

**Report to the Faculty Senate
From the Liberal Studies Coordinating and Policy Committee (LSCPC)
Academic Year 201-2018**

Membership

Reginald Perry, Engineering
Piers Rawling, Arts and Sciences
Annette Schwabe, Social Sciences and Public Policy
James Fadool, Arts and Sciences, Chair
Kris Harper, History, Arts and Sciences (UCC)
Lisa Tripp, Motion Picture Arts (UPC)
George Boggs, Education
Douglass Seaton, Music (Honors)

Ex officio:

Dean of Undergraduate Studies
Vice President for Academic Affairs or designee

The role of the Liberal Studies Coordinating and Policy Committee is to promote liberal education and provide oversight for the liberal studies curriculum and University-wide undergraduate requirements. The LSCPC also develops and oversees course approval criteria and processes as well as the development of policies and processes related to assessment of student learning and program.

The committee met three times in each the spring and fall semesters.

The LSCPC develop a procedure for course approval for new Formative Experience courses not previously approved by the UCC or LSCPC, and that would come directly to Liberal Studies for approval as Formative Experiences. Previously, Formative Experiences were being approved by Liberal studies using an expedited review process developed with feedback and approval by the LSCPC. Liberal Studies invited chairs to submit specific existing courses for expedited approval as Formative Experiences only if the UCC had approved the courses previously. With the goal of expanding the number and scope of Formative Experiences, the new procedure will help departments understand what to submit for course approval and ensure as best as possible that students receive appropriate experiences with a similar set of requirements. The proposal (attached) was approved by the FSSC.

The LSCPC discussed at length and made recommendations for the Liberal Studies General Assessment Process. The goal is to determine how well the LS program contributes to the development of its students based upon an assessment of students meeting Learning Objectives. The specific goals of LSCPC were discussions of sample size, areas to sample, timeline for informing instructors and chairs and the deadline for completion of the assessment. The LSCPC is well aware of the additional effort incurred by the selected pool of instructors, and is looking at ways to work with the departments to improve the process and increase response rates.

The LSCPC selected new membership for the LSCPC Review Sub-committee, and reviewed and discussed an updated proposal for the work of the sub-committee. The LSCPC provided advice to the Liberal Studies Office regarding enrollment numbers and available offerings in Liberal Studies courses. The committee also discussed and offered advice on procedural issues related to recent changes in Florida Statute that affect liberal studies.

Thank you to the committee members and others for their hard work, insight and significant input. We want to acknowledge the members of the Liberal Studies Course Review Panel for providing reviews and constructive feedback to instructors on course development and design. And a special thanks to Annette Schwabbe for her outstanding leadership of the committee during the previous three years and tireless work for the students

Respectfully Submitted for the LSCPC,
James M Fadool

FSU Liberal Studies Policy on Formative Experiences

What is a Formative Experience (FE)?

Formative Experiences are a type of high-impact practice (HIP) in which students engage in independent immersive experiential learning in settings outside of the classroom that are relevant to their educational, professional, and life goals. In addition to enhanced academic growth, HIPs promote personal growth and satisfaction with the college experience.

As reported by Kuh (2008) and in a research review by Kinzie (2011) HIPs increase student satisfaction with their education, improve learning, retention, and problem-solving, and are associated with higher graduation rates and other dimensions of student success, particularly among underserved students. **Please see the table on the last page below for additional details about the value of HIPs.**

Unlike Scholarship in Practice (SIP) courses, which require students to apply knowledge and skills within a traditional classroom-based course, Formative Experiences involve applying and strengthening knowledge and skills through “hands-on” experiences outside of the classroom that are evaluated by qualified faculty or staff.

What are the student requirements for SIP and Formative Experiences?

Undergraduate students must complete two Scholarship-In-Practice (SIP) courses as part of FSU's Liberal Studies university-wide requirements. Students can meet one of their two SIP course requirements through successful completion of a Formative Experience course (including SDS3802, the Career Center's Experiential Recognition Program course) or through the Career Center's Experiential Certificate Program (ECP).

What kinds of course experiences can count as a Formative Experience?

Qualified Formative Experiences will fall within one of the following five categories: creative/research; international experience; internship; leadership; and service. Examples of specific experiences that might qualify as a FE include:

- Honors in the Major theses
- Lab research
- Curating an art show
- Recital or exhibition of creative works
- Clinical or other practicum
- Fieldwork
- Student teaching
- Structured mentoring
- Global Scholars
- Entrepreneurship or innovation
- Specific program work in Living-Learning Communities (LLCs)
- Counseling children in an after-school or supplemental program
- Other categories (to be determined by academic units)

DIS courses can be approved as Formative Experiences if they are submitted as a new course (which will be assigned a new number) and if they meet the following criteria:

- DIS courses must be approved via the full Liberal Studies review process. The approved course must be sent to the Statewide Course Numbering System (SCNS) to be assigned a new number that is different from the number of the original DIS. All instructors of approved Formative Experience courses must adhere to the general format and requirements of the course submitted for approval. As with all approved Liberal Studies courses, prior approval by the department and college is required before submission for Liberal Studies review.
- FE courses can also be approved for Upper-Division Writing or OCCR, but not for other Liberal Studies areas.

FSU Liberal Studies Policy on Formative Experiences

What are the curricular requirements for a course to be approved as a Formative Experience?¹

- Formative Experiences taken for credit can be variable credit (0 or more hours). Note: A student must take 6 credit hours to receive financial aid.
- The course must require that the student complete an oral or written reflection on the experience that is the focus of the course such as:
 - The relevance of the experience to past course work or disciplinary training or to life and career goals.
 - Lessons learned (i.e., how the student might approach similar projects or settings differently in the future).
 - A journal.
 - A mock graduate school or job application or interview in which the student articulates the value of the experience.
 - Any other reflection appropriate to the discipline and/or experience.

What does the approval process entail?

1. What instructors or department staff members need to do:
 - a. Obtain department and college approval for the course to be offered as a Formative Experience.
 - b. Submit the request to the CRA portal [<http://campus.fsu.edu/curriculum>] including:
 - A syllabus that:
 - Shows how the course meets the curricular requirements above. Keeping in mind that expectations for engagement will vary across disciplines and experiences, the syllabus should provide qualitative evidence that students will engage in a substantive and meaningful Formative Experience by taking the course.
 - Conveys the means through which student work will be assessed (including a grading scale).
 - Requisite Liberal Studies and University syllabus language (e.g., grade requirements for the course to count as FE, ADA statement, etc.).
 - Completing the following CRA forms: Course Information form, Delivery Method form, and Formative Experiences Competency Certifications form.
2. What Liberal Studies will do:
 - a. Technical review to confirm that all syllabus language and curricular requirements are included in the syllabus.
 - b. Send for review by three Liberal Studies faculty reviewers or by the Liberal Studies review sub-committee for substantive content and appropriateness.
 - c. Final review and approval by the Director of Liberal Studies.
 - d. Send to the State Course Numbering System (SCNS) for a course number as appropriate.
 - e. Send to the Registrar, who will add the course to FSU's Course Catalogue.
 - f. Notify relevant parties that the course was approved as a Formative Experience.

¹ As of January 4, 2018.

The following table shows the effects of HIPs, including theses and field experiences similar to Formative Experiences at FSU.

Table 6: Relationships between Selected Culminating Activities and Gains

	Regression Model Results ^a				
	Comp. Exam	Project/Thesis	Capstone Course in Major	Field Exp.	Presentation/Demo
Tolerating ambiguity		*		***	
Working effectively with others				***	**
Understanding how knowledge is created				***	
Acquiring job- or work-related skills				***	*
Solving complex, real-world problems	**			***	*
Taking intellectual risks	*	*		**	*
Speaking clearly and effectively				***	***
Writing clearly and effectively	*	***			
Thinking imaginatively	***	*		**	*
Applying theory to practice	**	*		***	*
Making judgments about info. quality	**	**		***	*
Learning effectively on my own		*		**	*
Understanding key concepts in major			*	*	
Thinking critically and analytically	*	***		**	
Synthesizing and organizing ideas	***	***		***	

^a Models control for student gender, parental education, age, living on-campus, transfer, international, full-time, Greek, athlete, ethnicity, major, and institutional type and sector.
*p<.05, **p<.01, *** p<.001

Sources

Kuh, George. D. 2008. *High-impact Educational Practices: What they Are, Who has Access to them, and Why they Matter*. Washington, DC: Association of American Colleges and Universities.

National Survey of Student Engagement. 2007. Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Kinzie Jillian. 2011. "High Impact Practices: Promoting Engagement and Student and Academic Affairs Collaboration." ACPA Annual Conference.