

## ACADEMIC POLICIES COMMITTEE

### STANDARD ONE YEAR PROCESS: UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2015-2016 CATALOG *(Approved by APC September 4, 2014 )*

#### DEADLINES:

1. Review any proposed changes in person with your College Dean or appropriate administrator by **October 3** ....., prior to submitting the proposal to APC;
2. Submit a short narrative to the APC chair highlighting the proposed changes by **October 10** ...;
3. Final proposals are due no later than **November 7** ..., **MEETING THE APPROPRIATE DEADLINES WILL ENSURE THAT APC WILL HAVE ENOUGH TIME TO PROCESS YOUR PROPOSAL(S). PROPOSALS SUBMITTED AFTER THAT DATE MOST LIKELY WILL BE CONSIDERED FOR THE 2016-2017 CATALOG.**

#### BASIC ASSUMPTIONS – Steps for curricular changes:

1. May be generated by any faculty member within a department;
2. Are made as a result of a department or school program review and assessment data or due to external requirements made by outside accrediting agencies (provide appropriate documentation);
3. Are voted on and approved by all full time department members;
4. Will be thoroughly discussed with other departments who are directly affected by the proposed changes (a written response must be received by affected schools or departments and included in the proposal);
5. Will be reviewed by the dean of the College of Arts & Sciences or the Dean of Social Sciences and Professional Studies or appropriate administrator before the proposal is sent to APC;
6. APC chair will consult with IR and IE to determine any potential external reporting problems;
7. Will be recommended for consideration by APC to the faculty at large;
8. Are finally voted on by the entire faculty.

## 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**
4. Of the 16+ units in the minor, **9 units** must be distinct from the major.

**TEMPLATE FOR PROPOSALS:** All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee. **Please fill in boxes.**

**NAME OF SCHOOL OR DEPARTMENT:**

**Literature, Journalism, and Modern Languages—General Education Offerings**

**ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE:** addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

**I. List proposal(s) with a one line abstract (examples):**

Proposal I: To drop xx course from the xx major (concentration, minor), etc.

Proposal II: To add xx course as a requirement to xx major (concentration, minor, etc.)

Proposal III: To add or drop a major, minor, concentration, etc.

Proposal IV: To add xx course to the General Education cluster.....

Proposal V: To add a hybrid, online, or video conferencing course....

Proposal I: To reduce Wri 110 – College Composition: Writing and Research – First Year Experience (GE) (5) from 5 units to 4 units

And

To drop WRI 115 – College Composition: Writing – First Year Experience (GE) (3)

Proposal II: Related to the “Great Works” General Education Menu

Drop

LIT 205—Great Works in a Literary Genre: The Novel (GE) (2)

LIT 206—Great Works in a Literary Genre: Drama (GE) (2)

LIT 207—Great Works in a Literary Genre: Poetry (GE) (2)

LIT 208—Great Works in a Literary Genre: Short Story (GE) (2)

LIT 209— Great Works in a Literary Genre: Film (GE) (2)

And

Remove LIT 325—Children’s Literature (GE) (3) from the Great Works GE menu.

Proposal III: Related to the “Masterpieces” General Education Menu

Remove as a GE menu option

LIT 201— Masterpieces of World Literature I (GE) (3)

Drop

LIT 202—Masterpieces of World Literature II (GE) (3)

LIT 203—Masterpieces of World Literature III (GE) (3)

Proposal IV: Drop  
LIT 345—African American Literature (3)

Proposal V: Add  
LIT 350—World Literature (GE) (3)  
LIT 352—Diverse Voices in American Literature (GE) (3)  
Renumber LIT 371—World Cinema (3) to LIT 351—World Cinema (GE) (3)  
Renumber LIT 437 Women Writers (3) to LIT 353—Women Writers (GE) (3)

Proposal VI: Creation of the category “Lower Division” under the existing category “V. Seeking Cultural Perspectives” D. Literature  
Lower Division  
Add LIT 200—Literature and Culture (GE) (2) and place it under this heading

Proposal VII: Creation of the category “Upper Division” under the existing category “V. Seeking Cultural Perspectives” D. Literature  
Upper Division  
LIT 350—World Literature (GE) (3)  
LIT 351—World Cinema (GE) (3)  
LIT 352—Diverse Voices in American Literature (GE) (3)  
LIT 353—Women Writers (GE) (3)

**II. Rationale:** Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale as indicated. COMPLEX proposals would be considered as an addition (or deletion) of major, minors or extensive changes to a major or minor. SIMPLE proposals would be those dealing with either adding or dropping of one or two courses to a major or minor, or adding or deleting an elective, etc. **FOR NEW HYBRID, ONLINE, AND VIDEO COURSES, PLEASE , Please fill out the additional questions in the template attached at the end of this document :**

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? (complex and simple proposals)**

In 2012-13 we reviewed our Delaware Data and submitted our report on that data to the Provost. In 2013-14 we reviewed our Delaware Data again as well as the university data provided in the Prioritization report template given to us for the Literature Program. We also reviewed our annual and accruing data from Literature Majors’ performance on the ETS Field Test in Literature. We wrote our Prioritization Report for the Literature Program with all of these data points in view. The recommendations we made were accepted by the Cabinet. Although LJML is in the midst of Program Review, we have been asked to submit our APC proposals prior to the end of that process to implement the changes called for in the prioritization memo by the fall of 2015.

The department was instructed to reduce WRI 110 from 5 units to 4 units to be better aligned with the requirements at comparator and aspirant universities. The department was also instructed to attend to long term enrollment challenges in upper division literature courses. The restructuring of the literature offerings in the GE program is part of an effort to boost enrollments in under-enrolled upper division literature courses and to spread the GE curriculum across students' four year program of studies. Upper division literature GE offerings are also consistent with upper division math and theology GE courses and will offer the GE Committee to option of establishing writing intensive courses across the curriculum in the future.

**2. What are comparable universities and colleges doing? (complex and simple proposals)**

Most comparable universities have a four unit first year writing course or have writing instruction for first year students woven into a first year seminar course. They also have integrated writing instruction in the upper division GE or major programs.

Comparing literature programs is somewhat misleading because many schools have more courses listed in the catalog than they actually teach on a regular basis. Further, many of these schools are in the midst of a prioritization restructuring process themselves, so their course listings must be seen as somewhat indeterminate. We have chosen to pare down and re-package our courses to those we can offer regularly with healthy enrollments.

**3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.) or licensure? Or, have these agencies been consulted to assure compliance with standards? (complex proposals)**

The programs addressed do not answer to outside accrediting agencies aside from WASC. All our curriculum outcomes support achievement in the five core competencies designated as essential by WASC. Our alignment to WASC core competencies may be seen in our curriculum map on our Assessment Wheel. Attention to the core competencies as well as the university's core values guided our discussion of the proposed revisions to the general education program.

**4. How does the proposed change relate to the mission of the university? (complex proposals)**

The lower division course will be more adaptable to interdisciplinary course content and allow faculty to respond more readily to student interest and demand.

The selection of the upper division literature courses offered for general education credit is informed by the university core values regarding valuing "a global perspective and experience" (LIT 350 World Literature and LIT 351 World Cinema courses) and valuing "ethnic and cultural diversity" (LIT 352 Diverse Voices in American Literature and LIT 353 Women Writers).

**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.? (complex and simple proposals)**

The changes create courses that are still aligned with department learning outcomes and the GE learning outcomes. This restructuring also eliminates duplication in our course content and offering and brings all purely service courses (except one, LIT 325) into the major and/or minor programs of study. Further, the addition of upper division literature courses to the GE program addresses the need to extend the GE program to the junior and senior year and provide the opportunity for the GE committee to add a "writing in the disciplines" requirement to the GE

program if they choose to do so. This move also supports the assessment of the WASC core competencies at or near the point of graduation.

***The LJML faculty strongly endorses the inclusion of an upper division writing requirement to the GE program.***

**6. What impact will it have on the size of the major, minor, etc.? (complex proposals)**

The changes will reduce the size of the GE program by one unit. Changes to the Literature and English Education programs proposed to align with the restructured general education offerings will be addressed in a separate proposal.

**7. Is there evidence that this change would enhance enrollment or generate new revenue? Please explain. (complex and simple proposals)**

The GE courses being replaced or altered typically function at or near full capacity, so enrollments and revenue should not be affected.

**8. How does the proposal(s) address the PLNU strategic plan?(complex proposals)**

The changes are in line with the requirements of the prioritization process.

**9. State other rationale that you deem appropriate. (complex and simple proposals)**

These changes support the assessment of the WASC core competencies at or near the point of graduation and are explicitly aligned with the university's core values of valuing diversity and developing a global perspective.

- III. Tentative Syllabus/Course Learning Outcomes:** If you are proposing new courses, please include a tentative syllabus with course 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 at least four course learning outcomes (CLO's).**

**Proposal I**

**College Composition: Writing and Research – First Year Experience (GE) (4)**

The Course Learning Outcomes will not change as we make the transition from a 5 unit course to a 4 unit course. We will also not alter the range of writing assignments. We will reduce the required pages by approximately 20%.

**Catalog Copy**

A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course.

Prerequisite(s): A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in [WRI 097](#).

**Syllabus:****Purpose**

The purpose of this course is to enable you to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

**Outcomes:****Course Learning Outcomes**

Students who complete a College Composition course will be able to:

1. Apply English language conventions in various genres of academic writing.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization to create written compositions.
4. Evaluate online sources of information for valid authority and expertise.
5. Apply documentation formats to cite research in written compositions.
6. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

**Proposal V**

LIT 350—World Literature (GE) (3)

LIT 352—Diverse Voices in American Literature (GE) (3)

The four courses in the upper division GE category will share a common set of Course Learning Objectives. Below are catalog descriptions for all four courses and brief syllabi for the two new options, LIT 350 World Literature and Lit 352 Diverse Voices in American Literature. The LIT 352 syllabus is for a course focused on African American literature; however, other sections of the course will focus on the literature of other people writing from the margins of American society.

**Syllabus:****For LIT 350****Course Description**

An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.

Prerequisites: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

**For LIT 351****Course Description**

An advanced study of representative works of world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing works within their cultural contexts.

Prerequisites: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

**For LIT 352**

**Course Description**

An advanced study of selective works written by Americans who have lived and written from the margins of American society.

Prerequisites: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

**For LIT 353**

**Course Description**

An advanced study of selected works written by women; themes and genres studied may vary. The course focuses on questions related to gender, class, and race.

Prerequisites: Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.

**Outcomes:**

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
  - a. Standard literary terminology
  - b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

**Proposal VI**

LIT 200—Literature and Culture (GE) (2)

Because LIT 200 is designed to be an umbrella course, individual syllabi will vary. The Course Learning Outcomes will be held in common.

## **LIT 200**

### **Course Description**

A study of representative works of literature in cultural contexts.

### **Syllabus: LIT 200—Literature and Culture**

For this sample, the course will be:

*The Literature of America at War*

### **EXTENDED COURSE DESCRIPTION**

Literature 200 is a general education course designed to introduce a student to works of literature in some aspects of their cultural context and build the student's understanding of and appreciation for those works.

### **REQUIRED TEXTS**

Stephen Crane, *The Red Badge of Courage*

John Dos Passos, *The 42<sup>nd</sup> Parallel*

Joseph Heller, *Catch-22*

Bobbie Ann Mason, *In Country*

Robert Olen Butler, *A Good Scent from a Strange Mountain*

### **REQUIRED VIEWING**

One of the following films:

*All Quiet on the Western Front*

*The Best Years of Our Lives*

*Coming Home*

*Apocalypse Now*

*Born on the Fourth of July*

### **GRADING**

Your final grade will be determined as follows:

Critical Paper	20%	Reading Responses	4%
Mid-Term Exam	30%	Quizzes	6%
Final Exam	35%	Participation	5%

Outcomes:

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
  - a. Standard literary terminology
  - b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.





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

A. New Courses:

1. If proposing to substitute new courses for old ones, list old and new course descriptions side by side. Please also highlight any changes in number of units or grade type.
2. Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the beginning of this template.

Catalog Copy (Present)

III. Developing Cognitive Abilities

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

*At least three (3) units of College Composition must be completed in the student's first two semesters as a part of the First Year Experience program. Students with qualifying SAT B Writing scores of 670 or higher or ACT English scores of 94% or higher will be placed in the three unit WRI120, Honors in College Composition Writing and Research. If these students prefer to take five (5) units of WRI110 rather than three (3) units of WRI120, they may opt out of WRI120 and take WRI110. Students may not take WRI115, College Composition, alone to replace WRI120: Writing and Research.*

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

- [WRI 110 - College Composition: Writing and Research - First Year Experience \(GE\)](#)

**WRI 110 - College Composition: Writing and Research - First Year Experience (GE)**

(5)

A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing, the course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level

Catalog Copy (New)

**III. Developing Cognitive Abilities**

**B. Critical Thinking and Communication [2 courses; 5-7 units]**

*Students with qualifying SAT B Writing scores of 670 or higher or ACT English scores of 94% or higher will be placed in the three unit WRI120, Honors in College Composition Writing and Research. If these students prefer to take four (4) units of WRI110 rather than three (3) units of WRI120, they may opt out of WRI120 and take WRI110.*

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

**WRI 110 - College Composition: Writing and Research - First Year Experience (GE)**

(4)

A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course.

Prerequisite(s): A diagnostic exam given in the

<p>conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course.</p> <p>Prerequisite(s): A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in <a href="#">WRI 097</a>.</p> <p>V. Seeking Cultural Perspectives D. Literature [2 courses; 5-6 units] <i>Two courses, at least one from the Masterpieces category.</i></p> <p>Masterpieces:</p> <ul style="list-style-type: none"> <li>LIT 201—Masterpieces of World Literature I (GE) (3)</li> <li>LIT 201—Masterpieces of World Literature II (GE) (3)</li> <li>LIT 201—Masterpieces of World Literature III (GE) (3)</li> </ul> <p>Great Works:</p> <ul style="list-style-type: none"> <li>LIT 205—Great Works in a Literary Genre: The Novel (GE) (2)</li> <li>LIT 206—Great Works in a Literary Genre: Drama (GE) (2)</li> <li>LIT 207—Great Works in a Literary Genre: Poetry (GE) (2)</li> <li>LIT 208—Great Works in a Literary Genre: Short Story (GE) (2)</li> <li>LIT 209—Great Works in a Literary Genre: Film (GE) (2)</li> <li>LIT 325—Children’s Literature (GE) (3)</li> </ul>	<p>beginning of the semester will determine if the student needs to co-enroll in <a href="#">WRI 097</a>.</p> <p>V. Seeking Cultural Perspectives D. Literature [2 courses; 5 units] Lower Division</p> <ul style="list-style-type: none"> <li>LIT 200—Literature and Culture (GE) (2)</li> </ul> <p>Upper Division <i>One of the following courses is required:</i></p> <ul style="list-style-type: none"> <li>LIT 350—World Literature (GE) (3)</li> <li>LIT 351—World Cinema (GE) (3)</li> <li>LIT 352—Diverse Voices in American Literature (GE) (3)</li> <li>LIT 353—Women Writers (GE) (3)</li> </ul>
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<p>Old Descriptions</p> <p><b>WRI 110 - College Composition: Writing and Research - First Year Experience (GE)</b></p> <hr/> <p>(5)</p> <p>A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing, the course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are</p>	<p>New Descriptions</p> <p><b>WRI 110 - College Composition: Writing and Research - First Year Experience (GE)</b></p> <hr/> <p>(4)</p> <p>A comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are</p>
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<p>major components of the course.</p> <p>Prerequisite(s): A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in <a href="#">WRI 097</a>.</p> <p>The course below represents all Great Works courses (205, 206, 207, 208, and 209).</p> <p><b>LIT 205 - Great Works in a Literary Genre: The Novel (GE)</b></p> <hr/> <p>(2)</p> <p>An analysis and study of major representative examples of the novel; may include shorter works of fiction. Offered on a Quad basis.</p> <p>Prerequisite(s): Successful completion of the College Composition requirement (5 units).</p> <p>The course below represents all Masterpiece courses (201, 202, and 203).</p> <p><b>LIT 203 - Masterpieces of World Literature III (GE)</b></p> <hr/> <p>(3)</p> <p>A survey of literary classics from Realism and Naturalism through the Postmodern period. Includes work by authors such as Flaubert, Dostoevsky, Yeats, Ibsen, Joyce, Pirandello, Eliot, Woolf, Camus, Lessing, Gide, Akhmatova, Kafka, Bachman, Beckett, Achebe, Walcott, El Saadawi, and Desai.</p> <p>Prerequisite(s): College Composition (5 units).</p>	<p>major components of the course.</p> <p>Prerequisite(s): A diagnostic exam given in the beginning of the semester will determine if the student needs to co-enroll in <a href="#">WRI 097</a>.</p> <p><b>LIT 200 – Literature and Culture (GE)</b></p> <hr/> <p>(2)</p> <p>A study of representative works of literature in cultural contexts.</p> <p><b>LIT 350 – World Literature (GE)</b></p> <hr/> <p>(3)</p> <p>An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p><b>LIT 351 – World Cinema (GE)</b></p> <hr/> <p>(3)</p> <p>An advanced study of representative works of</p>
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	<p>world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing works within their cultural contexts.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p><b>LIT 352 – Diverse Voices in American Literature (GE)</b></p> <hr/> <p>(3)</p> <p>An advanced study of selective works written by Americans who have lived and written from the margins of American society.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p> <p><b>LIT 353 – Women Writers (GE) (WS)</b></p> <hr/> <p>(3)</p> <p>An advanced study of selected works written by women; themes and genres studied may vary. The course focuses on questions related to gender, class, and race.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement, LIT 200 Literature and Culture, and Junior or Senior standing.</p>
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Note: Please list other departments using this course\_The courses listed above are General Education courses used by all departments and schools. \_\_\_\_\_

B. New Majors and Minors

1. If proposing a new major, minor or concentration, complete the boxes below with required catalog information.
2. Keep in mind academic policies with regard to number of units for majors, minors, etc. See resource section at the beginning of this template.

Program Name and introductory text if any:
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Program Learning Outcomes (majors only):

Lower Division Requirements and Unit Numbers for Majors. All Requirements for Minors or Concentrations. (Highlight new or revised classes in red.)

**Total Lower Division Units** \_\_\_\_\_

Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)

**Total Upper Division Units** \_\_\_\_\_

Elective Options (Highlight new or revised classes in red.)

**Total Required Elective Units**..... \_\_\_\_\_

Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.)

**Total Required Concentration Units**..... \_\_\_\_\_

**Total Program Units**..... \_\_\_\_\_

Notes (if any) to be included at the bottom of new program catalog copy:

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

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

As of 11/14/14, 15 faculty members have recorded their votes. 14-Yes 1-No

**VI. Library Impact:**

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.) Please consult the check off list at the end of the template.

The proposals do not require any library acquisitions beyond the routine acquisitions done annually by the department.

**VII. Technological Impact:**

What additional or new software, hardware, lab space or tech supported space will be needed to support the proposed changes? (If none, please state that.) For hybrid, online or video conferencing proposals, please answer questions at the end of the template.

The proposals will have no technological impact.

**VIII. Records and Graduation Requirements Impact:**

1. Have course number changes been discussed with Records?

Not yet

2. Have you verified meeting minimum number of units for majors or minors with proposed changes?

Yes

3. If changing a course from upper to lower division (or vice versa), have you verified that changes meet minimum standards for majors, minors and or graduation?

Yes

4. For proposed elimination or changes of courses, can you confirm that they are not used by other departments, or that those departments will not be affected?

The total number of GE units have been reduced by 1 unit.

**IX. WASC Credit Hour Standards:** All new course proposals must meet the standards as set by the United States Department of Education with regard to the credit hour definition. One semester unit represents an hour (minimum fifty minutes) of class time per week for at least 15 weeks (Carnegie definition). Two hours of preparation are normal for each hour of class. **Please state how this new course(s) will meet those minimum requirements. See section on distance learning to answer questions on hybrid, online, and video conferencing courses.**

**Direct instructional hours are equivalent to the following:**

- 1 credit hour =750 minutes instructional time
- 2 credit hours=1,500 minutes
- 3 credit hours=2,250 minutes
- 4 credit hours=3000 minutes
- 5 credit hours=3750 minutes

**X. Final Summary: Review course and staffing impact with your College Dean or appropriate administrator.**

**Total course additions: 4**

**(Wri 110, Lit 200, Lit 350, Lit 352)**

**Total course deletions: 10**

**(Wri 110, Wri 115, Lit 201, Lit 202, Lit 203, Lit 205, Lit 206, Lit 207, Lit 208, Lit 209)**

**Total unit additions: 13**

**Total unit deletions: 27**

**Rotation of courses or deletion of sections to accommodate additions: Lit 200 will be offered as many times annually as all of the Great Works courses are currently being offered. Lit 350, 351, 352, and 353 as a group will be offered as many times annually as Lit 201, 202, and 203 as a group are currently being offered. Lit 325, currently an option in the Great Works category, will be offered as often as demand dictates.**

**Staffing impact/increase or decrease: The changes will have no impact on staffing in the GE literature offerings because the total number of sections taught as GE literature courses will not change.**

**The changes resulting from the reduction of Wri 110 from 5 units to 4 will reduce staffing needs by approximately 22 units annually.**

**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.**

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

Current Descriptions	New Descriptions
<p><b>LIT 371 - World Cinema</b></p> <hr/> <p>(3)</p> <p>An advanced study of representative works of world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing the works within their cultural contexts.</p> <p>Recommended: <a href="#">LIT 250</a>.</p>	<p><b>LIT 351 – World Cinema (GE)</b></p> <hr/> <p>(3)</p> <p>An advanced study of representative works of world cinema. Class inquiry focuses on film narrative, art, and theory. Includes a variety of eras and genres, placing works within their cultural contexts.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement and Junior or Senior standing.</p>
<p><b>LIT 437 - Women Writers (WS)</b></p> <hr/> <p>(3)</p> <p>Considers women writers from a specific chronological period from the Middle Ages through the 20th century. The time period, themes and genres considered vary from year to year. The course focuses on questions related to gender, class, and race. Offered spring semester 2014.</p> <p>Recommended: <a href="#">LIT 250</a>.</p>	<p><b>LIT 353 – Women Writers (GE) (WS)</b></p> <hr/> <p>(3)</p> <p>An advanced study of selected works written by women; themes and genres studied may vary. The course focuses on questions related to gender, class, and race.</p> <p>Prerequisite(s): Fulfillment of the College Composition requirement and Junior or Senior standing.</p>
<p><b>WRI 097-Writing Skills Tutorial (0)</b></p> <p>An intensive one-on-one tutorial required of those enrolled in College Composition courses designated as WRI 110, WRI 115, or WRI 116 whose SAT or ACT scores qualify them, or</p>	<p><b>WRI 097-Writing Skills Tutorial (0)</b></p> <p>An intensive one-on-one tutorial required of those enrolled in College Composition courses designated as WRI 110 or WRI 116 whose SAT or ACT scores qualify them, and/or who demonstrate on the diagnostic essay exam the need for extra instruction and support</p>



<p>who demonstrate on the assessment exam the need for extra instruction and support regarding the process of writing thesis-based manuscripts. Attention is given to grammatical correctness, sentence-level conventions, thesis construction, and coherence among well-developed paragraphs. Includes a laboratory fee.</p> <p>This change will require a change in the note in the GE section III. B</p> <p><i>*A diagnostic exam given in the beginning of the semester will determine if the student needs to enroll in WRI 097, along with WRI 110, WRI 115, or WRI 116.</i></p>	<p>regarding the process of writing thesis-based manuscripts. Attention is given to grammatical correctness, sentence-level conventions, thesis construction, and coherence among well-developed paragraphs. Includes a laboratory fee.</p> <p>This change will require a change in the note in the GE section III. B</p> <p><i>*Qualifying SAT or ACT scores and/or the diagnostic essay exam given in the beginning of the semester will determine if the student needs to co-enroll in WRI 097, along with WRI 110 or WRI 116.</i></p>
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## II. 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 changes are needed to move the courses into the GE menu.

### **Final Check-off List:**

The College Dean or appropriate administrator has been consulted.

in process All affected departments have been contacted and the results are indicated in the proposal.

in process\_ The proposal has been voted on by the department.

Appropriate contacts have been made with the director of the library as well as media services. With whom have you spoken?  no one \_\_\_\_\_

Staffing impact has been addressed.

For hybrid, online and video conferencing courses, the Dean of Extended Learning has signed off verifying appropriate pedagogical expertise.

Appropriate budget considerations have been reviewed.

in process  Office of Records has been consulted for appropriate course numbering sequences for face to face and/or hybrid and online courses.

**DISTANCE EDUCATION FORM: HYBRID, ONLINE, or VIDEO CONFERENCING COURSE (S) (FOR NEWLY PROPOSED COURSES ONLY) For courses moving from face to face, please submit a tracking form.**

**Acceptable definitions:**

**1-25%=web facilitated, course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system like Eclass or web pages to post syllabi and assignments**

**26-79%=hybrid/blended, course blends online and face-to-face delivery. A substantial proportion of the content is delivered online, and it typically uses online discussion and has a reduced number of face to face meetings.**

**80-100%=online, the course has the majority of content delivered online. It typically has no face to face meetings.**

1. How would an online, hybrid or video conferencing format provide a unique learning experience not found in a typical face to face learning environment? Explain.
2. What unique pedagogical expertise and qualifications would be needed to teach this course (s) and how will that be accommodated? For instance, has the designated professor had explicit instruction in these mode(s) of delivery and received university approved certification? Explain in detail.
3. How will WASC credit hour standards be met for online or hybrid courses? These types of courses force the institution to think in terms of a “learning time” model rather than contact hour model. The faculty member should think in terms of 9-12 hours of workload for a 3 unit course per week bases on a 15 week course. Thus, for hybrid courses, there should be an explanation of how time will be divided between face to face and online learning (what kinds of activities\* will

there be). For online courses, there should be a description of what types of activities\* will be employed in order to meet the standard(s).

(\*Possible activities: discussion board forums, assessments (tests & quizzes), presentations from instructor, viewing multi-media content, group problem solving, reading or posting blogs, group projects, reading of textbooks, research, reflective writing, journaling, participation in virtual or live field trips)

4. What type(s) of assessment(s) will be used to gain feedback on student learning for the course? For instance, in addition to student evaluations, how will the professor know that student learning outcomes have been met?
5. Because students will not be in class in the traditional sense, what kinds of strategies for student success and building community in blended and or online courses will be in place? Examples might include advising strategies, students connecting to each other through chats or discussion boards, virtual office hours, etc. How will mission (i.e., integration of faith) be incorporated in the course?
6. Are other institutions offering this course(s) in these formats? Will this/these modes of delivery make PLNU more innovative or competitive? Give specific examples.
7. Please describe software and hardware specifications for students and faculty as well as additional technical support that will be needed.
8. How will students who require academic accommodations be supported in a hybrid or online format?
9. In what states do you foresee this course being offered? Has state authorization been completed with those states (other than California)? Refer to the office of IE and IR.