

## ACADEMIC POLICIES COMMITTEE

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

#### DEADLINES:

1. Review any proposed changes in person with your College Dean by **October 1**, prior to submitting the proposal to APC;
2. Submit a short narrative to the APC chair highlighting the proposed changes by **October 13**;
3. Final proposals are due no later than **November 11, PROPOSALS SUBMITTED AFTER THAT DATE WILL BE CONSIDERED FOR THE 2013-2014 CATALOG.**

#### BASIC ASSUMPTIONS - 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 before the proposal is sent to APC;
6. Will be recommended for consideration by APC to the faculty at large;
7. Are finally voted on by the entire faculty.

**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.**

<b>NAME OF SCHOOL OR DEPARTMENT: School of Education</b>
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**ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE:** To include in the Bachelor of Arts, Liberal Studies Degree an **additional track** that does not include the teaching methods courses. The new track would be designed for students who want an interdisciplinary Bachelors degree without the blended teacher education feature. In addition, we propose to **rename the Liberal Studies degree** to be called “Cross-Disciplinary Studies” and to **re-design the concentrations** for the current Liberal Studies degree to be more relevant to both tracks of students.

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

Proposal I: To rename the Liberal Studies degree to become *Cross-Disciplinary Studies: Teacher Education*, and *Cross-Disciplinary Studies: Integrated Education*.

Proposal II: To add an additional track to the current Liberal Studies degree in the School of Education to be called *Cross-Disciplinary Studies: Integrated Education*, and to that track add a senior course called **EDU415**, *From Shape to Send: Teaching and Learning for Personal and Professional Development*

Proposal III: To change the three choices within the History/Social Science concentrations from 1) American Studies, 2) Constitutional Studies and 3) International Studies to 1) *Urban American Studies* and 2) *International Studies*

Proposal IV: To add two 12-unit concentrations to the choices available to all Liberal Studies majors, to be called **Pre-Business Emphasis**, and *Media Communication Emphasis*.

Proposal V: To add *LIT535, Methods of Teaching English*, to the Reading, Language and Literature Concentration, English Emphasis

**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.

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?

Currently, the Liberal Studies degree at Point Loma Nazarene University is only marketed to the individual who will eventually seek their Multiple Subjects Teaching Credential. **A number of students, however, enter the university choosing Liberal Studies as their major, and in the midst of their program decide against a career in the elementary classroom.** Because the major includes four credential courses, four courses in classroom methodology and 60 hours of fieldwork, these students end up taking 8 courses they will not utilize because they want the Liberal Studies degree nonetheless. We have found in the last 4 years of exit data that approximately 40% of PLNU students in the Liberal Studies degree chose not to seek the teaching credential after they had finished their bachelor's degree, which grew to 57% in 2010-11 because of the uninviting job market in the teaching career at this time. We are encouraged by market trends, expected retirements and by school administrators across California that the teaching market will be flourishing in 3-5 years, but each year we have a number of students who know by their junior year they will not be seeking their teaching credential and would have

liked an alternative route within the Liberal Studies degree. This past year, the data told us:

- 43% of Liberal Studies graduates (26 total) in 2010-11 sought the teaching credential after graduation. 57% have not attended any credential program.
- 2 of 26 Liberal Studies graduates were below the GPA criteria and would have liked an alternate route rather than continuing to take Teacher Education courses.
- 5 of 23 Liberal Studies graduates asked for alternative coursework as they entered their junior year, noting they were not feeling called to the classroom.

**These statistics, research about specialized and technical education, and research of other universities who offer a Liberal Studies/Interdisciplinary degree leads us to pursue an alternative route within our current Liberal Studies degree called “Cross-Disciplinary Studies: Integrated Education” (Proposal I).**

**Proposal II** suggests adding the course **EDU415**, *From Shape to Send: Teaching and Learning for Personal and Professional Development*, to the “Integrated Education” track. This will give students a senior experience where they must actively integrate knowledge of self, faith, their chosen emphasis of study and their education coursework into a signature assignment built upon the integrated learning experiences across disciplines. We will eliminate one section of EDU324 each year in order to accommodate for the addition of this course, offered just once per year.

With regards to the History/Social Science concentration choices in the Liberal Studies degree (**Proposal III**), every Liberal Studies/Cross-Disciplinary Studies major would still be required to choose a 12-unit concentration giving them a body of courses in one area to explore in depth. The History and Social Science concentrations are selected very infrequently by our students, so the purpose is to re-design them to become more relevant to both sets of students, those on the “teacher education track” and those on the “integrated education” track.

Over the past 5 years, only 11 of 384 Liberal Studies majors have chosen a concentration in the History/Social Science category. 4 of those were in the *American Studies* emphasis, and 7 were in the *International Studies* emphasis.

The goal is to create two concentrations in the History and Social Science area called 1) Urban American Studies and 2) International Studies. These concentrations would be relevant and attractive to students who plan to study, teach, serve or work in urban America or in international settings, and the following courses would support these experiences (developed in collaboration with the History/Political Science Department):

Urban American Studies Emphasis:

HIS370 (4) – California History, required for Liberal Studies teacher track AND Interdisciplinary Professional Studies track

Choose 2 courses from:

HIS480 (4) – Seminar in San Diego History

POL360 (4) – Urban Politics (offered Spring every two years)

HIS435 (4) - Asian American History: 1800 to the present

HIS425 (4) – United States since 1914

International Studies Emphasis:

Choose 1 course from:

SOC201 (3) – Cultural Anthropology

POL290 (3) – World Regional Geography

POL230 (4) – Intro to International Relations

Choose 2 courses from:

POL437 (4) – International Economics (crosslisted as ECO410)

POL435 (4) – Global Governance

HIS355 (4) – Modern Middle East

HIS415 (4) – Europe and the World

**Proposal IV requests that we add two concentrations called Business Foundations, and Media Communication.** We expect this will be most attractive to the Integrated Education track, but will be available as well to the Teacher Education track.

**Proposal V suggests adding *LIT535, Methods of Teaching English, to the Reading, Language and Literature Concentration, English Emphasis.*** This course is an attractive option for the upper elementary teacher who will teach literature in 4<sup>th</sup>-8<sup>th</sup> grade, as well as for the growing number of Multiple Subject candidates who are choosing to obtain a secondary credential at the same time. Adding this course to the concentration would give candidates headed for the upper elementary classroom, as well as the dual credential candidate, the secondary methods course required of Single Subject English teacher candidates.

## 2. What are comparable universities and colleges doing?

The following are examples of universities that offer a Liberal Studies degree with both a teacher education strand and a “generalist” strand:

California State University, Fresno – “*all Liberal Studies students complete the same program of 99-103 units of general education and major courses but then have several ways in which they may complete their degree. For those pursuing a Multiple Subject Credential, most of the credential courses may be included in a carefully planned four-year program.*”(CSU Fresno website)

Pepperdine University – “*The Liberal Arts major provides a cross-disciplinary academic degree for students interested in pursuing a Multiple Subject Teaching Credential OR those interested in cultivating a comprehensive academic understanding of the disciplinary areas particular to liberal arts. Liberal Arts students interested in teacher education will be able to meet subject matter program requirements for the California 2042 Multiple Subject Teaching Credential. The major includes three education courses for teacher education students. Students with other career goals may select from these or different courses to complete degree requirements.*”

The University of Oklahoma – “*the BA LS was not designed as a vocational degree. Instead, it was created as a life-enhancing educational degree of interdisciplinary education which regards knowledge as a unified whole. Some positions, such as teaching, require additional experience and/or education.*”(University of Oklahoma website)

Santa Clara University – “*The liberal arts major at Santa Clara University has long been known as the pre-teaching major, designed for undergraduates interested in a career in elementary school teaching or students seeking a broad background in the liberal arts and sciences. Liberal Studies is ideal for those whose career aspirations include social work, mediation and family law, youth center management, child care, school counseling, speech therapy, political advocacy, and careers in the non-profit sector centered on children, youth, and families.* (Santa Clara University website)

Other universities offer the Liberal Studies degree as a pure Liberal Arts degree with no connection to, or expectation of, progression to a teaching credential:

Georgetown University – *“In today’s ever-changing business climate the Liberal Studies degree provides students a strong foundation to become leaders within their local, national and international communities. The 13 core courses provide the foundations for successful undergraduate study from the liberal studies perspective. In addition to the cores courses, you must complete 48 credits in one of 13 concentrations.”* (Georgetown University website)

\*Note: none of the 13 concentrations are Education concentrations

UC Berkeley – *“The Interdisciplinary Studies Major at UC-Berkeley offers students the opportunity to develop an individualized cross disciplinary major utilizing courses from the sciences, the humanities, and/or the professional schools and colleges. It also enables students to apply key concepts and theoretical instruments from several disciplines to the research design and execution of a senior thesis.”* (UC Berkeley website)

Southern Nazarene University – Our sister university offers two separate degrees called Education - Liberal Studies, and Elementary Education.

*“The Education Liberal Studies major is for an individual who is interested in a broad liberal arts education, or may have started a teacher education program but discovers an incompatibility with the expectations of the teaching profession. This candidate may be interested in parenting and family relationships, has interest in church or business responsibilities and desires to combine these areas with education, or may not have a clear vocational goal. This candidate is not seeking a standard teaching certificate.”* (SNU 2011-2012 Undergraduate Catalog)

It is clear that the PLNU Blended program of Liberal Studies and Multiple Subject Teaching Credential is a rare and attractive option for those students headed to the Elementary classroom, as not many universities offer the blended option. In addition, the opportunity to be a Liberal Studies/Cross-Disciplinary Studies major in order to receive a diverse and broad education would be beneficial for many students who have not yet made a career choice.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)? No

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

It is the hope of the School of Education that the additional track in the Liberal Studies degree embraces a broader scope of options and possibilities for the student who intentionally chooses a Christian, Liberal Arts university and seeks an interdisciplinary experience. This is a gap that needs to be filled, and a Christian, faith-based interdisciplinary education is one of the best ways to prepare for an unknown future, personally, professionally and spiritually. **The Liberal Studies degree should offer a variety of experiences and serve the integrated individual. Cross-disciplinary education gives meaning, provides motivation and purpose, and offers a broad experience in a variety of departments, lending a critical perspective that enables the student to adapt his/her competence to a changing world.**

The change in the concentration choices is related to the mission of the university in that we are preparing individuals for service in the most needed arenas, urban neighborhoods and international setting where our candidates can prepare for such settings in the safety of our university oversight in order to be transformational influences when they leave our venue.

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 Liberal Studies degree is a 128-unit major and currently incorporates 24 upper division units, and 9 lower division units, specifically for the classroom teacher. Twelve of those units also satisfy requirements toward the Multiple Subjects Teaching Credential. Also within the major is 60 hours of classroom experience required as part of both the degree and the credential which students begin to satisfy their sophomore year. These requirements are of great benefit to those Liberal Studies majors who intend to have a career as an elementary classroom teacher, as they are satisfying credential requirements in an undergraduate, blended program which is attractive to students who are certain they want to become teachers. For those students who are unsure, or change their mind about their intended career, this available track fills the gap for them, allowing them to not have to change their major and be exposed to a number of departments and courses that might illuminate a different interest or passion.

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

We aim to serve the same number of students who currently choose Liberal Studies as their major (approximately 100 students), and offer them a choice point by substituting 8 classroom-focused courses with 8 alternative courses across the same departments.

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

Yes. Creating an additional path for the Liberal Studies major will better serve the students who are already choosing Liberal Studies as a major, re-routing them to courses that already exist which will create no additional human or financial resources at this time or in the foreseeable future.

8. State other rationale that you deem appropriate.

A cross disciplinary degree utilizes courses from the sciences, social sciences, the humanities, and the professional schools and colleges. Research tells us that the generation of students in our university today may change careers multiple times, quite different from the generations who have preceded them. Because the Liberal Studies degree serves broad objectives and purposes, in addition to the Multiple Subjects Teaching Credential, the Liberal Studies degree is attractive to students who will be looking for a different career choice. **Interdisciplinary education tends to be more adaptable to the variety of careers one may enter, to include areas of employment that are not even in existence today** (NYU Steinhardt School of Culture, Education, and Human Development. New York University, 2011. Web. 10 Aug,

2011). It can assist the individual in understanding and solving personal problems, helps preserve and enhance a free society, and integrates isolated bodies of factual information into some sense of unity and thus facilitates decision-making and problem solving. The incredible volume of sources created by the explosion of knowledge demand that the individual select, synthesize, generalize, evaluate, and apply diverse and fragmented learning. Putting all these pieces together is the work of interdisciplinary education, offered through the Liberal Studies and/or Cross-Disciplinary Studies degree at a number of institutions at the university level.

- 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 four course learning outcomes at the most.**

**Syllabus: see attachment C**

**Student Learning Outcomes**

***Students will:***

1. Develop a ***Personal & Professional Life-Direction Plan*** integrating learning experiences and knowledge from their major and all areas of their academic study, their faith, and their understanding and development of their Strengths
2. Demonstrate and utilize a ***research-based focus*** for work, personal life, and interests
3. Demonstrate **ability to speak to a variety of audiences** in a clear, coherent, and organized manner
4. **Write clearly and coherently** for a diverse range of audiences and purposes
5. Discern and address **moral and spiritual foundations for living and implications for teaching and learning**

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

See attachment B.

- 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. Department chairs and affected professors have been contacted personally to recommend an appropriate course(s) for the new "Integrated Education" track. The proposal has been vetted twice with the Teacher Education Committee, suggested changes were made and committee

members took the proposal back to their departments for a final vetting. 100% of School of Education faculty voted in support of this proposal.

**VI. Library Impact:**

What new library acquisitions, if any, will be needed to support the proposed changes?  
(If none, please state that.)

There are no new library acquisitions needed.

**VII. Technological Impact:**

What new software, hardware or additional lab space will be needed to support the proposed changes? (If none, please state that.)

There are no new technological needs associated with this proposal.

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

**Total course additions: 1**

**Total course deletions: 0**

**Total unit additions: 0**

**Total unit deletions: 0**

**Rotation of courses or deletion of sections to accommodate additions: 1**

**Staffing impact/increase or decrease: 0**

**Final Check-off List:**

The College Dean has been consulted.

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

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.



Attachments

**A) Proposed sequence of courses for each track of Cross-Disciplinary degree**


The following chart will show the current requirements for the Bachelor of Arts in Liberal Studies, and the proposed changes to create an additional track for students who opt not to pursue the teaching credential within the Bachelor’s degree called “Cross-disciplinary Studies: Integrated Education”. All students would begin the Cross-disciplinary Studies degree together satisfying the GE requirements currently in the degree, as well as two courses in the Education department, *Legal, Ethical and Wesleyan Perspectives on Education* (EDU304) and *Research-Based Learning Theory* (EDU402), both fundamental understanding of learning courses whose application spans all learning environments. All students would also continue to take the 2 Elementary Mathematics courses currently required for all Liberal Studies students, MTH 213 and MTH 223, for two reasons: the fundamental math concepts in these courses are useful skill building experiences, and, any student who may choose to go the teacher track would need to have these two courses finished sophomore year (these courses could be substituted for other math courses at the request of the student).

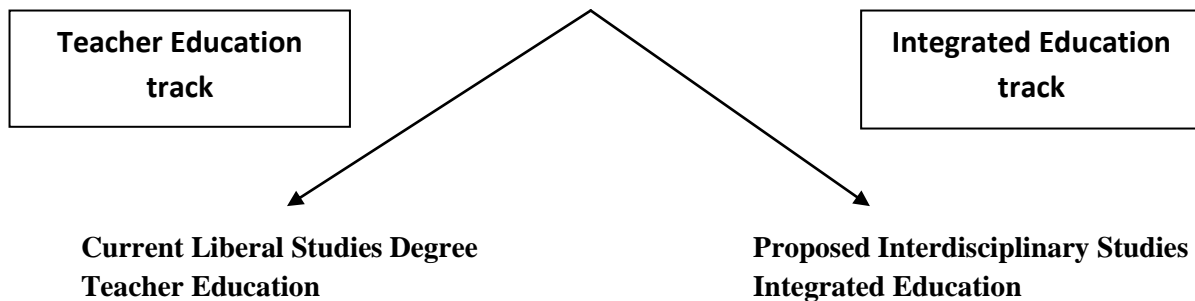
**Current Liberal Studies Degree,  
“Teacher Education”**

**Proposed Cross-Disciplinary Studies,  
“Integrated Education”**

Typical Freshman Year	Units	Typical Freshman Year	Units
Psychology of Personal Development (PSY101) <b>GE</b>	4	<b>SAME</b>	
College Composition (WRI110) <b>GE</b>	5		
Old Testament History and Religion (BIB101) <b>GE</b>	2		
New Testament History and Religion (BIB102) <b>GE</b>	3		
Intro to Art (ART100 or 102)OR Intro to Music (MUH100) <b>GE</b>	2 (3)		
Principles of Human Communication (COM100) <b>GE</b>	3		
Intro to Theater (TRE101)	2		
Foreign Language 1 (SPA/FRE/GER 101)	4		
Foreign Language 2 (SPA/FRE/GER 101) <b>GE</b>	4		
Fitness Through Movement (PED100) OR Optimal Health (PED300) OR Personal, Family, and Community Health (FCS315) <b>GE</b>	1 (2) (3)		
World Civilizations 1 (HIS110) <b>GE</b>	3		
Intermediate Algebra (MTH 113) or passage of placement test	3		
<b>TOTAL FRESHMAN UNITS</b>	33-39		



Typical Sophomore Year	Units	Typical Sophomore Year	Units
Legal, Ethical and Wesleyan Perspectives on Education (EDU304)	3	<b>SAME</b> 	
Intro to Philosophy (PHL201) OR Ethics (PHL211) <b>GE</b>	3		
Concentration Course of choice	3-4		
Elementary Mathematics I (MTH213)	3		
World Civilizations 2 (HIS111) <b>GE</b>	3		
Research-Based Learning Theory (EDU402)	3		
LIT201, 202 or 203 (Masterpiece) <b>GE</b>	3		
Introduction to Biology (BIO103) <b>GE</b>	4		
Elementary Mathematics II (MTH223)	3		
Child and Adolescent Development (FCS120) OR Developmental Psychology (PSY308)	4		
Cultural Anthropology (SOC201) OR Politics of Race, Class, Gender (POL190) <b>GE</b>	3-4		
<b>TOTAL SOPHOMORE UNITS</b>	35-37		



Typical Junior Year	Units	Typical Junior Year	Units
California History (HIS370)	4	<b>SAME</b>	4
Physical Science w/lab (PSC110) <b>GE</b>	4	<b>SAME</b>	4
Concentration course of choice	3-4	<b>Concentration course of choice</b>	3-4
Children's Literature (LIT325)	3	<b>SAME</b>	3
Visual Arts in the Classroom (ART319)	3	ART 325 Topics in Non-Western Art OR MUH334 World Music	3 (2)
Problem Solving (MTH303) OR Calculus w Applications (MTH144) OR Calculus I (MTH164) <b>GE</b>	3-4	<b>SAME</b>	3-4
Principles of Language Acquisition (EDU306)	3	SOC360 Race and Ethnicity	3
Any Elective – Recommend POL165 to fulfill US Constitution Exam	2-4	LIT 371 World Cinema <i>OR</i> LIT 448 Post Colonial Literature	3 (3)
Earth Science (PSC103)	4	BUS 382 Entrepreneurship	2
<b>TOTAL JUNIOR UNITS</b>	29-33		27-30

Typical Senior Year	Units	Typical Senior Year	Units
EDU324 Differentiated Mathematics Instruction for all Learners	3	ECO 320 Urban Economics	2
Concentration Course of choice	3-4	<b>SAME</b>	3-4
CHU395 The Christian Tradition <b>OR</b> (THE306) The Life of Holiness <b>GE</b>	3	<b>SAME</b>	3
PED308 PE for Children	3	PED301 Contemporary Health Issues	2
MUE341 Music Skills for the Elementary Classroom Teacher	3	COM365 Intercultural Communication	3
		<b>EDU415</b> Personal Strengths Application and Research	2
<b>TOTAL SENIOR UNITS</b>	15-16		15-16

B) CURRENT CATALOG COPY:

PROPOSED FOR NEW TRACK:

<b>LOWER-DIVISION REQUIREMENTS</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIB 101	Old Testament History and Religion	2
BIB 102	New Testament History and Religion	3
BIO 103	Introduction to Biology	4
COM100	Principles of Human Communication	3
HIS 110	World Civilizations I	3
HIS 111	World Civilizations II	3
MTH 113	Intermediate Algebra (or passing placement exam scores)	3
MTH 213	Fundamentals of Elementary Mathematics I	3
MTH 223	Fundamentals of Elementary Mathematics II	3
<b>PSC 103</b>	<b>Earth Science (extra for LS majors)</b>	<b>4</b>
PSC 110	Physical Science	4
PSY 101	Psychology of Personal Development <i>OR</i>	4
PSY 103	General Psychology	(3)
TRE 101	Introduction to Theatre	2
WRI 110	College Composition <i>OR</i>	5
WRI 115	College Composition (Writing) <i>AND</i>	(3)
WRI 116	College Composition (Research)	(2)
<b><i>Choose one course from the following 3 courses:</i></b>		
FCS 315	Personal, Family, and Community Health	3
PED 100	Fitness Through Movement	1
PED 300	Optimal Health	2
<b><i>Choose one course from the following 2 courses:</i></b>		
POL 190	The Politics of Race, Class, and Gender	4
SOC 201	Cultural Anthropology	3

<b>LOWER-DIVISION REQUIREMENTS</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIB 101	Old Testament History and Religion	2
BIB 102	New Testament History and Religion	3
BIO 103	Introduction to Biology	4
COM100	Principles of Human Communication	3
HIS 110	World Civilizations I	3
HIS 111	World Civilizations II	3
MTH 113	Intermediate Algebra (or passing placement exam scores)	3
MTH 213	Fundamentals of Elementary Mathematics I	3
MTH 223	Fundamentals of Elementary Mathematics II	3
<b>BUS 382</b>	<b>Entrepreneurship</b>	<b>2</b>
PSC 110	Physical Science	4
PSY 101	Psychology of Personal Development <i>OR</i>	4
PSY 103	General Psychology	(3)
TRE 101	Introduction to Theatre	2
WRI 110	College Composition <i>OR</i>	5
WRI 115	College Composition (Writing) <i>AND</i>	(3)
WRI 116	College Composition (Research)	(2)
<b><i>Choose one course from the following 3 courses:</i></b>		
FCS 315	Personal, Family, and Community Health	3
PED 100	Fitness Through Movement	1
PED 300	Optimal Health	2
<b><i>Choose one course from the following 2 courses:</i></b>		
POL 190	The Politics of Race, Class, and Gender	4
SOC 201	Cultural Anthropology	3

<b>Choose one course from the following 5 courses:</b>		
ART 100	Introduction to Art	2
ART 102	Fundamentals of Art	3
ART 200	History of Art I	3
ART 201	History of Art II	3
MUH 100	Introduction to Music	2
<b>Choose one course from the following 2 courses:</b>		
PHL 201	Introduction to Philosophy	3
PHL 211	Ethics	3
<b>Choose one course from the following 3 courses:</b>		
LIT 201	Masterpieces of World Literature I	3
LIT 202	Masterpieces of World Literature II	3
LIT 203	Masterpieces of World Literature III	3
<b>One of the following sequences:</b>		
SPA 101 and 102	Elementary Spanish I and II	8
FRE 101 and 102	Elementary French I and II	8
GER 101 and 102	Elementary German I and II	8
	<b>TOTAL</b>	<b>57-60</b>
<b>UPPER-DIVISION REQUIREMENTS</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
ART 319	Visual Arts for the Classroom	3
HIS 370	California History	4
LIT 325	Children's Literature	3
MUE 341	Music for Elementary Teachers	3
PED 308	Physical Education for Children	3

<b>Choose one course from the following 5 courses:</b>		
ART 100	Introduction to Art	2
ART 102	Fundamentals of Art	3
ART 200	History of Art I	3
ART 201	History of Art II	3
MUH 100	Introduction to Music	2
<b>Choose one course from the following 2 courses:</b>		
PHL 201	Introduction to Philosophy	3
PHL 211	Ethics	3
<b>Choose one course from the following 3 courses:</b>		
LIT 201	Masterpieces of World Literature I	3
LIT 202	Masterpieces of World Literature II	3
LIT 203	Masterpieces of World Literature III	3
<b>One of the following sequences:</b>		
SPA 101 and 102	Elementary Spanish I and II	8
FRE 101 and 102	Elementary French I and II	8
GER 101 and 102	Elementary German I and II	8
	<b>TOTAL</b>	<b>55-60</b>
<b>UPPER-DIVISION REQUIREMENTS</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
ART 325 MUH334	Topics in Non-Western Art OR World Music	3 (2)
HIS 370	California History	4
LIT 325	Children's Literature	3
COM365	Intercultural Communication	3
PED 301	Contemporary Health Issues	2
LIT 371 LIT448	World Cinema OR Post Colonial Literature	3 (3)

<i>Choose one course from the following 2 courses:</i>		
CHU 395	The Christian Tradition	3
THE 306	The Life of Holiness	3
<i>Choose one course from the following 3 courses:</i>		
MTH 303	Problem Solving	3
MTH 144	Calculus with Applications	4
MTH 164	Calculus	4
<i>Choose one course from the following 2 courses:</i>		
FCS 120	Child Development	3
PSY 308	Developmental Psychology – Birth Through Adolescence	4
	<b>TOTAL</b>	<b>25-27</b>
<b>UPPER DIVISION REQUIREMENTS IN EDUCATION</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 304	Legal, Ethical, and Wesleyan Perspectives on Education	3
EDU 306	Principles of Language Acquisition	3
EDU 324	Differentiated Mathematics Instruction for all Learners	3
EDU 402	Research-Based Learning Theory	3
	<b>TOTAL</b>	<b>12</b>

<i>Choose one course from the following 2 courses:</i>		
CHU 395	The Christian Tradition	3
THE 306	The Life of Holiness	3
<i>Choose one course from the following 3 courses:</i>		
MTH 303	Problem Solving	3
MTH 144	Calculus with Applications	4
MTH 164	Calculus	4
<i>Choose one course from the following 2 courses:</i>		
FCS 120	Child Development	3
PSY 308	Developmental Psychology – Birth Through Adolescence	4
	<b>TOTAL</b>	<b>26-27</b>
<b>UPPER DIVISION REQUIREMENTS IN INTEGRATED EDUCATION</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 304	Legal, Ethical, and Wesleyan Perspectives on Education	3
SOC 360	Race and Ethnicity	3
ECO 320	Urban Economics	2
EDU 402	Research-Based Learning Theory	3
EDU 415	Personal Strengths Application and Research	2
	<b>TOTAL</b>	<b>12-15</b>

<b>Required Concentrations</b>		
The student majoring in Liberal Studies chooses one 12-unit concentration from the following list of content areas available at PLNU.		
<b>Reading, Language and Literature</b>		
<b>English Emphasis</b>		
LIT 250	Introduction to the Study of Literature	3
	Linguistics and Writing - one upper-division	3
	Literature Survey course - one lower-division	3
	Literature Survey course - one upper-division	3
<b>French Emphasis</b>		
FRE 250	Intermediate French I	3
FRE 251	Intermediate French II	3
FRE 315	French Civilization	3
<i>Choose one:</i>		
FRE 301	French Phonetics	3
FRE 320	Survey of French Literature	3
<b>Spanish Emphasis</b>		
SPA 251	Intermediate Spanish II	3
SPA 302	Advanced Grammar and Reading	3
SPA 303	Advanced Conversation and Composition	3
<i>Choose one:</i>		
SPA 310	Latin American Culture I	3
SPA 315	Culture and Civilization of Spain	3
SPA 320	Mexican American Literature	3
SPA 380	Genre/Period Studies in Hispanic Literature or Film	3
<b>Visual and Performing Arts</b>		
<b>Music Emphasis</b>		
MUA 212	Beginning Conducting	2
MUE 341	Music Skills for the Elementary Classroom Teacher	2
TRE 354	Movement I	3
	Private Lessons or Instrumental Band	1-2
<i>Choose one:</i>		
MUH 100	Introduction to Music	2

<b>Required Concentrations</b>		
The student majoring in Liberal Studies chooses one 12-unit concentration from the following list of content areas available at PLNU.		
<b>Reading, Language and Literature</b>		
<b>English Emphasis</b>		
LIT 250	Introduction to the Study of Literature	3
	Linguistics and Writing - one upper-division	3
	Literature Survey course - one lower-division	3
	Literature Survey course - one upper-division	3
<b>French Emphasis</b>		
FRE 250	Intermediate French I	3
FRE 251	Intermediate French II	3
FRE 315	French Civilization	3
<i>Choose one:</i>		
FRE 301	French Phonetics	3
FRE 320	Survey of French Literature	3
<b>Spanish Emphasis</b>		
SPA 251	Intermediate Spanish II	3
SPA 302	Advanced Grammar and Reading	3
SPA 303	Advanced Conversation and Composition	3
<i>Choose one:</i>		
SPA 310	Latin American Culture I	3
SPA 315	Culture and Civilization of Spain	3
SPA 320	Mexican American Literature	3
SPA 380	Genre/Period Studies in Hispanic Literature or Film	3
<b>Visual and Performing Arts</b>		
<b>Music Emphasis</b>		
MUA 212	Beginning Conducting	2
MUE 341	Music Skills for the Elementary Classroom Teacher	2
TRE 354	Movement I	3
	Private Lessons or Instrumental Band	1-2
<i>Choose one:</i>		
MUH 100	Introduction to Music	2

MUH 101	Introduction to Listening	2
MUH 334	World Music	2
<b>Art Emphasis</b>		
ART 319	Visual Arts in the Classroom I	3
TRE 354	Movement I	3
<i>Choose one:</i>		
ART 104	Three Dimensional Design	3
ART 115	Design	3
<i>Choose one:</i>		
ART 304	Modern Art History	3
ART 305	Contemporary Art History	3
ART 325	Topics in Non-Western Art	3
ART 335	Design History: Industrial Revolution to Contemporary Design	3
<b>Theatre Emphasis</b>		
TRE 270	Acting I	3
TRE 354	Movement I	3
TRE 436	Stagecraft Techniques	2
ART 319	Visual Arts in the Classroom I	3
MUA 332	Musical Theatre Production	1 - 2
<b>Physical Education/Health</b>		
KPE 312	Motor Learning and Motor Development	3
PED 300	Optimal Health	2
PED 210	Team Sports Fundamentals	2
PED 212	Team Sports Strategies	2
<i>Choose one:</i>		
FCS 315	Personal, Family or Community Health	3
PSY 360	Human Sexuality	3
<b>Human Development</b>		
PSY 308	Developmental Psychology - Birth Through Adolescence	4

MUH 101	Introduction to Listening	2
MUH 334	World Music	2
<b>Art Emphasis</b>		
ART 319	Visual Arts in the Classroom I	3
TRE 354	Movement I	3
<i>Choose one:</i>		
ART 104	Three Dimensional Design	3
ART 115	Design	3
<i>Choose one:</i>		
ART 304	Modern Art History	3
ART 305	Contemporary Art History	3
ART 325	Topics in Non-Western Art	3
ART 335	Design History: Industrial Revolution to Contemporary Design	3
<b>Theatre Emphasis</b>		
TRE 270	Acting I	3
TRE 354	Movement I	3
TRE 436	Stagecraft Techniques	2
ART 319	Visual Arts in the Classroom I	3
MUA 332	Musical Theatre Production	1 - 2
<b>Physical Education/Health</b>		
KPE 312	Motor Learning and Motor Development	3
PED 300	Optimal Health	2
PED 210	Team Sports Fundamentals	2
PED 212	Team Sports Strategies	2
<i>Choose one:</i>		
FCS 315	Personal, Family or Community Health	3
PSY 360	Human Sexuality	3
<b>Human Development</b>		
PSY 308	Developmental Psychology - Birth Through Adolescence	4



<b>Choose one:</b>		
FCS 120	Child and Adolescent Development	4
FCS 150	Human Development	3
<b>Choose one:</b>		
PSY 320	Social Psychology	3
SOC 250	Sociology of the Family	3
<b>Choose one:</b>		
CMI 200	Christian Education of Children	3
FCS 420	Child Development in the Family and Community	4
PSY 380	Family Development and Family Therapies	3
<b>Science</b>		
BIO 210	Cell Biology and Biochemistry	4
BIO 310	General Botany	3
<b>Choose one:</b>		
CHE 103	Introduction to General, Organic and Biological Chemistry	5
CHE 152	General Chemistry I	4
<b>Math</b> Individualized programs will be designed with a Math advisor beginning with the sophomore year.		
<b>History and Social Science</b>		
<del>American Studies Emphasis</del>		
<b>Choose one:</b>		
POL 165	American Government	4
POL 325	American Political Thought	4
POL 360	California Government and Politics	4
POL 420	United States Foreign Policy	4
<b>Choose two:</b>		
HIS 316	Colonial and Revolutionary America	4
HIS 320	United States History	4
HIS 370	California History	4
HIS 425	United States Since 1914	4
HIS 435	Asian American History: 1800 to Present	4
HIS 436	America in East Asia: 1800 to Present	4

<b>Choose one:</b>		
FCS 120	Child and Adolescent Development	4
FCS 150	Human Development	3
<b>Choose one:</b>		
PSY 320	Social Psychology	3
SOC 250	Sociology of the Family	3
<b>Choose one:</b>		
CMI 200	Christian Education of Children	3
FCS 420	Child Development in the Family and Community	4
PSY 380	Family Development and Family Therapies	3
<b>Science</b>		
BIO 210	Cell Biology and Biochemistry	4
BIO 310	General Botany	3
<b>Choose one:</b>		
CHE 103	Introduction to General, Organic and Biological Chemistry	5
CHE 152	General Chemistry I	4
<b>Math</b> Individualized programs will be designed with a Math advisor beginning with the sophomore year.		
<b>History and Social Science</b>		
<b>Urban American Studies Emphasis</b>		
<b>Required:</b>		
HIS 370	California History	4
<b>Choose two:</b>		
HIS 480	Seminar in San Diego History	4
POL 360	Urban Politics	4
HIS 435	Asian American History: 1800 to present	4
HIS 425	United States since 1914	4

<b>Constitutional Emphasis</b>		
POL 325	American Political Thought	4
<b>Choose one:</b>		
HIS 316	Colonial and Revolutionary America	4
POL 165	American Government	4
POL 320	United States History	4
<b>Choose one:</b>		
POL 341	Campaigns and Elections in an Electronic Age	4
POL 380	Congress and the Presidency	4
<b>International Emphasis</b>		
<b>Choose one:</b>		
POL 230	Introduction to International Relations	4
POL 290	World Regional Geography	3
SOC 201	Cultural Anthropology	3
<b>Choose two:</b>		
POL 435	Global Governance	4
POL 437	International Economics	4
OR any of the upper division electives in the International Studies major		
Completion of this program partially fulfills requirements for a Teaching Credential in the State of California. Refer to the School of Education Web site for further information.		

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<b>International Studies Emphasis</b>		
<b>Choose one:</b>		
POL 230	Introduction to International Relations	4
POL 290	World Regional Geography	3
SOC 201	Cultural Anthropology	3
<b>Choose two:</b>		
POL 435	Global Governance	4
POL 437	International Economics	4
HIS 355	Modern Middle East	4
HIS 415	Europe and the World	4
<b>Pre-Business Emphasis</b>		
ECO320	Urban Economics <b>OR</b>	2
BUS382	Entrepreneurship	(2)
BUS212	Management	4
ACC201	Principles of Accounting	4
BUS313	Administrative Communication	4
<b>Media Communication Emphasis</b>		
COM 243	Intro to TV and Film production	3
COM 175	Scriptwriting for TV and Film	3
COM 195	Media Literacy	3
COM 365	Intercultural Communication	3

Completion of this program partially fulfills requirements for a Teaching Credential in the State of California. Refer to the School of Education Web site for further information.

C) Syllabus for new course

**Course Title**

***From Shape to Send: Teaching and Learning for Personal and Professional Development***

**Course Description**

This course offers students opportunity to develop a ***Personal & Professional Life-Direction Plan*** integrating learning experiences and knowledge from all areas of their academic area of study, their faith, and their understanding and development of their Strengths. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, students explore personal and professional planning practices of self-assessment, missional or life purpose development, clarification and development of Core Values and Belief statements, and professional perspectives typical of their major course of study. Students will be required to select a faculty mentor from the student's major.

**Student Learning Outcomes**

***Students will:***

6. Develop a ***Personal & Professional Life-Direction Plan*** integrating learning experiences and knowledge from their major and all areas of their academic study, their faith, and their understanding and development of their Strengths
7. Demonstrate and utilize a ***research-based focus*** for work, personal life, and interests
8. Demonstrate **ability to speak to a variety of audiences** in a clear, coherent, and organized manner
9. **Write clearly and coherently** for a diverse range of audiences and purposes
10. Discern and address **moral and spiritual foundations for living and implications for teaching and learning**

**Course Foundations**

- Grounded in Educational Learning/Teaching Theory and pedagogy
- Inclusive of all academic concentrations
- Preparatory for all professional endeavors
- Integration of Faith, Strengths, and academic area of study
- Developing leaders, project managers, trainers, coaches, mentors and developer
- Selection of a personal mentor from their major department for personal/professional reflection

Building on the Course Foundations six key content areas will be the focus of the course and for student learning:

## Six Key Content Areas for Instructional Focus and Learning

- 1) Self Reflection and Assessment
- 2) Developing a Life Purpose Statement
- 3) Establishing Personal Core Value
- 4) Clarifying Personal/Professional Beliefs
- 5) Developing **Life-Directive Summary Statement**
- 6) Creating a **Personal-Professional Life-Direction Plan**

The course content will include a strong focus of the integration of self-assessment and reflection, faith, integration of academic content from their area of study, and professional goals and life planning. Students will focus on the development of foundational *life patterns* as they explore their professional goals and anticipated life pursuits.

### Foundational living patterns for in becoming/being an effective person/professional with purpose

- 1st.** Increased **self awareness**
- 2nd.** Increased **Personal Reflection**
- 3rd.** Living in your **strengths**
- 4th.** **Mentoring and Being mentored**
- 5th.** Utilizing a **research-based focus** in your work, personal life, and interests
- 6th.** Commitment to **life-long learning** - increasing knowledge and skill as a professional learner

### Professional Foundations for Reflection and Development:

- |                                   |   |
|-----------------------------------|---|
| 1st. Focus on the profession      | learning what it means to truly be in their profession        |
| 2nd. Focus on the professional    | learning what it means to be a professional                   |
| 3rd. Focus on the Purpose         | learning the reasons, aims, and goals of the profession       |
| 4th. Focus on the Beliefs         | learning the philosophical perspective(s) of the profession   |
| 5th. Focus on the Important Names | learning the significant professionals past and present       |
| 6th. Focus on the History         | learning the events and trends that shaped the profession     |
| 7th. Focus on the Issues          | learning the historical and emergent topics in the profession |

### Signature Assignment – Personal-Professional Life-Direction Plan Project

The Signatures Assignment is a written document that includes five (5) key components for the development of a written **Personal-Professional Life-Direction Plan**. It is in essence a professional portfolio, 5-10 pages in length including all five sections as one document. The **Personal-Professional Life-Direction Plan** should include these five components:

- i. A written personal **Life-Directive Summary Statement** 1-2 sentences in length, succinct, clear and personal. The Summary Statement should be placed on the first page of your Portfolio.
- ii. A list of 5-8 **Core Personal and Professional Values**.

- iii. A statement of **Personal/Professional Beliefs** for four key personal areas of development and six key professional areas of development
- iv. A written **narrative of your key elements in your *Personal-Professional Life-Direction Plan*** responding to the ***Signature Assignment Guidelines*** and the ***Personal-Professional Life-Direction Plan Key Questions – Discussion Areas***
- v. A written **Professional Development Plan** including reflection based on the self evaluations from the course, reflective exercises and determination of areas of personal/professional growth to be pursued in the next 12 months based on “Sharpening the Saw” concepts (*Seven habits of Highly Effective People, Covey*).