

## **External Review Report**

7<sup>th</sup> Cycle Program Review  
Department of Liberal Studies  
School of Humanities and Liberal Studies  
San Francisco State University

**April 2018**

Dr. Kimberly Lau  
Department of Literature  
University of California, Santa Cruz

Dr. Jessica Zacher Pandya  
Department of Teacher Education and Liberal Studies  
CSU Long Beach

## Table of Contents

Section	Page #
<b>1.0 Overview of the Program</b>	1
<b>2.0 Program Quality</b>	2
2.1 Program Planning	2
2.2 Student Learning and Achievement	2
2.3 The Curriculum	4
2.4 Faculty	6
2.5 Resources	9
2.6 The Program's Conclusions, Plans, and Goals	11
<b>3.0 Commendations of Strengths and Achievements</b>	13
<b>4.0 Recommendations and Strategies for Program Improvement</b>	15

## **1.0 Overview of the Program**

The Liberal Studies Department is at an exciting and opportune moment in its history. Transitioning from a set of loosely coordinated courses to an institutionalized department only a decade ago, the department now has a stellar, multidisciplinary faculty, whose research challenges the boundaries of conventional academic fields while simultaneously building bridges from the university to local communities as well as wider public spheres. The current Liberal Studies major serves a large number of students, approximately half of whom plan to become teachers, and its core curriculum offers a remarkable number of innovative, high-impact courses that draw on pioneering and inventive pedagogical strategies. It is also preparing to launch an ITEP (Integrated Teacher Education Program) and ESMR (Elementary Subject Matter Requirements) program, in coordination with the Graduate College of Education (GCOE), both of which will provide important opportunities for students interested in teaching careers.

As the faculty notes in the self-study, its commitment to the ITEP and ESMR program has prompted it to rethink its core curriculum and its major. The proposed core curriculum is exciting and clearly draws on faculty strengths in terms of multidisciplinary and pedagogical innovation; we have every reason to believe that it will serve Liberal Studies students well, regardless of whether the faculty chooses to streamline the major so that it is focused more specifically on teacher preparation or whether it elects to continue parallel tracks alongside the teacher preparation track. As the self-study notes, the faculty is still engaged in discussions about the future of the major. Regardless of the faculty's ultimate determination, we believe that the introduction of the ITEP and ESMR program has created tremendous opportunities for Liberal Studies. With the addition of modest resources (discussed in more detail below), Liberal Studies can—and, we believe, should—develop, house, and lead a groundbreaking teacher preparation program that could easily become a flagship program for the College of Liberal and Creative Arts as well as for San Francisco State University.

## **2.0. Evaluation of Program Quality**

### **2.1 Program Planning**

As noted in the self-study, the Liberal Studies department is currently in the process of rethinking its major based on the introduction of the ITEP and ESMR program. Part of the program planning for the upcoming launch of the ITEP and ESMR program (to be coordinated with the GCOE) involved revising its core curriculum to accommodate the high number of specific credits required for the CSET waiver. While one option for revising the core curriculum might have been simply to maximize the number of overlapping courses between LS requirements and ESMR requirements, the Liberal Studies faculty opted instead for an innovative and rigorous core curriculum that maximizes multidisciplinary and high-impact learning opportunities *as well as* the overlap between LS and ESMR requirements. We believe these revisions to the core curriculum—including the cleaving of LS 300 into two courses (LS 200 | Introduction to Liberal Studies: Self, Place, and Identity and LS 300GW | gateway/variable topics)—enrich the major for all Liberal Studies students, regardless of whether they are enrolled in the teacher preparation track or in other tracks (e.g., emphasis patterns, minors, etc.). As the department continues its discussions about the future of the major and its involvement in the ESMR program, we encourage the faculty (both tenured/tenure-track and lecturers) to consider developing multidisciplinary courses in their areas of specialization that might also satisfy the CSET requirements.

### **2.2 Student Learning and Achievement**

Student enrollment in Liberal Studies is strong at an average of over 520 students (total enrollment) per year. The time to degree is comparable to institutional graduation rates. The average GPA is between 2.97-3.64 (useful for Teacher Preparation students since most credential programs require an undergraduate GPA of at least 2.67). The 6-year FTF graduation rates (at 45% most recently) and 4-year Transfer graduation rates (between 57-78% most recently) seem comparable to

those of the college and university, as do the much lower 4- and 2-year graduation rates for FTF and transfers respectively.

The percentage of Latinx students has grown from 22% in 2011 to 33% in 2016, with a decrease of similar percentages (36% to 24%) for white students; the percent of African American students has remained stable (6-8%), as has the gender distribution (about 22-25% of students being male). The department has investigated the passing rates and grade gaps by ethnicity for their courses, and has noted gaps in some of their courses (though the gaps in LS 300 and LS 690, courses with heavy writing demands, are minimal).

The faculty engage in several high-impact pedagogical practices and are to be commended for investing time and effort in keeping their instruction engaging and current. Such practices include the use of e-portfolio in the gateway and capstone classes. As spaces for students to curate their own work, develop professional platforms, prepare for the job market or for internships, etc., these are very valuable. Students in the hands-on Physics course engage in collaborative learning (de Barros), and students in two comics and visual media courses actively engage in the process of making visual media themselves (Sousanis). In a course offered every other summer, students go on an “extended field trip” to Ecuador and conduct their own research projects (Hennessey). In the course on pedagogy of the oppressed, students read about and work with Freire’s liberation pedagogy and Boal’s theater of the oppressed to create their own public performances (Ferreira).

Student satisfaction with the degree, as reported via alumni surveyed for the department’s self-study, is high, with 85% of respondents “being satisfied or very satisfied with their major.” Sixty percent of graduates went on to post-baccalaureate or graduate study, and 60% of those went on to earn credentials or work in the education field. On the whole, LS courses were mentioned positively, although some students did request more courses related to future teaching, an issue that may be addressed with the creation of the new ITEP program and a revised core.

### **2.3 The Curriculum**

As the department's self-study makes clear, the Liberal Studies curriculum is currently in the midst of a major transformation, inspired both by SFSU's renewed ITEP and ESMR program and by the department's commitment to providing their majors with a more coherent core experience. The range of courses that constitute the core curriculum offers exciting, innovative, and diverse pedagogical approaches that engage students in thinking critically and creatively about some of the world's most pressing social, cultural, political, and environmental problems. The integration of these particular courses and choices of courses seems particularly effective at teaching and modeling "interdisciplinarity" through praxis and practices that continually put different intellectual, scholarly, and artistic traditions in conversation with each other. At the same time, the strong resonances between the course objectives for LS 300 (gateway) and LS 690 (capstone), including the creation of e-portfolios, encourage students to reflect on the individual ways they have developed as thinkers and teachers—of each other, of themselves—through their experiences in and with the major.

An interdisciplinary education like that provided by Liberal Studies is critical for training those who will soon take on the complexities of a twenty-first century world, whether as teachers, industry leaders, innovators, or artists. In many ways, then, Liberal Studies exemplifies what an undergraduate education should be, and we would encourage the university, college, school, and department to increase its presence and reach on campus, in the community, and with the local schools. Along these lines, Liberal Studies might consider mounting lower division general education courses to expose students to the major earlier in their careers; for students interested in the ESMR program, this will ensure earlier planning, which will be critical for their success and time to degree. Even if such course offerings do not yield more majors or decrease time to degree for majors (two possible outcomes), however, they would still provide important learning opportunities for a much greater number of undergraduates. Liberal Studies also seems extremely well positioned to incorporate service learning into its curriculum in productive and original ways,

but the development of such courses would require institutional support (e.g., from the Institute for Civic and Community Engagement, the Community Involvement Center, through a joint faculty position with College of Education, through a permanent staff position to coordinate placement, etc.).

The Liberal Studies Department works with departments across campus to schedule courses and make sure that students have access to courses they need, and that there are few (or no) bottlenecks. This continued cross-campus work will be critical as the ESMR waiver comes online, since many of its requirements will be in sequence (i.e., Math 100, then Math 200, etc., with prerequisites potentially holding students back if they are not completed). We suggest that the department consider ways to make more of the ESMR waiver courses count for the major and/or GE. This would foster more time in the program itself to create community, identity, core, coherence and also help students see earlier in the course of their undergraduate careers if the degree is right for them, thus facilitating earlier transitions to other majors if it is not. In addition, if the campus anticipates a shift to an RCM budget model, additional courses will strengthen the department. We also recommend increased support for the LS Chair to conduct this work, including helping to reinstitute the LS Council, where many of the key players in the program can come together to facilitate scheduling and anticipate other issues before they arise.

Finally, we want to underscore the fact that the Liberal Studies faculty is still discussing concentrations—aside from Teacher Preparation—within the major. We believe these are critical conversations for the departmental faculty for several reasons, including the development of pathways to accommodate the ITEP and ESMR program (both of which introduce a number of constraints and require time-intensive advising and careful student planning) and the somewhat unwieldy and complex nature of the current concentration/emphasis patterns/minor model (which may be difficult for students to navigate). Should the LS faculty determine that it makes most sense to narrow the major slightly so that its sole focus is teacher preparation, its location within the

School of Humanities and Liberal Studies may be advantageous insofar as it may inspire the faculty to imagine a hybrid interdisciplinary major that integrates both Liberal Studies and Humanities course offerings.

## **2.4 Faculty**

As is clear from their c.v.'s, Liberal Studies faculty members are impressively productive and highly visible scholars in a range of interdisciplinary and disciplinary contexts as well as in more public contexts. Their research and creative work has been recognized with elite fellowships and awards from some of the most competitive funding sources, including the National Endowment for the Humanities and the Fulbright Scholars Program; with postdoctoral fellowships from prestigious universities like Stanford, Johns Hopkins, the University of Calgary, and Laurentian University; and with publication nominations and awards conferred by professional organizations such as the Faraday Institute for Science and Religion, the Merleau-Ponty Circle, the Eisner Award, the American Publishers Awards, and the Pennsylvania Center for the Book. In addition, Marianna Ferreira was awarded the 2017 Edward O'Brien Award for Human Rights Education, an annual honor that recognizes an individual who has made "outstanding contributions to human rights education in the United States." Other LS faculty members have also garnered awards, grants, and fellowships for their teaching and/or investigations into teaching and pedagogical practices; these include Tanya Augsburg's grant from the American Association of Universities and Colleges VALUE (Valid Assessment of Learning in Undergraduate Education) Initiative grant, Marianna Ferreira's Research Infra-Structure for Minority Institutions Fellowship from the NIH, and David Peña-Guzmán's Andrew Mellon Teaching Fellowship and Howard Hughes Medical Institute Teacher-Scholar Award. The LS faculty's scholarly accomplishments, public recognitions, and teaching awards are especially noteworthy given the high teaching, service, and student advising loads for tenured faculty and the demands of developing a substantial rotation of new courses for early career faculty.

Perhaps not surprising given their location in Liberal Studies—but remarkable nonetheless—is the faculty’s ongoing commitment to challenging conventional pedagogical approaches, whether through performative and creative engagements with critical questions (Ferreira, Sousanis), through recursive self-reflection (e-portfolios), through community- and field-based learning opportunities (Hennessey), or through collaborative learning initiatives (deBarros). Such high-impact student learning is the hallmark of Liberal Studies, and we encourage the department, school, college, and university to explore ways of further supporting LS in expanding its innovative and clearly meaningful teaching strategies. Several faculty members expressed interest in co-developing and team teaching multidisciplinary courses but report that they have been stymied in their efforts to do so because of institutional barriers such as course loads; we hope the department, school, college, and university will explore creative solutions to overcome such barriers (e.g., offering two concurrent sections; thinking about total student enrollments/semester vs. number of courses taught/faculty member; offering course release for faculty in different colleges to allow time to plan new team-taught courses; etc.) because such efforts would provide invaluable experiences for students while also likely reinvigorating faculty research and innovation.

Moreover, we believe LS’s demonstrated commitment to offering pedagogically innovative courses can anchor a distinctive and truly transformative major that embodies both the early vision of Liberal Studies as an educational site where future teachers develop a range of passions and cultivate the aligned practices to support those passions in the K-8 classroom and SFSU’s unquestionable commitment to social justice and social transformation. Along these lines, we also see many exciting opportunities for service and community-based learning, internships/externships, and study abroad, but (as mentioned above) developing thoughtful programs in these areas requires institutional support (e.g., summer session and the study abroad/international education offices might assist faculty in managing the legal and travel logistics for summer abroad programs; the Institute for Civic and Community Engagement and the Community Involvement Center might help

faculty develop the community/civic relationships and the course infrastructure necessary to support service and community-based learning; etc.). In addition, many such programs could contribute to the 45 clinical fieldwork hours necessary for entrance into the teacher credential program.

Like faculty everywhere, Liberal Studies faculty need support for their research and for their ongoing intellectual and professional development. Here, more opportunities for internal funding and/or release time to support research activities would, obviously, be tremendously helpful. Whatever SFSU can do to provide such opportunities—particularly given the current environment of increasingly scarce and highly competitive national and international research support—would certainly help the faculty continue their excellent research and creative programs. Somewhat related, the recent introduction of lecturers into the core curriculum has freed tenured and tenure-track faculty to develop new courses more closely aligned with their longstanding and emerging research areas; hopefully LS faculty will find research inspiration through the development and teaching of new courses, as is often the case, even as they balance the demands of new course preparations with their research. The current balance of tenure/tenure-track faculty and ongoing lecturers teaching in the core curriculum and in the major seems to be working well. However, we did not meet with any lecturers so do not have a sense of how they feel about it—or about anything else in the department. Obviously, we hope that ongoing lecturers have opportunities to contribute to and benefit from the vibrant intellectual, scholarly, pedagogical Liberal Studies community.

Liberal Studies faculty members seem to be quite successful in moving along the promotion pathway from associate to full; it is our understanding that two associate professors are likely to be promoted to full professor this year, and another associate professor is making excellent progress toward promotion. Given this faculty profile, we believe that professional leadership development and mentoring are critical for the department's ongoing success. One possibility might be to explore local leadership training opportunities such as those developed by CORO ([coro.org](http://coro.org)); the University of California recently collaborated with CORO to develop leadership training programs for mid-

career faculty and staff, including one specifically for women, in order to build campus leadership pipelines. Such professional development is particularly important for faculty in small departments, such as Liberal Studies, who will very likely have to assume major leadership roles in the course of their careers. Providing or creating such opportunities will help with succession planning and, thus, with the department's institutional sustainability. Also related to succession planning and institutional stability is the compensation structure for the department chair. To be blunt, we believe that the current compensation (.4) for the Liberal Studies department chair—who also serves as Director of the School of Humanities and Liberal Studies and as the chair of the Humanities Department and the American Studies Program—is completely inadequate for the workload and, essentially, asks that person to undertake a great deal of work on a volunteer basis. As such, the position seems quite unattractive for a newly promoted full professor with an active research agenda or creative program.

## **2.5 Resources**

Like many humanities and humanistic social science departments at public universities across the country, Liberal Studies would benefit from additional resources. Overall, we believe a modest investment of resources—prioritized and described below—would have dramatic pay-offs.

**(1) new faculty/staff FTE:** we believe that Liberal Studies must have additional personnel (both faculty and coordinating/advising staff) if the new ITEP and ESMR programs are going to be successful. As we have noted above, Liberal Studies is well positioned to become a distinctive flagship major for SFSU through an expansion of its innovative core curriculum and its integration with the ITEP and ESMR program. Two additional faculty members would ensure that such integration and expansion occurs in ways that are consistent with the current department's intellectual and pedagogical creativity while also allowing the department to take greater ownership and play a stronger leadership role in the ITEP and ESMR program. As such, we would hope that one of the two faculty hires has a forward-looking research profile in an education-related field—

such as community-based research in educational settings, histories of activism and transformative education, education and social justice, etc.—and that the other has a cutting-edge research agenda consistent with current LS faculty, thus allowing him/her to contribute to both the core curriculum and ESMR/ITEP programs.

In addition to the two faculty FTE, we also strongly recommend hiring a staff member (perhaps an Associate Director for the School of Humanities and Liberal Studies) to coordinate the complex logistics related to the ITEP and ESMR program, develop and maintain relationships with departments contributing courses to the ESMR program, liaise with the Graduate College of Education, and ensure consistency among the various advising staffs (e.g., community colleges, SFSU general advising, College of Liberal and Creative Arts, Graduate College of Education, and Liberal Studies) who will play significant roles in students' abilities to successfully navigate the ITEP and ESMR program.

**(2) increased support for the Director of the School of Humanities and Liberal Studies:** as noted previously, we are surprised by the relatively low compensation for the faculty director of the school of Humanities and Liberal Studies, and we do not believe this a sustainable model institutionally. The scope of duties is extensive and will only increase with the introduction of the ITEP and ESMR program. Bringing the director's compensation up to 1.0 seems equitable for the workload, for departmental and school stability, and for succession planning.

**(3) support and equity for early career (pre-tenure) faculty:** because Liberal Studies is such a small department and because only two of its faculty members are pre-tenure, we believe there should be equal support from the college in terms of release time/teaching loads and any other research assistance (e.g., funding for conference travel, research trips, etc.). More significant than the equity issue, however, is the need to support and pre-emptively retain junior faculty whose research profiles have already garnered impressive academic fellowships and awards as well as public accolades and attention. Here, a very modest investment of resources would go a long way in

conveying the value of such high-impact researchers and teachers and may increase retention rates for the department as a whole.

**(4) basic equipment and equipment upgrades for faculty:** some faculty expressed concern about basic equipment, and here, too, a modest investment of resources would go a long way in facilitating faculty research, teaching, and overall satisfaction; basic equipment requests included such mundane things as bookshelves and newer computer monitors.

**(5) space:** we understand that space is limited, but even a minor addition or perhaps reconfiguration/reassignment of space that would allow for student workers to support some of the clerical responsibilities currently being undertaken by the Liberal Studies advisor would be useful and would further support the department.

## **2.6 The Program's Conclusions, Goals and Plans**

One upcoming challenge for the LS Program concerns two related curricular changes: the ESMR program and the ITEP. The Elementary Subject Matter Requirement (ESMR) waiver program requires a rather specific set of 84 units of coursework. The ESMR waiver will be embedded into a revised LS BA pathway. The ESMR Waiver proposal is currently under review at the Commission on Teacher Credentialing, and the curriculum is nearly fully identified and mapped out at SFSU. The waiver's existence means that students who take the courses do not have to take the high-stakes California Subject Examinations for Teachers (CSET) test.

One of the consequences of the ESMR waiver program, whether or not it is in an integrated teacher education program (ITEP) or just integrated into the existing Liberal Studies BA, is a heavier advising burden. Students will need to take a much more prescribed set of courses starting in their freshman year (or have the AA-T on Elementary Education, as transfers) to be eligible for the waiver. This has several significant implications for Liberal Studies: students will need to be recruited and advised earlier; more advising documents/pathway roadmaps will need to be created and advertised; and the GE pattern for these students will need to be articulated clearly for the

university. All of these changes mean a larger advising burden for faculty and staff. In addition, the waiver's existence will necessitate closer ties with the GCOE because someone in Liberal Studies will need to certify, in conjunction with someone from the GCOE's credential office (this is usually how it works), that individual students have taken and passed the courses, and thus 'grant' the waiver. Such work often falls to staff advisors, if they exist, and the program or department Chair signs the forms. As noted above, we recommend more support for both the faculty director and the departmental advisor to offset these coming burdens. Another consequence of the waiver is that some Liberal Studies core curriculum may not be accessible to the waiver students, unless LS faculty think strategically about how existing waiver content might be infused into their courses, and how to create other courses that would fulfill aspects of the waiver they could reasonably teach.

A second, related challenge for Liberal Studies is the forthcoming Integrated Teacher Education Program (ITEP), which will allow students to earn a BA in Liberal Studies and a Multiple Subject Credential in 135 units (and, with the use of summer school, 4 calendar years). Although the ESMR waiver is not required for the ITEP program, the ITEP program will be strengthened with the ESMR waiver, since students can take their BA coursework and continue on smoothly into credential coursework without having to worry about passing the CSET. One of the many consequences of the ITEP program will be a closer relationship with the GCOE, since those Liberal Studies teacher preparation students who are eligible for ITEP (typically native freshmen, and transfers whose first 60 units closely align with the ESMR waiver or the AD-T) will be earning their BA while completing credential course work. This requires, at the minimum, some scheduling conversations to make sure capstones in LS and methods courses in the credential do not overlap. At more expansive or imaginative levels, there are curricular innovations to be made so that students in LS are taking courses early on that engage them in school contexts (perhaps with clinical or early field work, mentioned above); or so that faculty in LS who teach content-oriented courses work with faculty in the GCOE who teach methods courses to share conceptual groundings,

expectations, assignments, and more. These more expansive changes are critical if LS students are going to feel like their ITEP is integrated, and that their credential is not just done on top of/after their BA.

Another consequence of the ITEP and ESMR program, about which faculty and the School Director are aware, is the position of the non-teacher pathway students in the LS program. The faculty is currently engaged in discussions about how to maintain the distinct curricular flavor of the LS program that is not geared towards future teachers and what the best path forward might be. Within the context of these conversations, we believe that the department's location within the School of Humanities and Liberal Studies is particularly advantageous as it not only facilitates but also encourages broad thinking about what it might mean to reimagine Liberal Studies as entirely focused on teacher preparation and what an alternative, hybrid Liberal Studies/Humanities major that focuses on social thought and transformation might entail.

### **3.0 Commendations of Strengths and Achievements**

The Liberal Studies Department has many notable strengths and achievements. We highlight four areas in particular:

**(1) cutting edge, inter- and multidisciplinary faculty research:** Liberal Studies faculty members have research agendas that continually push the boundaries of academic disciplines and even conventional forms of interdisciplinarity, whether bringing together physics and philosophy to understand consciousness, reading literature and music in conversation with each other, considering environmentalism through phenomenology, drawing on performance and installation art to reframe human rights questions and rethink canonical gender theories, or using comics as a scholarly methodology for exploring questions of epistemology and the social construction of knowledge.

**(2) faculty as community-engaged scholars and public intellectuals:** the Liberal Studies faculty is not only impressive for its groundbreaking multidisciplinary research but also for its

commitment to community-engaged research and its growing recognition as public intellectuals. Liberal Studies faculty members curate provocative art exhibits intended to stimulate public conversation, produce plays that emerge out of participatory community-based research and liberation pedagogy, and engage local communities in educational partnerships that explore issues like climate change, corporate pollution, social class, and illness. At the same time, LS faculty have served as jurors for international art exhibitions, have been recognized with civic awards such as the Bay Area Jefferson Award for Public Service, and have become leading public voices in emerging fields promising to revolutionize how we think about such things as the construction and production of knowledge itself.

**(3) innovative, high-impact curriculum:** as noted previously in our report, the Liberal Studies curriculum offers a remarkable number of courses that adopt original and exciting pedagogical approaches. The faculty is obviously deeply invested in and committed to providing high-impact learning experiences, regardless of the subject matter, and their collective teaching awards and grants to further their expertise in pedagogy and assessment attest to their success in developing and creating a major that is both appealing and rigorous. In addition, we want to underscore what we see to be the particularly thoughtful bookending of the core curriculum with LS 300 (gateway) and 690 (capstone), both of which are integrated, interdisciplinary, and writing intensive (fulfilling the GVAR) while also providing students with opportunities to reflect on their education and development as thinkers and teachers over the course of their experience in the major. The students we met clearly enjoyed their classes and the sense of being part an intellectual community alongside their professors. In addition, they felt that the writing instruction was particularly helpful in teaching them to think analytically and to express their ideas effectively. Finally, we want to highlight the fact that the Liberal Studies gateway and capstone courses have the lowest GPA gaps for students from traditionally underrepresented groups.

**(4) advising excellence:** it is clear that Andrea Olson is a truly outstanding advisor; students and faculty alike praised her knowledge, her compassion, and her unflappable demeanor. We heard repeatedly from students and faculty that she is the “backbone” of Liberal Studies. Given her obvious excellence and knowledge as well as the number of Liberal Studies majors, we are a bit concerned about her relatively low SSP 1 classification.

#### **4.0 Recommendations and Strategies for Program Improvement**

We have embedded suggestions for program improvement throughout this report in the relevant sections; here, we focus on suggestions for Liberal Studies advising, especially as it will be affected by the ITEP and ESMR programs. If students struggling with other majors are being advised into the Liberal Studies’s general degree pathways, Liberal Studies will require another staff advisor to help with this advising load (and/or faculty must be compensated for taking on some of the advising load). The latecomer students create much more work than those on time-to-degree paths, and they also extend graduation rates. The department may wish to find out if the graduation rates for latecomers/major changers (after 7th semester perhaps) are higher than those who declare the major as FTF (or as 1st semester transfers).

We suggest efforts to cross-train the LS advisors (both faculty and staff) with GCOE faculty and staff advisors for the LS teacher preparation pathway so that all know what is happening at their and the other ends of the degree trajectory (especially important when the new ITEP program comes online). This might include working with the College of LCA advising staff to make degree roadmaps clearer for potential LS majors (Teaching Preparation and general). As soon as the campus adopts EAB (SSC), we suggest faculty and staff advisor training to use it in ways that best meet their needs. The department may also benefit from learning more about the AA-T for elementary teaching (what matches and doesn’t) as well as other AA-Ts for non-teacher prep pathways similar to the LS major. Finally, the department might consider the use of peer advisors

(if money is available, work study, SEF funds) to offer workshops on general program completion, on credential program application, and on other areas as needed.

Thank you for the opportunity to participate in the Liberal Studies program review. As we hope is clear from our report, we believe Liberal Studies is exceptionally well poised to develop innovative and exciting opportunities for its students, for the College of Liberal and Creative Arts, for SFSU, and for local and global community partners.