

**ACADEMIC POLICIES COMMITTEE**

**UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2012-2013 CATALOG** (Approved by APC September 1, 2011)

**NAME OF SCHOOL OR DEPARTMENT:**

**The General Education Committee (in conjunction with the Psychology Department)**

Proposal I: To add Fye 100 Core Values Convocation (1 unit). This proposal is made in conjunction with Proposal IV from the Psychology Department.

Proposal II: To add Fye 100 Core Values Convocation (1 unit) to the General Education program requirement.

Proposal III: To require that at least 7 units of the FYE program be completed in the first two semesters of First Time Freshmen student.


**II. Rationale:** each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section.

**Proposal I** To add Fye 100 Core Values Convocation (1 unit). This proposal is made in conjunction with Proposal IV from the Psychology Department. **and Proposal II** To add Fye 100 Core Values Convocation (1 unit) to the General Education program requirement.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

While no direct assessment data was used, the first year experience seminar is listed by the Association of American Colleges and Universities (AAUP) as a High-

2. What are comparable universities and colleges doing?

**APU**

**LDRS 100 Beginnings: Personal Development and the College Experience (1)**

This course is required of all traditional freshmen during their first semester of college. It is a one-semester course that introduces the idea of self-discovery and growth and how it can be the focus of the student's education. The goal is for the student to begin exploring how to make his/her education relevant and meaningful. Emphasis is on assisting the student in becoming aware of what learning opportunities and support are available to the student, where those resources may be found, and the rights and responsibilities of being an Azusa Pacific University student. *Meets the general studies requirement for University Skills and Requirements.*

**Biola**

**BBST 103 - Biblical Interpretation & Spiritual Formation**

Equipping to interpret and apply the Bible in accurate and dynamic ways for spiritual transformation and character formation. **Note(s):** Must be completed during the first year. **Unit(s):** 3.

**BBST 105 - Foundations of Christian Thought**

Introduction to theology with special emphasis on learning to do theology, understand the doctrine of Scripture, introduce the integration of various fields of knowledge with the Bible, and see the importance and development of a Christian world view. **Note(s):** Must be completed during the first year. **Unit(s):** 3.

**Calvin College**

The First Year Prelude Program introduces students to the mission and community of Calvin College. This six-week course is a gateway and integral component of IDIS W50 (Developing a Christian Mind) and serves as a prerequisite to the Cross-Cultural Engagement (CCE) core requirement.

Prelude is a one-credit course that all first year students take during their first semester. Prelude provides students with a common intellectual experience and a rudimentary introduction to several important aspects of Calvin's community: a Christian worldview, cultural discernment, responsible freedom, justice, and vocation.

**Developing a Christian Mind (DCM)**

Developing a Christian Mind (DCM) is a first-year core course that introduces students to the central intellectual project of Calvin College, the development of a Christian

worldview, and a faith-based engagement with culture. All DCM sections include common readings and plenary lectures, which sketch out the broad contours. Each section then works out the implications of a Christian frame of reference in relation to an issue of contemporary relevance. Student evaluation is based on classroom participation, quizzes on the readings and lectures, writing assignments or presentations, and a final exam.

#### **Eastern Nazarene College**

**CC101 First Year Seminar (3 cr.)** An introduction to the Eastern Nazarene College experience through a discussion of the following: the nature and purpose of the liberal arts education, Christian worldview, personal development, values, and academic and social adjustment. This course may be taken for graduation credit.

#### **Gordon College**

**COR107, 108, 109 The Great Conversation: Foundations in Thinking, Reading and Writing (4)**—Introduces Christian liberal arts tradition through reading, discussing and writing about works and ideas of some of the greatest writers of all time. Develops disciplines of listening and reading, speaking and writing, with emphasis on developing writing process through engaging multiple forms and drafts, and giving and receiving feedback. COR108, 109 divide COR107 over two terms (2, 2).

#### **Mount Vernon Nazarene**

##### **ITD1101G Introduction to the Christian Liberal Arts Experience [1].**

An introduction to the Christian liberal arts experience focusing on developing a Christian worldview and understanding the foundational principles of a Christian university. Special emphasis is given to the Mount Vernon Nazarene University culture, and refining the skills and habits essential to the educated Christian. Enrollment is required in the first semester of attendance unless the student's high school GPA falls below 2.50 and the student takes [ITD1002G](#) and [ITD1011G](#) instead.

#### **Northwest Nazarene University**

##### **HUMN1010. Cornerstone (3)**

This course is intended to help students develop a life-long passion for learning. They will explore the habits of mind of various academic disciplines and discover differing perspectives on the pursuit of knowledge as well as their commonalities and connectedness. Students will be introduced to the four University outcomes, develop skills necessary for a successful college experience, and begin collecting a portfolio to document their learning and track their personal, spiritual, and academic growth throughout their college career.

#### **Olivet Nazarene University**

**THEO 101 — Christian Formation. 3 hours.**

This course is designed to explore issues of the church, holy and ethical living, church/faith development, spiritual disciplines and church practices, and distinction between vocation and occupation. This course will not only prioritize areas of the church, spiritual formation, and theological ethics, but will also prepare the way for engagement with Scripture.

**Taylor University**

**IAS 110 3 hours**

**Foundations of Christian Thought**

An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding that undergird the intellectual growth process at Taylor. *Required of all students. Meets general education requirement. Offered fall semester.*

**Westmont College**

**1. Philosophical Reflections for the Christian Liberal Arts.** Students will focus on how we can establish and know truths—or on how we can clarify and enact ethical values. Students in these courses should: understand the nature and strength of competing truth claims, or know how to apply various criteria of evaluation to the moral life; recognize the possibility and importance of drawing meaningful conclusions about matters of truth or ethical value; emerge with a sense of how to think Christianly about critical, normative, and evaluative questions of truth and values.

**Wheaton College**

**BITH 111. Gospel, Church, and Culture.** An introduction to Christian faith and the evangelical Protestant heritage. The course gives special attention to the church's engagement with culture and society and to the exploration of the integration of faith and learning in a liberal arts context. (2)

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)? No it is not. **Should I reference WASC here?**

4. How does the proposed change relate to the mission of the university? The General

Education Committee believes that the proposed change will help incoming students become more conversant in the university's core values thus supporting the university's mission.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

The change will help the university more fully define learning outcomes for the First Year Experience program and the General Education program. Consequently, it will fill in a gap in the way the core curriculum is communicated to students. **Reference the GE/SEE outcomes already approved by the faculty.**

6. What impact will it have on the size of the major, minor, etc.?

Because this proposal is being submitted in conjunction with Proposal IV from the Psychology Department, it will not have an impact on the size of the General Education program.

7. Will the change(s) be sustainable with human and financial resources? Yes. There is no net gain in the human and financial resources required.

8. State other rationale that you deem appropriate.

- I. **Rationale:** each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section.

**Proposal III** To require that at least 7 units of the FYE program be completed in the first two semesters of First Time Freshmen student.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements? No direct assessment data has informed this proposal.

2. What are comparable universities and colleges doing? Schools who have a dedicated first year experience program require the completion of those courses in the program in the first year.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)? WASC officials have encouraged the university to develop a more coherent first year experience program.

4. How does the proposed change relate to the mission of the university? The proposal allows the university to actually offer the first year experience it describes in the catalog.

5. How does the change accommodate the department or school's learning outcomes for

the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?  
The learning outcomes will be much easier to assess if the program is completed in a timely manner.

6. What impact will it have on the size of the major, minor, etc.? The GE program will not grow in size. But the courses will have to be offered in a manner allowing students in all major program to complete at least 7 units of the FYE program.

7. Will the change(s) be sustainable with human and financial resources?  
Yes

8. State other rationale that you deem appropriate.

**III. Tentative Syllabus/Student Learning Outcomes:** if you are proposing new courses, please include a tentative syllabus with student learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four student learning outcomes at the most.**

**Syllabus:**  
FYE 100  
Core Values Convocation

Point Loma Nazarene University (a liberal arts institution sponsored by the Church of the Nazarene) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Two hours of reading per week will be expected for students enrolled in the Core Values Convocation

**Outcomes:**  
Course Learning Outcomes:  
Students who complete FYE 100 will

- recall the eight university core values.
- describe the university mission.
- develop an academic plan for their undergraduate education.



**IV. Catalog Copy:** What will these changes look like in the catalog?

1. If proposing to substitute new courses for old ones, **list old and new course descriptions side by side.**
2. State with precision what a new major, concentration, minor will look like.
  - Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the end of this template.

Catalog Copy (Present)		Catalog Copy (New)															
<p><b>II. Developing Cognitive Abilities</b></p> <p><i>A pursuit of personal awareness and skill development, focusing on the analytical, communication, and quantitative skills necessary for successful living in modern society.</i></p> <p><b>A. Personal Development [1 course; 3-4 units]</b></p> <table border="0"> <thead> <tr> <th style="text-align: left;">Course Title</th> <th style="text-align: right;">Units</th> </tr> </thead> <tbody> <tr> <td>           PSY 101 Introduction to theories and issues in psychology as these relate to the student's own level of need to develop socially, mentally, and spiritually. Attitudes and skills which contribute to academic success; specifically understanding Point Loma as an academic, religious, and social culture have special focus. Colloquium, lectures, and small group laboratory experiences are         </td> <td style="text-align: right; vertical-align: middle;">4</td> </tr> </tbody> </table>		Course Title	Units	PSY 101 Introduction to theories and issues in psychology as these relate to the student's own level of need to develop socially, mentally, and spiritually. Attitudes and skills which contribute to academic success; specifically understanding Point Loma as an academic, religious, and social culture have special focus. Colloquium, lectures, and small group laboratory experiences are	4	<p>Rather than having a four part description of the GE program, the first entry will read:</p> <p style="margin-left: 20px;">I. First Year Experience</p> <p style="margin-left: 40px;">A. Core Values Convocation (1 course; 1 unit)</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Course Title</th> <th style="text-align: right;">Units</th> </tr> </thead> <tbody> <tr> <td>FYE 100 Core Values Convocation</td> <td style="text-align: right;">1</td> </tr> <tr> <td colspan="2">"Responding to the Sacred" Will become Roman Numeral II followed by</td> </tr> </tbody> </table> <p><b>III. Developing Cognitive Abilities</b></p> <p><i>A pursuit of personal awareness and skill development, focusing on the analytical, communication, and quantitative skills necessary for successful living in modern society.</i></p> <p><b>A. Personal Development [1 course; 3 units]</b></p> <table border="0"> <thead> <tr> <th style="text-align: left;">Course Title</th> <th style="text-align: right;">Units</th> </tr> </thead> <tbody> <tr> <td>FYE/PSY 101 Psychology of Personal Development</td> <td style="text-align: right; vertical-align: middle;">3</td> </tr> </tbody> </table>		Course Title	Units	FYE 100 Core Values Convocation	1	"Responding to the Sacred" Will become Roman Numeral II followed by		Course Title	Units	FYE/PSY 101 Psychology of Personal Development	3
Course Title	Units																
PSY 101 Introduction to theories and issues in psychology as these relate to the student's own level of need to develop socially, mentally, and spiritually. Attitudes and skills which contribute to academic success; specifically understanding Point Loma as an academic, religious, and social culture have special focus. Colloquium, lectures, and small group laboratory experiences are	4																
Course Title	Units																
FYE 100 Core Values Convocation	1																
"Responding to the Sacred" Will become Roman Numeral II followed by																	
Course Title	Units																
FYE/PSY 101 Psychology of Personal Development	3																

used. A student who was in high school a year ago or less will need to take Psychology 101.

All others take:

PSY 103 General Psychology  
Required of transfer students with 24 semester units or more . 3

**B. Critical Thinking and Communication [2 courses; 6-8 units]**  
*All students must fulfill the composition requirement prior to the junior year.*

Course	Title	Units
WRI 110	College Composition <b>OR</b>	5
WRI 115-116*	College Composition <b>OR</b>	3, 2
WRI 120	Honors in College Composition	3
*****		
COM 100	Principles of Human Communication <b>OR</b>	3
COM 231	Argumentation and Debate	3

*\*Note: A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in Writing 097, along with Writing 110, Writing 115, or Writing 116.*

Required of first-time freshmen (those graduating from high school the spring prior to attending PLNU), as well as transfer students with fewer than 24 units transferred.

All others take:

General Psychology  
Required of transfer students with 24 semester units or more .

**B. Critical Thinking and Communication [2 courses; 6-8 units]**

*All students must fulfill the composition requirement prior to the junior year.*

Course	Title	Units
FYE/WRI 110	College Composition <b>OR</b>	5
FYE/WRI 115-116*	College Composition <b>OR</b>	3, 2
PSY 103	Honors in College Composition	3
*****		
***		

COM 100	Principles of Human Communication <b>OR</b>	3
COM 231	Argumentation and Debate	3

*\*Note: A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in Writing 097, along with Writing 110, Writing 115, or Writing 116.*

*\*\*Note: At least three units of*

	<i>College Composition must be completed in the student's first two semesters as a part of the First Year Experience program.</i>

Old Descriptions	New Descriptions FYE 100 (1) An introduction to Christian higher education and the core values of Point Loma Nazarene University. Must be completed by first-time freshmen and all transfer students within the first two semesters of enrollment.
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**V. Recorded Department/School Vote:**

Please state how your department or school voted for this proposal.  
By consensus, the proposals were approved unanimously.

**VI. Library Impact:**

Will the library holdings sustain the proposed changes?  
**No they will not.**

**VII. Technological Impact:**

1. Will new software be needed?  
2. Will there be sufficient lab space if needed?  
No new technological support will be required.

**VIII. Final Summary: Review course and staffing impact with your College Dean.**

**Total course additions: 1**

**Total course deletions: 0**

**Total unit additions: 1**

**Total unit deletions: 1 (see Proposal IV from the Psychology Department)**

**Rotation of courses or deletion of sections to accommodate additions:**

**Staffing impact/increase or decrease: No impact.**

**IX. Academic Policies Information to facilitate your work:**

**Majors:**

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

**Minors:**

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**

**NON ACTION OR PROCEDURAL CHANGES:** these changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

**I. List proposals with a one line abstract:**

Proposal I: To change xx description to read.....

Proposal II: To change pre-requisites for xx course....etc.

Proposal I: To cross list Wri 110, Wri 115, Wri 116, and Wri 120 as Fye 110, Fye 115, Fye 116, and Fye 120.

Proposal II: To cross list Psy 101 as Fye 101

**II. List current descriptions and new descriptions side by side.**

Current Descriptions	New Descriptions
PSY Psychology of Personal Development 101 Required of first-time freshmen (those graduating from high school the spring prior to attending PLNU), as well as transfer students with fewer than 24 units transferred.	FYE/PSY Psychology of Personal Development 101  Required of first-time freshmen (those graduating from high school the spring prior to attending PLNU), as well as transfer students with fewer than 24 units transferred. All others take:

Course	Title	Units	Course	Title	Units
WRI 110	College Composition <i>OR</i>	5	FYE/WRI 110	College Composition <i>OR</i>	5
WRI 115-116*	College Composition <i>OR</i>	3, 2	FYE/WRI 115-116*	College Composition <i>OR</i>	3, 2
WRI 120	Honors in College Composition	3	FYE/WRI 120	Honors in College Composition	3

**III. Rationale:** include such things as:

1. To make descriptions more efficient;
2. To align content with what is actually being taught;
3. To meet standards for.....

**Rationale:** The university is committed to offering students a first year experience program. These proposals will make that program more visible. WASC officials have encouraged the university to develop a more coherent First Year Experience program. Proposals III and IV

The changes make current practice more visible and coherent.

**Final Check-off List:**

- The College Dean has been consulted.
- All affected departments have been contacted.

- The proposal has been voted on by the department.
- Appropriate contacts have been made with the library and media services.
- Staffing impact has been addressed.