of the following)
    a) The voices and viewpoints of globally marginalized groups in U.S. academia, including their historical, social, political, economic, cultural, geographic, religious, environmental, and intellectual traditions and ways of knowing
    b) Inclusion of theoretical approaches emerging from post-colonial, neo-colonial contexts Issues of difference with respect to non-Western/global populations
    c) Issues of difference with respect to other under-represented groups
    d) Contributions of non-Western groups (global populations) to culture and history
    e) Terminology, vocabulary, and means of conceptualizing the social world by global minorities
    f) The complexity of historical and cultural influences and how they manifest within an individual or group's identity
    g) Anti-colonial or resistance movements
    h) Diasporas, migrations, and borderlands

2) **Critical Thinking**:
    a) Evaluate how influences of inequality, power and privilege affect perspectives and ideologies
        - **AND** select at least one more from the following:
        i) Analyze one's experience when viewing, engaging, or applying the course's content
        ii) Examine how our actions influence and are influenced by cultural paradigms
        iii) Recognize and articulate the ways in which U.S. culture reflects, influences, perpetuates, and resists other cultural ideologies
        iv) Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgements
        v) Develop an understanding of the complex identities, histories and cultures of self and others

3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
    a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
    b) Effectively find, evaluate, and use information sources in relevant disciplines;
    c) Judge the utility and quality of information in making decisions.

Dimensions of Difference: Course Design Description

The Dimensions of Difference category focuses attention on political, social, cultural, and personal dynamics related to one or more of the following: gender, sexuality, socio-economic class, or disability. This course designation foregrounds the impact of gender, sexual orientation/sexuality, disability/ableism, religious identity, or socioeconomic standing/class on social, political and cultural dynamics. Within a history of systemic cultural, political and economic oppression and privilege, such categories have been socially constructed, articulated, valued, and have been used to marginalize and control people and populations. Courses in this designation may also highlight how such determiners are used to critique and leverage power through social movements or otherwise.

1) **Content** (includes at least one of the following):
    a) The voices and viewpoints from those that center perspectives oriented on gender, sexuality, disability/ableism, or class, including their historical, social, political, economic, cultural, geographic, religious, environmental, and intellectual traditions and ways of knowing

b) Inclusion of theoretical approaches emerging from experiential contexts (includes all of the groups' experiences identified in (a))

c) Issues of difference with respect to other under-represented groups

d) Contributions of under-represented groups to culture and history

e) Terminology, vocabulary, and means of conceptualizing the social world by other under-represented groups

f) The complexity of historical and cultural influences and how they manifest within an individual or group's identity

2) **Critical Thinking**:
   a) Evaluate how influences of inequality, power and privilege affect perspectives and ideologies
      - **AND** select at least one more from the following:
      i) Analyze one's experience when viewing, engaging, or applying the course's content
      ii) Examine how our actions influence and are influenced by cultural paradigms
      iii) Recognize and articulate the ways in which U.S. culture reflects, influences, perpetuates, and resists other cultural ideologies
      iv) Withhold immediate judgment of a work to reflect on the possible breadth of meanings related to the work before making informed judgements
      v) Develop an understanding of the complex identities, histories and cultures of self and others

3) **Information Literacy** includes the ability to effectively find, evaluate, and use information. Information literacy requires an understanding of how information is generated, vetted, and stored within the discipline, as well as how it is consulted and re-used to create new knowledge. For this area of study, students should be able to (all three are required):
   a) Recognize and describe how professionals working in relevant disciplines generate and vet new information, and how they communicate information to each other and the general public;
   b) Effectively find, evaluate, and use information sources in relevant disciplines;
   c) Judge the utility and quality of information in making decisions.

Appendix K. Essential Skills

One of the many strengths of the current Liberal Studies Program is the selection of an Essential Skill by the academic unit to integrate into their Distribution Block course. These skills are placed in the course description sections of the catalog and allow students the opportunity to look for courses where they can practice skills that are relevant to their future goals and educational priorities. General Studies will incorporate the same approach of having the faculty in academic units select an Essential Skill to practice in their course, and document that Essential Skill in the catalog for student and advisor use. Yet, a revision of the list of Essential Skills was in order to ensure our proposal achieved the skills set forth by ABOR while also embedding a selection of skills directly into course design requirements (critical thinking and information literacy) that aligned with each Knowledge Area and Diversity Requirement.

Below is the proposed list of new skills and their associated definitions:

Writing with Civil Discourse: Effective writers engage in civil discourse through an awareness of audiences' expectations and needs. This involves decisions about the purpose of the writing assignment, about research, about the interpretation of information using appropriate theories or frameworks, about formal, generic, and stylistic conventions, about rhetorical approaches. Effective writers consider opposing viewpoints or counter-arguments, and offer reasoned analysis of these perspectives. All of these approaches open the possibility for a shared dialogue and open debate.

Speaking with Civil Discourse: Effective speakers engage in civil discourse through an awareness of audiences' expectations or needs, and gauging reactions and connections that are also embodied in non-verbal gestures and personal interaction. To be an effective communicator, a speaker's purpose must be clear. An effective

speaker has completed essential research, interpreted information using appropriate theories or frameworks, has assembled an argument based on logic, rhetorical modes, and developed an approach that is aware of the best formal, generic, and stylistic conventions. An effective speaker creates an opportunity to consider opposing viewpoints or counter-arguments and offers reasoned analysis of these perspectives. In many instances, effective communication in speech relies on the skill of listening, of pausing and considering alternative perspectives, and synthesizing, refining, and drawing attention to the limits or possibilities of different interpretations.

Teamwork with Civil Discourse: Effective collaborations and teamwork depends on the ability to engage in civil discourse. Working together toward a common goal is an essential competency in many educational, professional, and personal settings. Effective communication is a key component of teamwork and ensures that each individual's role is clearly defined, that deadlines and priorities are mutually understood, and that others' skills and talents are respected and/or amplified for the collective good. Team members facilitate a positive working environment to accomplish shared goals. Team members communicate effectively, which includes active listening and respect for individuals, and a willingness to civilly debate or argue about analysis or methods. Team members fulfill their own individual responsibilities and support the collective priorities of the group. Team members look for innovative ways to find solutions that meet the common goal.

Quantitative Reasoning/Data Literacy: Quantitative Reasoning is the application of numerical, visual or symbolic reasoning for the purposes of drawing inferences, understanding phenomena or making predictions. This includes elements related to the ability to: Identify and evaluate important assumptions in estimation, modeling, and data analysis; convert relevant information into various numerical, visual, or symbolic forms (e.g., equations, graphs, diagrams, tables, words); Calculate accurately and comprehensively to solve a problem; Explain information or phenomena presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words); Make judgments, make predictions, and draw inferences based on the quantitative analysis of data, while recognizing the limits of this analysis. (Make this clearer, and what belongs in each bucket).

Applications to Real-World Situations: examples align with area/field/disciplines, such as: Performance Project(s); Case Studies; Civic Engagement Project(s); Laboratory Project(s); Studio Project(s); _Disciplinary Project(s) that combine multiple skills, in any combination, from the list above-_for example, a research project, with a written element assigned individually, and an oral portion completed in teams. (Information Literacy + Written Communication + Speaking + Teamwork). This provides the opportunity for students to practice applications and for faculty to implement multiple skills into a course, where appropriate to the course's design.

There remains an ABOR skill not yet addressed by this proposal, which is Time Management. We are placing the Time, Attention and Priority Management skill into a module framework that parallels students' work in the program, but is not a requirement of the program. We would like to bring together First Year Seminar Faculty, English 105 faculty, and First Year Experience faculty and staff in order to review the current modules available to students to address Time, Attention and Priority Management and to identify approaches to introduce each at relevant times within a students' first year at the university. Further, we argue that our university syllabus template and the schedule and due dates required therein further establish goal-setting and priority management. Junior-level writing and project-based assignments further emphasize process and goal-setting.

Appendix L. University Baccalaureate Requirements

General Studies and its governing committee will oversee three University-wide Baccalaureate Requirements at NAU. The Junior Level Writing and Capstone requirements have been in place with modest revisions since 1999 and have been quite successful in providing high-impact educational experiences to our undergraduate students. See Appendix D for a description of the rationale for creating an Ethics Requirement. Also review the modified set of criteria for courses serving the Junior Level Writing Requirement.

Ethics Requirement

The Ethics requirement is designed to meet the goals of General Studies as well as the academic major. In most cases, Ethics courses are embedded within the major in order to engage students in understanding content and applications of ethics that are relevant and appropriate to their field/area/discipline of study, such as the Business Administration programs require a course in ethics. Academic units may also select courses from outside of the major prefix to fulfill an Ethics requirement, such as the Civil Engineering program that requires one of three philosophy courses that address Ethics. Different from the Junior Level Writing Requirement, faculty may also identify more than one course within their major wherein Ethics is infused, if it is addressed across multiple engagements in the major.

Course Attributes of the Ethics Requirement

To receive an Ethics-designation from the General Studies committee, the course purpose, learning outcomes and assignments of at least one required course in the major must address content and ethical reasoning learning outcomes as follows:
1. **Content**: The examination and analysis of ethical concepts and theories.
2. **Ethical Reasoning**: The application of ethical theories to situations relevant to the student, to include the deliberation and evaluation of claims about ethical issues.

Junior-Level Writing Requirement

Purpose of the Requirement: Effective communication is a vital skill in becoming an engaged citizen, that is, someone able to critically reflect, assemble and interpret evidence, construct arguments for particular audiences, and engage in civil discourse with logic and facts.
1. Build capacities to communicate in writing developed in previous academic contexts:
   - English Foundations
   - Liberal Studies
   - Discipline-specific courses
2. Educate students about the role of written communication within the discipline
   - Refine Information Literacy skill development in discipline-specific contexts
   - Deepen Critical Thinking as influenced by disciplinary conventions
3. Prepare students for senior-level and capstone-level work in the discipline
4. Prepare students to synthesize and transfer this knowledge as effective communicators in their post-graduate lives.

Required Attributes
1. 3-credit, 300-level course unless disciplinary experiences are better suited for different levels or higher credit experiences (justification must be supplied)
2. Minimum prerequisite: English Foundations requirement
3. Recommended prerequisite: A Liberal Studies course with Effective Writing as a designated skill or another disciplinary course that introduces students to disciplinary writing conventions.
4. Evidence in the Course Purpose, Course Learning Outcomes and Assignments of the following:
   a. Recognition of the role of audience and expectations of readers appropriate to specific discipline:
      i. writing is a rhetorical act
      ii. context shapes mode/genre and audience expectation
      iii. writing is a social act that shapes discourse and impacts people
   b. Demonstration of the iterative process of writing:
      i. invention
      ii. review of scholarship/research, as appropriate to the discipline

iii. drafting
iv. incorporation of feedback
v. revision
vi. editing
c. Application of this knowledge in order to produce significant types of writing important and appropriate to discipline/field

5. To demonstrate that writing is of value and at the center of this course, the grade for writing assignments (may be multiple) must comprise <u>50% or more of overall grade</u>

Consultation with the Director of the <u>Interdisciplinary Writing Program</u> (<u>Alana.Kuhlman@nau.edu</u>) or IWP staff is recommended to incorporate practical and thoughtful pedagogical strategies to enhance the development and practice of writing in your course.

<u>Capstone Requirement</u>

1. Course Attributes
- Capstones must be at the 400-level course
- Capstones must constitute a minimum of 3 units of credit from "C"-designated courses

2. Course Purpose
- Describes to the student how this course provides a culminating experience within the major, wherein students inquire, synthesize, apply, or work in ways that prepare them for a productive future.
- Describes to the student how this course integrates at least two Essential Skills into the culminating experience or into an additional learning outcome and assignment.
- Describes to the student how this course integrates at least one Knowledge Area or Diversity Requirement into the culminating experience or into an additional learning outcome and assignment.

3. Course Learning Outcomes
- Align with the course purpose and description of the culminating experience.
- Align with at least two Essential Skills.
- Align with at least one Knowledge Area or Diversity Requirement.

4. Assignments/ Assessments
- As a whole, the assignments/ assessments align with the culminating experience within the major, wherein students inquire, synthesize, apply, or work in ways that prepare them for a productive future (such as: research paper, thesis, report, presentation; exhibit, portfolio, performance; service learning project, internship; practice in the field: student teaching, working with patients, designing work for clients, etc.).
- As a whole, it is clear from the assignments/ assessments align with or integrate the Learning Outcomes of the Essential Skills, and clearly identify which assignments/ assessment fulfill the Essential Skills.
- As a whole, it is clear from the assignments/ assessments that they have an element that aligns with or integrates at least one Knowledge Area or Diversity Requirement.
- Assignments/Assessments which assess General Studies-related outcomes must constitute a significant part of the course grade.