

GENERAL EDUCATION POINTS OF DISTINCTION		
	(1)	(2)
Courses Course Number	<i>Identify the GE Learning Outcome assessed and provide example(s) how the faculty have improved this course based on assessment</i>	<i>Describe points of distinction of the department's GE course and its contributions to the GE program</i>
A. Biblical Foundations (2 courses, 5 units)		
Bible – OT & BIB101	Students will: (1) Identify the historical context of the Bible; (2) Articulate the unity of the Bible and the Bible in its canonical context within the diverse literature of the Christian canon; (3) Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church’s central norm for Christian discipleship, faith and practice; and (4) Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of those books.	These courses are surveys in Old Testament and New Testament literature and are designed to give student a general understanding of the history and theology of the Old and New Testament as well as to offer students an appreciation of how Old Testament scripture is related to the New Testament. These courses contribute not only to the knowledge of students, but also are designed to give them an appreciation for scripture in line with the mission of PLNU as a Christian university.
Bible - NT & BIB102		
B. The Christian Tradition (3-6 units)		
THE306 or CHU395	Students will: (1) Explain the intellectual integrity, rich diversity, and coherence of the idea and practice of holiness in the Christian tradition. (2) Describe the characteristic features of the theology and practice of holiness in Wesleyan theology. (3) Explain the importance of ongoing, lifelong commitment to and participation in the Christian tradition and congregational life.	CHU 395 -- This course is a survey in the History of Christian Thought with a focus on Christian theology as it is related to its historical context. It contributes not only to the knowledge of students, but also is designed to give them an appreciation for Christian thought in line with the mission of PLNU as a Christian university. THE 306 – This course is an introduction to the biblical, theological and historical understandings of Christian holiness. It contributes not only to the knowledge of students but is also designed to give them an appreciation for “holiness of heart and life” as an expression of Christian faith. This is in line with the mission of PLNU as a Christian university in the Wesleyan holiness tradition.

II. Developing Cognitive Abilities

A. Personal Development (1 course, 3-4 units)

<p>Psychology FF or PSY101</p>	<p>This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Developing Cognitive Abilities." The assignments have been reviewed after reading student comments from annual assessment and core features such as writing an autobiography and participating in a structured community group have been retained. In 2012 the Convocation piece of Psy101 was transitioned into FYE 100 and Psy101 continues with sections and small groups.</p>	<p>By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development; focusing on the analytical, communicative, and quantitative skills necessary for successful living in modern society. Specific course objectives include:</p> <ul style="list-style-type: none"> a. Describe self development to date using psychological tools b. Identify critical thinking and abstract thinking as tools for college success c. Discover social and cultural blocks to successful college and life experience d. Detect tools to resolve social and cultural blocks to successful college and life experience e. Detect alternative ways of thinking and experience a diverse community f. Develop curiosity about yourself as a stimulus to learning to learn g. Identify Psychology as a resource for learning and solving academic, personal, spiritual, and cultural problems
<p>Psychology Trans PSY103</p>	<p>This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Developing Cognitive Abilities." All students take a general psychology content assessment at the beginning of this course. Psychology majors take the same test upon graduation to demonstrate Psychology knowledge growth during college.</p>	<p>A solid understanding of psychological theory and application are helpful in successfully interacting with others in work and personal contexts. This course provides a survey of psychology as an empirical/behavioral science. Topics include biological correlates of behavior, learning, cognition, emotion, motivation, personality, assessment, development, psychopathology, psychotherapy, and social psychology.</p>

B. Critical Thinking & Communication (2 courses 6-8 units)

<p>Composition or WRI110</p>	<p>GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities. (Literature) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and (2) to assess the number of units currently assigned to these courses; and (3) to identify and design key assignments common to all sections that are directly tied to the GE PLOs.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. Further Explanation: Our courses in literature from across world literary traditions allow students to experience the breadth of cultures as expressed in literary canons, to see how those literary traditions may or may not intersect with each other, and in turn to see their own literary traditions may be similar to or different from that of other people from around the world. Through the study of other cultures via literature within the context of a Christian university, students can develop a more hospitable, measured, and compassionate response to other cultures.</p>
<p>Composition or WRI120</p>	<p>GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities. (Literature) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and (2) to assess the number of units currently assigned to these courses; and (3) to identify and design key assignments common to all sections that are directly tied to the GE PLOs.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. Further Explanation: Our courses in literature from across world literary traditions allow students to experience the breadth of cultures as expressed in literary canons, to see how those literary traditions may or may not intersect with each other, and in turn to see their own literary traditions may be similar to or different from that of other people from around the world. Through the study of other cultures via literature within the context of a Christian university, students can develop a more hospitable, measured, and compassionate response to other cultures.</p>

<p>Composition and WRI115</p>	<p>GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities.(Language) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and/or key assignments; and (2) to assess the number of units currently assigned to these courses.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. (Language) Further Explanation: Our courses in language study demonstrate our commitment to learning the skills that allow students to actually communicate with other language speakers. This ability supports and extends their learning about other cultural perspectives beyond what can be learned by studying literary works in translation. Developing the ability to speak another language allows students (1) to read works of all kinds in their original language—both in and out of class; (2) to understand more deeply the interpretive and symbolic nature of language and translation; (3) to recognize the cultural perspectives that are carried in both the target and their own native language; and (4) to develop a more hospitable, measured, and compassionate response to other cultures and individual speakers.</p>
<p>Composition & WRI116</p>	<p>GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities. (Language) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and/or key assignments; and (2) to assess the number of units currently assigned to these courses.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. (Language) Further Explanation: Our courses in language study demonstrate our commitment to learning the skills that allow students to actually communicate with other language speakers. This ability supports and extends their learning about other cultural perspectives beyond what can be learned by studying literary works in translation. Developing the ability to speak another language allows students (1) to read works of all kinds in their original language—both in and out of class; (2) to understand more deeply the interpretive and symbolic nature of language and translation; (3) to recognize the cultural perspectives that are carried in both the target and their own native language; and (4) to develop a more hospitable, measured, and compassionate response to other cultures and individual speakers.</p>
<p>Speech COM 100 or 231</p>	<p>GE Learning Outcome #4 has been under study during the past year...specifically the construction and delivery of an informative speech. The rubric that the department initially used has been restructured to more accurately measure the students' success. The formulation of a rubric for persuasive speaking will be the next project to be undertaken.</p>	<p>COM100 is crucial to a student's success at the university, in that his/her speaking skills undergo training within the classroom setting. In addition, interpersonal communications, including working within groups, are subjects dealt with in the course. Practical exercises are used to explore the context of the interpersonal and group settings.</p>

C. Problem Solving (1 course, 3-4 units)

<p>Calculus with App or MTH144</p>	<p>Outcomes: GE LO 1 (a) Students will be able to formulate a mathematical model from a verbal description of a problem. GE LO 1(b) • Students will be able it solve non-routine problems using logic and quantitative techniques and GE LO 1 (b) • Students will be able to construct solutions to problems using computational techniques. These three learning outcomes are measured via signature problems in final exams. In general students have met our expectations. However the scores in developing a mathematical model have not been what we expected. Some of this is due to the degree of difficulty in the problem we were asking. Modeling is being emphasized a bit more in this class and the problem being asked has been adjusted. Longitudinal data can be seen in the GE assessment wheel.</p>	<p>This course is designed to provide students studying biological and chemical sciences with the ability to apply mathematical thinking and the use of calculus to the types of problems that they will encounter. The examples are drawn from the sciences. In addition, as part of our general education focus on financial literacy, students in this class consider loans, savings, credit cards and budgeting.</p>
<p>Calculus I or MTH164</p>	<p>Outcomes: GE LO 1 (a) Students will be able to formulate a mathematical model from a verbal description of a problem. GE LO 1(b) • Students will be able it solve non-routine problems using logic and quantitative techniques and GE LO 1 (b) • Students will be able to construct solutions to problems using computational techniques. These three learning outcomes are measured via signature problems in final exams. In general students have met our expectations. However the scores in developing a mathematical model have not been what we expected. Some of this is due to the degree of difficulty in the problem we were asking. Modeling is being emphasized a bit more in this class and the problem being asked has been adjusted. Longitudinal data can be seen in the GE assessment wheel.</p>	<p>This course is designed to provide students studying mathematics, physics, engineering and computer science with the ability to apply mathematical thinking and the use of calculus to the types of problems that they will encounter. The examples are drawn from a wide variety of disciplines. In addition, as part of our general education focus on financial literacy, students in this class consider loans, savings, credit cards and budgeting.</p>
<p>Problem Solving MTH303</p>	<p>Outcomes: GE LO 1 (a) Students will be able to formulate a mathematical model from a verbal description of a problem. GE LO 1(b) • Students will be able it solve non-routine problems using logic and quantitative techniques and GE LO 1 (b) • Students will be able to construct solutions to problems using computational techniques. These tree learning outcomes are measured via signatures problems in final exams. Longitudinal data can be seen in the GE assessment wheel. Students have met our expectations for proficiency levels. We have made adjustments in the course to include more financial literacy information to strengthen our student’s practical abilities in that area.</p>	<p>This course provides exposure to mathematical thinking for the non-technical student. The course is problem based and uses many techniques that do not involve the formulation of equations to solve the problem. Students who have traditionally struggled with mathematics often succeed in this class because the focus is not on equations. One third of the course is focused on developing students' financial literacy. Topics such as loans, savings, credit cards and budgeting are discussed with the students developing a post graduation budget.</p>

III. Exploring an Interdependent World

A. The Natural World (2 courses; one from each group, and at least one lab, 8-9 units)

<p>Bio Science (101, 103, 105, 210, 211)</p>	<p>BIO 101, 103, 105, 210 and 211 are lab courses in which students complete lab reports. These reports are used to assess GE LO1A (the writing aspect) and GE LO1B (the quantitative aspect). We will begin collecting data on student performance using a common departmental lab report rubric during the 2012/2013 academic year. If 60% of the students do not reach the "developed" or "highly developed" level, appropriate instructional changes will be made in an effort to improve student performance.</p>	<p>These biology courses with a lab provide students with an opportunity to learn important biology concepts in the classroom, and then to apply them to problems. Students generate hypotheses, conduct experiments, and then analyze and communicate their quantitative results through graphing and writing.</p>
<p>BIO 102 and 104 are non</p>	<p>BIO 102 and 104 are non lab courses in which students learn about current issues in biology. The students write papers that require them to examine problems from various perspectives using information from a variety of sources. These reports are used to assess GE LO1A (the writing aspect) and GE LO1C. We will begin collecting data on student performance using a common departmental written paper rubric during the 2012/2013 academic year. If 60% of the students do not reach the "developed" or "highly developed" level, appropriate instructional changes will be made in an effort to improve student performance.</p>	<p>These biology courses provide students with an opportunity to learn important biology concepts in the classroom, and then to apply them to understanding current issues in the areas of either creation care or biotechnology. Students use information from a variety of sources, and then communicate their findings in writing.</p>
<p>Phys Science (CHE101 103, 152, PHY103, 131, 241, PSC110)</p>	<p>Various assignments, results of lab experiences, and student comments collected have helped guide the improvement of these courses. Changes include redesign of labs in several of the courses, selection of curriculum that represents current research in discipline pedagogy, and introduction of more hands-on activities in several of the courses.</p>	<p>The Chemistry Department and Physics and Engineering Department provide a range of courses which primarily address GE LO 1b: Use quantitative analysis, qualitative analysis, and logic skills to address questions & solve problems. These skills are at the heart of the physical sciences. Some of these courses represent an overview of major topics in physics and chemistry and build students' skills and comprehension about the world around them. In these courses, students develop analytical skills to solve problems in a wide range of contexts. Some of the courses also approach specific problems such as current issues in society or provide a unique perspective for understanding how observations and data shape the theories that help us understand our world and even the Universe. Several of these courses serve as General Education as well as providing a foundation of these sciences for majors and minors. In all cases students learn how scientific knowledge informs our understanding of personal, national and global issues.</p>

B. Physical Fitness and Nutrition (2 courses, 2-4 units)

PED100, 300,
FCS315

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PE Activity
102-184 or PED
211, PED 212,
PED 213

Kinesiology LO #4 states 80% of students will demonstrate improved physical fitness from pre to post assessment as a result of course. Data from SP 2012 showed @ 97% met this goal. Although the goal was exceeded, in breaking down the data we see that 17.5% improved only "slightly". At midterm, instructors will emphasize their availability to help those students who are having difficulty making progress towards meeting individual goals.

The development and improvement of a student's fitness is foundational to their future health and quality of life. In the Kinesiology GE offerings, we are committed to educating students about the many benefits of optimal health and encouraging them toward a lifelong habit of healthy living. Our classes enable students to perceive the importance of healthy lifestyle choices, develop habits of healthful eating, engage in physical activity, and apply Biblical stewardship principles via their physical bodies.

C. The Social World (1 course, 3-4 units)

<p>ECO 101, ECO 102</p>	<p>The economics courses are assessed through student evaluations, classroom visits by peers, and professor reflections at the close of each semester. Challenges involve motivating students to learn the rigor required of the discipline of economics. Changes involve proposing a general education economics course that will differ from the principles courses for business majors, and working on better integrating theory and applications.</p>	<p>Understanding the social world and decisions made about scarce resources, evaluating economic systems, income inequality, emphasizing the centrality of the human quality (the human factor) in economic growth, development, and the effectiveness/efficiency of people working in organizations (firms, government, consumer behavior), and how Christians respond, are all important aspects of a general economic education.</p>
<p>POL 101</p>	<p>GE learning outcome 2.A is assessed by asking students to complete a “Political Participation Portfolio” where they select from a number of participation opportunities, each of which requires them to engage with the political world. These activities are as various as voting, attending a political meeting, watching a documentary, joining a political group, campaigning, and meeting with a public official. Each student writes an analysis of their activities, noting how they navigated the political system, whether they would do it again, how they would do it differently, how it applies to course concepts, and how their faith played out in their decisions and actions.</p>	<p>Beginning with Aristotle, scholars have asserted that political participation improves the character of both the individual and the society. As scholars of political science, we are thus intimately aware of the importance of creating the next generation of active citizens. The Introduction to Political Science course will introduce students to a variety of tools for understanding and participating in politics. Throughout the semester, they will apply the perspectives of political science to the actions of individuals, groups, and countries in the contemporary political world, with an eye toward how they might themselves become civically engaged.</p>
<p>POL 190 POLxxx</p>	<p>GE learning outcome 2.B is assessed by asking students to analyze the life stories of individuals different from themselves, as well as by writing an assessment of how a particular social/political policy affects members of different groups in varying ways. Students will also do a service learning project in conjunction with readings on Christian faith and hospitality, and reflect on how their faith impacts their participation in Christian acts of mercy as well as on their systemic and individual everyday choices.</p>	<p>The categories of race, class and gender have influenced how individuals interact with social, political and economic institutions in the United States historically; we continue to experience racial and ethnic conflict, and unequal access to educational, economic and political resources and opportunities, across the globe and here in our own communities. This course explores the systemic operation of power with regard to race, class and gender identities, examining both individual experiences and policy issues. Students will approach these issues through an interdisciplinary social science perspective, using data, research, and case studies to answer questions about the causes of inequality in areas of US policy such as education, the workplace, government, families, healthcare, and churches, as well as to address possible solutions and responses as citizens and as Christians.</p>

<p>SOC 101, 103, 201 SOCxxx 3</p>	<p>Use of evidence: Each year courses have been modified to better achieve the learning outcomes. We are currently in the process of developing more common syllabi to strengthen the consistency of the learning outcomes to better align with GE outcomes.</p>	<p>SOC 101 Introduction to Sociology The social world seeks to introduce basic theories and tools to view, assess, and understand how social processes influence individuals and society. Students will be able to: (1) differentiate between multiple perspectives, particularly the perspectives of people from different social locations. (2) identify and critique various social structures, particularly structures resulting in inequality and injustice. (3) evaluate and apply social science data to inform our decisions in everyday life. (4) describe and exemplify the relationship between our Christian faith and human actions. (5) imagine, design, and implement strategies and activities to make our portion of the world more just and caring. The outcomes are assessed by a range of signature assignments in each course and annually evaluated.</p> <p>SOC 103 Social Problems is a general education course aimed at helping students understand and analyze some of most pressing social problems confronting the world today. An emphasis will be placed developing meaningful ways to attack and alleviate these problems. Students will: (1) Reveal knowledge of the factors that can result in inequality and injustice in society. (2) Demonstrate increasing sensitivity to diverse and special populations by seeing situations from others perspectives. (3) Display the ability to integrate Christianity with social analysis. (4) The ability to apply sociological reasoning to practical situations. The outcomes are assessed by a range of signature assignments in each course and annually evaluated.</p> <p>SOC 201 Cultural Anthropology is an introduction to Cultural Anthropology and its practical application. Contemporary international migration, travel and communications bring us into direct contact with peoples of many regions with a tremendous variety of values and ways of life. In this course you will be introduced to many of the basic concepts and findings of Cultural Anthropology. You will achieve an understanding of the cultural diversity with which we are increasingly confronted and the common threads that tie us all together with an emphasis on the comparative study of contemporary cultures. Over the next four months, you will learn skills to understand and appreciate the wide array of cultural differences that have developed throughout the world and gain new insights into the patterns and dynamics of your own traditions. The outcomes are assessed by a range of signature assignments in each course and annually evaluated.</p>
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IV. Seeking Cultural Perspectives		
A. History of World Civilization (2 courses, 6 units)		
World Civ. I and HIS110 &/or World Civ. II HIS111	Learning Outcome Assessment: GE learning outcome 2.A is assessed for HIS 110 and 111 by midterm and final examinations that focus on agreed upon course learning outcomes.	One of the primary goals of General Education is to guide students toward broader knowledge and appreciation of the complex ways humans create their different civic and cultural traditions. Commonly understood, there are three dominant civilizations in the world today-- East Asian, Islamic, and Western/Christian. These two courses are designed to help students understand how each civilization came to be dominant in a region of the earth and appreciate the important values and perspectives of each. Because war, migration, and communication in the modern world tend to mitigate the geographical separation of these civilizations, both courses help students embrace the diversity of peoples living today in Southern California and the United States.
B. The Fine Arts (2 courses from distinct areas; 4-5 units)		
ART 100, 102, 200, 201		
Theater TRE101	The faculty is in the process of formalizing a standard syllabus for all sections of TRE101. Currently all sections require attendance at theatre productions along with a critique of the performance. All sections also require participation in a scene fest at the end of the semester. Faculty will be analyzing the success of students in all sections to identify areas that need to be supplemented.	TRE101 is an important component of the Fine Arts curriculum in that it exposes the student to live theatre. Theatre is important in its role of exploring other cultures, other philosophies and other ways of life. Theatre is a reflective art, in that it is an interpretative and often symbolic way of revealing the inner soul of a culture or sub-culture through live performance. Students are given the opportunity to participate in live performance, which allows them to gain access to how someone unlike themselves might think or act.
MUH 100, 101	MUH100and 101 are two of the courses that survey human endeavors from a historical, cultural, linguistic, and philosophical perspective, and encourage students to develop a critical appreciation of human expression—both artistic and literary. These courses are assessed each semester via student comments and feedback and via faculty discussion of student learning outcomes and faculty goals. Current student comments reflect the need for a common syllabus and more uniform approach to the various sections. Students have also requested a broader approach to fulfilling the music portion of GE and the music faculty are exploring the music GE offerings of other universities.	MUH100 syllabi all have common Learning Outcomes that require students to demonstrate: <ul style="list-style-type: none"> • a knowledge of the basic elements of Western Art Music as demonstrated by tests and activities • a knowledge of the distinct style periods of Western art music as demonstrated by aural tests and in-class activities an aural recognition of selected examples of Western art music personal experiences with Western art music as demonstrated by concert attendance, reports and discussion postings

C. Philosophy (1 course, 3 units)		
Ethics PHL211	Students will: 1) Recognize and appreciate their connection as human beings to the world of ideas and the rich history of that world as found in the western philosophical tradition. 2) Engage in the disciplined practice of asking questions about the world, God, and of themselves including questions for which there may be no easy answers, so as to perpetuate this practice in their lives and provide a means to assess the responses others give to these questions.	PHL 211 Ethics encompasses the study of right and wrong in principle, character, and conduct; practical moral issues analyzed from the basis of sound moral theory; and characteristics of an adequate, consistent code of ethics. This course contributes to PLNU's General Education program by helping students learn to "display openness to new knowledge and perspectives" and to "think critically, analytically, and creatively."
Philosophy PHL201	3) Students will recognize and appreciate the strengths and weaknesses of human reason and experience to provide an adequate account of the human, the world, ethics, and God, and appreciate how these bear on matters of Christian faith and practice.	PHL 201 Introduction to Philosophy is a historical survey of selected philosophical ideas, systems, and methods, especially as these have developed in Western civilization. It contributes to PLNU's General Education program by helping students learn to "display openness to new knowledge and perspectives" and to "think critically, analytically, and creatively."
D. Literature (2 courses, 5-6 units)		
Master. LIT 201, 202, 203 VAR	GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities. (Literature) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and (2) to assess the number of units currently assigned to these courses; and (3) to identify and design key assignments common to all sections that are directly tied to the GE PLOs.	Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. Further Explanation: Our courses in literature from across world literary traditions allow students to experience the breadth of cultures as expressed in literary canons, to see how those literary traditions may or may not intersect with each other, and in turn to see their own literary traditions may be similar to or different from that of other people from around the world. Through the study of other cultures via literature within the context of a Christian university, students can develop a more hospitable, measured, and compassionate response to other cultures.
Great. LIT 205- 209, 325, 460 VAR		Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. Further Explanation: Our courses in literature from across world literary traditions allow students to experience the breadth of cultures as expressed in literary canons, to see how those literary traditions may or may not intersect with each other, and in turn to see their own literary traditions may be similar to or different from that of other people from around the world. Through the study of other cultures via literature within the context of a Christian university, students can develop a more hospitable, measured, and compassionate response to other cultures.

E. Foreign Language (2 courses, 8-9 units)

<p>Language I and VAR</p>	<p>GE PLO—Growing: In a Christ-Centered Faith Community Students will: A. Examine the complexity of systems in the light of the reconciling work of God in Christ. B. Demonstrate a respect for the relationships within and across diverse communities. (Language) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and/or key assignments; and (2) to assess the number of units currently assigned to these courses.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. Further Explanation: Our courses in literature from across world literary traditions allow students to experience the breadth of cultures as expressed in literary canons, to see how those literary traditions may or may not intersect with each other, and in turn to see their own literary traditions may be similar to or different from that of other people from around the world. Through the study of other cultures via literature within the context of a Christian university, students can develop a more hospitable, measured, and compassionate response to other cultures.</p>
<p>Language II VAR</p>	<p>(Language) These courses continue to meet the aims specified in the university catalog. In 2012-13 they are being examined as part of the department Program Review—Self-Study (1) to identify any needs for revisions or improvements in their curriculum and/or key assignments; and (2) to assess the number of units currently assigned to these courses.</p>	<p>Catalog: These courses are designed as part of the General Education curriculum in the category of Seeking Cultural Perspectives: a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary. (Language) Further Explanation: Our courses in language study demonstrate our commitment to learning the skills that allow students to actually communicate with other language speakers. This ability supports and extends their learning about other cultural perspectives beyond what can be learned by studying literary works in translation. Developing the ability to speak another language allows students (1) to read works of all kinds in their original language—both in and out of class; (2) to understand more deeply the interpretive and symbolic nature of language and translation; (3) to recognize the cultural perspectives that are carried in both the target and their own native language; and (4) to develop a more hospitable, measured, and compassionate response to other cultures and individual speakers.</p>