

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA**

**ACADEMIC SENATE**

**ACADEMIC PROGRAMS COMMITTEE**

**REPORT TO**

**THE ACADEMIC SENATE**

**AP-020-178**

**BA in Liberal Studies – Pre-Credential Option**

**Academic Programs Committee**

**Date: 02/22/2018**

**Executive Committee  
Received and Forwarded**

**Date: 04/19/2018**

**Academic Senate**

**Date: 05/02/2018**  
**First Reading**  
**05/30/2018**  
**Second Reading**

BACKGROUND: The Liberal Studies Department in the College of Education and Integrative Studies has submitted this revised program called BA in Liberal Studies – Pre-Credential Option. This program has 120 units and will be offered on the semester calendar.

RESOURCES CONSULTED:

Deans  
Associate Deans  
Department Chairs  
All Faculty

DISCUSSION:

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of Education and Integrative Studies as well as the Dean of CEIS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

At the first reading on May 2, three concerns were raised: One regarded the omission of a science course (PHY 2120/2120L, the semester successor to SCI 210/210L) that was required under quarters. The second regarded the name (“Pre-Credential Option” as opposed to a more specific “Pre-Multi-Subject Credential Option”). The third regarded a history course (HST 3373) that is required for one of the emphases but is not offered every year.

In subsequent discussion, the Chair of Liberal Studies (Dr. Christina Chavez-Reyes) noted three points: First, the department is in the process of obtaining a waiver so that any student who wants to actually get a multi-subject teaching credential can avoid taking the challenging CSET exam (administered by the California Commission on Teacher Credentialing) by taking PHY 2120/2120L. This information is provided to students via advising. Consequently, not including the course in the requirements for the degree does not actually reduce the requirements for becoming a teacher, and this matter will be handled via advising, to ensure that students understand and meet the state requirements for teaching credentials. It was asked whether all three physical science classes taken for this CSET waiver (i.e. GSC 2120/2120L, CHM 2120/2120L, and PHY 2120/2120L) could be treated with parity (e.g. state on the curriculum sheet that students must take any 2 of the 3 classes for a degree but must take all three to waive CSET). The Department Chair’s response was that these instructions would complicate advising, and that making such a statement on an official document would not be accurate until the CSET waiver is officially in place. Consequently, it is better to handle the matter through informal advice to take all 3, in preparation for the pending waiver.

Second, “Pre-Credential” is standard terminology in this highly-regulated field. Third, the Liberal Studies Department has conferred with the Chair of History and will replace HST 3373 with HST 3340, another American history class that is suitable for teachers and will be offered every year. (See amended curriculum sheet in attached updates to referral; changes will also be made in Curriculog.)

Based on these responses offered by Liberal Studies, the Academic Programs Committee unanimously reaffirmed its support for this program on Wednesday, May 16, and continues to recommend approval at a second reading.

The Department’s response is appended to this report.

### RECOMMENDATION:

The Academic Programs Committee recommends approval of the semester program BA in Liberal Studies – Pre-Teaching Option.

### APPENDIX: Response to concerns raised at first reading.

#### **Liberal Studies Department Responses to First Reading Issues – Pre-Credential Proposal**

Prepared by Christina Chavez-Reyes, Chair

May 15, 2018

## **1) Science Courses**

As explained to me through Academic Programs, EO 1071 stipulates that all options in a program must share 50.1% in a common core. The remaining Option core, which includes emphases, cannot exceed 49.9% in units. General Studies and Pre-credential option in the BA in Liberal Studies have a total of 39 common units. Factoring in 48 units for GE, option core and emphasis can only constitute 33 units. Adding any more units to the option core, which includes requiring specific courses in GE, can offset this ratio as well as exceed the 120 units for a degree.

In the previous program, no one GE area can constitute 12 units, the three SCI courses were listed as support courses although two double-counted for B1 requirement. Here, students understood they had to take all to graduate on the pre-credential option, based on a footnote on the curriculum sheet (advising) not a GE requirement. The change in the structure of our degrees means we have to change how we present the program, much in the same way we have had to collapse GE Area D1 to meet new requirements. The decision to place CHEM and GSC in the option core is based on alphabetical order. Since the change of structure will require one course not to appear on the curriculum sheet, any of these departments can make the same argument in spite of the new constraints.

More importantly, the pre-credential is also applying for re-activation of its subject matter waiver program, which was reinstated in October of 2016 by the California Commission on Teacher Credentialing. This waiver, which will encompass all four SCI courses, allows a pre-credential graduate to enter a teacher credentialing program without having to pass the California State Exam for Teachers, a standardized exam. To earn this status, graduates must complete all four (includes biology) science courses as listed. To ask students to “select two of three” courses is inaccurate instruction if a student wants to receive a waiver, which is bound to cause confusion. For these reasons, our department

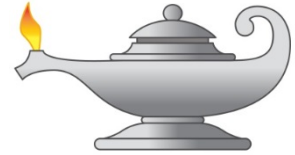
maintains its decision to present the program as indicated in the proposal and to use advising to direct students to appropriate courses.

- 2) The decision to retain the name for the Pre-Credential program is based on its historical use in the State and CSU. Pre-Credential has been the name of the option to differentiate it from the post-baccalaureate teacher *credential* program in the State of California and in the CSU system, which can still be found on many CSU campuses. The title “Pre-Credential” is descriptive in that it is the BA degree elementary educator complete to obtain the appropriate subject matter preparation “before” entering the multiple subjects credential program focused on teaching methods or practice. During the process of conversion, we had chosen another name for the option—Pre-teaching. When we withdrew the proposal to address the waiver program application and the development of the ITEP program, the timeline was very short to the implementation of semesters (12-17). Liberal Studies faculty have decided to retain the previous name and reconsider a name change after semester conversion. Changing the name to include multiple subjects can cause confusion for students at a time when there is already considerable disruption during conversion to semesters. In addition, a name change must consider the juxtaposition of the new Integrated Teacher Education Program in Special Education to make pathways clear and understandable to students.

- 3) In reaching out to the Department Chair of History, she recommended HST 3340 American Institutions and Ideals, which they are planning on offer annually. She also indicated that HST 3373 History and Hollywood, may also be offered annually, which is knowable until the semester program has been implemented. Nevertheless, we would like to replace HST 3373 on the History emphasis with HST 3340, American Institutions and Ideals.



**ACADEMIC SENATE  
Executive Committee  
REFERRAL FORM**



**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA**

Date:	<b>2/7/2018</b>
To:	<b>Academic Programs Committee</b>
From:	Academic Senate Executive Committee
Subject:	Academic Senate Referral
Classification	<b>AP-020-178</b>
Title of Referral:	<b>BA in Liberal Studies – Pre-Credential Option</b>
Background:	<p>See attached referral request form. Additional background provided by the Executive Committee:</p> <p>The Liberal Studies Department submitted a revised curriculum sheet for Pre-Credential Option. They are no longer seeking a name change from Pre-Credential to Pre-Teaching; however, they have revised their curriculum to include additional emphasis areas. Attached is the revised curriculum sheet for the Pre-Credential option.</p> <p>Note that the previous referral AP-072-167 BA in Liberal Studies - Pre-Teaching Option was adopted on 10/04/17. The President's approval for this report has not been received.</p>
Recommended resources:	<p>See attached referral request form and supporting documentation. Additional resources recommended by the Executive Committee:</p> <p>Faculty (<a href="mailto:faculty@cpp.edu">faculty@cpp.edu</a>)          Department Chairs (<a href="mailto:chairs@cpp.edu">chairs@cpp.edu</a>)          Associate Deans (<a href="mailto:associate_deans@cpp.edu">associate_deans@cpp.edu</a>)          Deans (<a href="mailto:deans@cpp.edu">deans@cpp.edu</a>)</p> <p>For the Committee's Report on this referral, please list in separate sections, the resources recommended and resources actually consulted. If a resource was not consulted, briefly state why.</p>
Review and recommend:	Review and recommend as appropriate.
Date required for presenting committee report to the Executive Committee:	<b>2/27/2018</b>

## **Liberal Studies Department Program Proposal for Re-Visioned Program**

### *BA in Liberal Studies Pre-Credential Option*

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## CURRICULUM SHEET – Pre-Credential

<b>Program Name (Major/minor/option/emphasis as applicable): Liberal Studies/<b>Pre-Credential</b></b>		
<b>Major Courses – Required Major Core</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
LS 1020	Integrating Knowledge, Learning and Engagement for Success <i>(GE E) (double counted)</i>	3
LS 2011	History and Purposes of the Liberal Arts: What is a Liberal Studies Mindset?	3
LS 3011	Knowledge and Knowing in the Liberal Arts	3
LS 3021	The Humanities and the Liberal Arts	3
LS 3031	The Social Sciences and the Liberal Arts	3
LS 3041	The Natural Sciences and the Liberal Arts	3
LS 4011	Special Topics in Humanities, Social Sciences or Natural Sciences	3
LS 4211	Integrated Arts II	3
LS 4601S	Liberal Studies Synthesis --- Interdisciplinary Perspective on Contemporary Public Education	3
LS 4611	Liberal Studies Senior Capstone --- Applying a Liberal Studies Mindset	3
HST 1101	World Civilizations to 1500	3
HST 1102	World Civilizations from 1500 <i>(GE C2) (double counted)</i>	3
TH 4230	Integrated Arts	3
<b>Major Courses --- Required Option Core</b>		
CHM 2120 + 2120L	Chemistry for Elementary Educators	2/1
ECS 3600	Emergent Literacy in First and Second Language Acquisition	3
ENG 3800	Children's Literature	3
GSC 2120 + 2120L	Earth Science for Educators	2/1
KIN 3260 + 3260A	Teaching Elementary Physical Fitness and Fitness Activity	2/1
MAT 3940	Mathematical Concepts for elementary school teachers: Algebra	4
MAT 3950	Mathematical Concepts for elementary school teachers: Geometry	3
PSY 2206	Psychology for Educators	3

<b>Emphasis within Option (12)</b>		
<b>Select ONE of the following EMPHASES</b>		
<b>Emphasis within Option – Elective Emphasis Courses for <i>Human Development</i></b>		
ECS 3800	Early Childhood and Physical Growth	3
PSY 2201	Introduction to Psychology	3
PSY 2210	Mind, Brain & Behavior: An Integrated View	3
PSY 3325	Multicultural Psychology	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>History</i></b>		
<del>HST 3373</del>	<del>History and Hollywood</del>	3
HST 4408	History of American Science and Technology	3
HST 4423	Modern Science in World History	3
HST 4433	Nonviolence in the Modern World	3
<b>Elective Emphasis Courses for <i>Visual and Performing Arts</i></b>		
AH 3333	History of Design	3
COM 2280	Understanding and Appreciating the Photographic Image	3
DAN 4460	The Meeting of Dance and Art: Dance, Fine Art and Their Shared Historical/Cultural Influences	3
TH 3010	Through the Artist's Eyes	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Literature</i></b>		
ENG 2150	Multimodal Literacy	3
ENG 2801	Adolescent Literature	3
ENG 2701	World Literature	3
ENG 3520	Harry Potter as Literature and Culture	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Kinesiology</i></b>		
KIN 2460S	Introduction to Students with a Disability - Service Learning	3
KIN 2990	Contemporary Issues of Kinesiology and Health	3
KIN 3010	Foundation of Exercise Science	3
KIN 4440	Sports and Film	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Science</i></b>		
BIO 1060	Human Biology	3
BIO 3040	Environment and Society	3
BIO 3090	Biology of the Brain	3
BIO 3120	Biodiversity Conservation	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Mathematics</i></b>		
MAT 1050	College Algebra	3
MAT 1060	Trigonometry	3
MAT 1200	Calculus for Life Science	3
STA 1200	Statistics with Applications	3



<b>TOTAL NUMBER OF OPTION (including Emphasis) UNITS</b>	<b>76</b>
<b>TOTAL NUMBER OF UNRESTRICTED ELECTIVE UNITS</b>	<b>0-2</b>
<b>TOTAL NUMBER OF MAJOR and UNRESTRICTED ELECTIVE UNITS</b>	<b>78<sup>2</sup></b>
<b>TOTAL NUMBER OF MAJOR and UNRESTRICTED ELECTIVE UNITS (after double counting)</b>	<b>72</b>

<sup>2</sup> Includes double counted units (NOTE: the following courses are double counted: LS 1020 (GE E) and HST 1021 (C2)).

## EMPHASES PROPOSALS

### Introduction

Historically, Liberal Studies has been largely the undergraduate major for elementary education, which has been rationale for the broad emphases (concentrations) in Social Science, Humanities, Natural Science, and Math. Since the 2008 financial crisis, the number of students pursuing an elementary education degree has diminished, and the department has experienced a growing number of students wanting to pursue a liberal arts degree with an emphasis in an area of their personal or career interest. The retirement of many teachers has increased the demands for elementary teachers to the extent that the California Commission on Teacher Credentialing reinstatement the Liberal Studies Waiver Program last year to create an alternative pathway for teachers to enter the field. This program is applying to reactivate its waiver program status. These emphases are meant to be acceptable to the Commission to meet program approval.

1. ***Liberal Studies Department – Human Development Emphasis***
2. Liberal Studies – Pre-Credentialial
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waiver the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**.
7. This emphasis consists of these courses in Psychology and Early Childhood Studies.

<b>Emphasis within Option – Elective Emphasis Courses for <i>Human Development</i></b>		
ECS 3800	Early Childhood and Physical Growth	3
PSY 2201	Introduction to Psychology	3
PSY 2210	Mind, Brain & Behavior: An Integrated View	3
PSY 3325	Multicultural Psychology	3

8. See above Curriculum Sheet.
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis.

1. **Liberal Studies Department – History Emphasis**
2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waiver the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in History Department.

<b>Emphasis within Option – Elective Emphasis Courses for <i>History</i></b>		
<b>HST 3373</b>	History and Hollywood	3
<b>HST 4408</b>	History of American Science and Technology	3
<b>HST 4423</b>	Modern Science in World History	3
<b>HST 4433</b>	Nonviolence in the Modern World	3

8. See above Curriculum Sheet.
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis

1. **Liberal Studies Department – Visual and Performing Arts Emphasis**
2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waive the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in Art History, Communication, Dance and Theater Departments.

Emphasis within Option – Elective Emphasis Courses for <i>Visual and</i>		
<b>AH 3333</b>	History of Design	
<b>COM 2280</b>	Understanding and Appreciating the Photographic Image	
<b>DAN 4460</b>	The Meeting of Dance and Art: Dance, Fine Art and Their Shared Historical/Cultural Influences	
<b>TH 3010</b>	Through the Artist’s Eyes	

8. See above Curriculum Sheet.
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis

1. **Liberal Studies Department – Literature Emphasis**
2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waive the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter Precondition (ESM #2)** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in the English Department.

Emphasis within Option – Elective Emphasis Courses for <i>Literature</i>		
ENG 2150	Multimodal Literacy	3
ENG 2801	Adolescent Literature	3
ENG 2701	World Literature	3
ENG 3520	Harry Potter as Literature and Culture	3

- 8 See above Curriculum Sheet.
- 9 No new courses are being developed for this emphasis.
- 10 Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
- 11 No additional resources are needed to implement this emphasis.

**1. Liberal Studies Department – Kinesiology Emphasis**

2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waiver the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in the Kinesiology Department.

<b>Emphasis within Option – Elective Emphasis Courses for <i>Kinesiology</i></b>		
<b>KIN 2460S</b>	Introduction to Students with a Disability - Service Learning	3
<b>KIN 2990</b>	Contemporary Issues of Kinesiology and Health	3
<b>KIN 3010</b>	Foundation of Exercise Science	3
<b>KIN 4440</b>	Sports and Film	3

8. See above Curriculum Sheet.
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis.

1. **Liberal Studies Department – Science Emphasis**
2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waiver the California State Exam for Teachers (CSE1.T) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in the Biology Department.

Emphasis within Option – Elective Emphasis Courses for <i>Science</i>		
<b>BIO 1060</b>	Human Biology	3
<b>BIO 3040</b>	Environment and Society	3
<b>BIO 3090</b>	Biology of the Brain	3
<b>BIO 3120</b>	Biodiversity Conservation	3

8. See above Curriculum Sheet
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis.

1. **Liberal Studies Department – Math Emphasis**
2. Liberal Studies – Pre-Credential
3. Existing Emphases – Social Science, Humanities, Natural Science, and Math
4. Courses are offered in other relevant departments at Cal Poly Pomona and local community colleges.
5. These courses provide subject matter content for students on a pathway to become elementary teachers to waive the California State Exam for Teachers (CSET) to enter a post-baccalaureate teaching credential program directly after completion of the bachelors.
6. These courses provide emphases to satisfy the **Elementary Subject**
  - a. **Matter (ESM) Precondition #2** for a **Subject Matter Waiver Program**, which reads “There must be a concentration of a minimum of 12 semester units in one of the identified content areas.”
7. This emphasis consists of service courses in the Math Department.

<b>Emphasis within Option – Elective Emphasis Courses for <i>Visual and Performing Arts</i></b>		
<b>MAT 1050</b>	College Algebra	3
<b>MAT 1060</b>	Trigonometry	3
<b>MAT 1200</b>	Calculus for Life Science	3
<b>STA 1200</b>	Statistics with Applications	3

8. See above Curriculum Sheet.
9. No new courses are being developed for this emphasis.
10. Faculty members who will teach these courses are in other departments, which have been selected from courses developed from existing partnerships with departments.
11. No additional resources are needed to implement this emphasis.



**Department: Liberal Studies Curriculum Year: 2018-19 Major: Pre-Credential**

Your department has developed this roadmap plan, taking into account prerequisites and schedule restrictions. Students should adhere to this recommended plan to ensure completion of 60 additional units.

Year 1	Fall	Units	Spring	Units	Comment	
	A1 (ENG 1100)	3	LS 2011	3	<i>Begin 45 hours working with children K-8 (prerequisite for credential program) to gain experience about teaching profession as suitable career.</i>	
	B4 (MAT 1940)	3	A2 (COM 1000)	3		
	E (LS 1020)	3	B2 + B3 (BIO 1110 + 1111L)	3		
	C1 (MU 100)	3	MAT 3940	3		
	HST 1101	3	A3 (ENG 1300)	3		
						<b>Pass the CBEST.</b>
	<b>Total Units</b>		<b>15</b>	<b>Total Units</b>		<b>15</b>
			<b>Total Units for Year</b>	<b>30</b>		
Year 2	Fall	Unit s	Spring	Unit s	Comment	
	LS 3011	3	LS 3021	3	<i>Work towards completing 45 hours working with children K-8, prerequisite to enter a credential program.</i>	
	D1 (PLS 2010)	3	LS 3041	3		
	B1 (PHY 2120/2120L)	3	CHM 2120 +2120A	3		
	MAT 3950	3	D1 HST 2020	3		
	GSC 2120 + 2120L	3	B5 (GSC 3500)	3		
						<b>Take Math &amp; Science (CSET subtest 2) during spring</b>
	<b>Total Units</b>		<b>15</b>	<b>Total Units</b>		<b>15</b>
			<b>Total Units for Year</b>	<b>30</b>		

	Fall	Units	Spring	Units	Comment	
<b>Year 3</b>	LS 3031	3	LS 4011	3	<p><i>Take the Graduate Writing Test (GWT) at the beginning of the term.</i></p> <p><i>Students must have attempted the GWT by completion of 80 semester units.</i></p> <p><i>Take Reading, Language, Literature, History and Social Science (CSET subtest 1) in Spring.</i></p> <p><i>Take Physical Education, Human Development &amp; Performing Arts (CSET subtest 3) in spring to prepare to apply for credential program after graduation.</i></p>	
	D3 (GEO 1020)	3	D4 (GEO 3510)	3		
	C2 (HST 1102)	3	TH 4230	3		
	C3 (ENG 211, 212 or 213)	3	PSY 2260	3		
	D2 (HST 2010)	3	Emphasis	3		
	<b>Total Units</b>	<b>15</b>	<b>Total Units</b>	<b>15</b>		
			<b>Total Units for Year</b>	<b>30</b>		
<b>Year 4</b>	<b>Fall</b>	<b>Units</b>	<b>Spring</b>	<b>Units</b>	<p><i>Complete 45 hours working with children K-8, prerequisite to enter a credential program summer to apply for credential program in fall.</i></p>	
	LS 4211	3	LS 4611	3		
	LS 4601S	3	C4 (HST 3700)	3		
	KIN 3260 + 3260A	3	ENG 3800	3		
	Emphasis	3	Emphasis	3		
	ECS 3600	3	Emphasis	3		
<b>Total Units</b>	<b>15</b>	<b>Total Units</b>	<b>15</b>			
		<b>Total Units for Year</b>	<b>30</b>			
	<b>Total Units on Plan</b>			<b>120</b>		
	<b>Major &amp; Option Core Units</b>			<b>72</b>	<i>9 units double counted</i>	
	<b>General Education Units</b>			<b>48</b>		
	<b>Unrestricted Elective Units</b>			<b>0</b>		

**Transfer Model Curriculum – Elementary Teacher Education**

**Department: Liberal Studies  
TMC Curriculum Year: 2018-2019**

**Major: Liberal Studies for completion of BA with TMC in Elem Teacher Prep**

**Your department has developed this roadmap plan, taking into account prerequisites and completion of additional 60 units.**

Year 1	Fall	Units	Spring	Units	Comment	
	LS 2011	3	LS 3011	3	Take the Graduating Writing Test when earn 60 units.	
	LS 3021	3	LS 3031	3		
	GSC 3500	3	HST 3700	3	Plan to pass CSET Parts I, II, III to prepare to apply to a credential program.	
	KIN 3260 + 3260A	3	TH 4230	3		
	MAT 3940	3	MAT 3950	3		
	<b>Total Units</b>		<b>15</b>	<b>Total Units</b>		<b>15</b>
					<b>30</b>	
<b>Total Units for Year</b>						
Year 2	Fall	Units	Spring	Units	Comment	
	LS 3041	3	LS 4011	3	Students <b>must</b> have attempted the GWT by completion of 80 semester units	
	LS 4211	3	LS 4611	3		
	LS 4601S	3	Emphasis	3	Complete 45 hours working with children K-8, prerequisite to apply to a credential program.	
	Emphasis	3	ECS 3600	3		
	D1 HST 2020	3	GEO 3510	3		
	<b>Total Units</b>		<b>15</b>	<b>Total Units</b>		<b>15</b>
					<b>30</b>	
<b>Total Units for Year</b>						
<b>Total Units on Plan</b>				<b>60</b>		
Major & Option Core Units				48		
General Education Units				12		
Unrestricted Elective Units				0		



**California State Polytechnic University**

**Liberal Studies Department**

**College of Education and Integrative Studies**

***Semester Conversion Assessment Plan***

November 16, 2015

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## Introduction

This assessment plan explicates the Liberal Studies Department's student learning outcomes that direct teaching and learning, delineate assessment tools to determine how well students perform student learning outcomes, and explain how assessment feedback will be used to improve pedagogical, curricular and programmatic effectiveness to guide continuous program revision and improvement. The number of Liberal Studies majors waxes and wanes according to the elementary teaching job market; we have gone from a high of 925 to a current 673 majors, which is a significant increase from the past few years which plateaued at approximately 500 students. Given that we serve undergraduate teacher candidates for elementary education, this increase may be likely a result of the current teacher retirements and a pressing demand for new teachers in the state, which is expected to continue to increase over the coming years. We also have had an increasing number of students seeking a broad liberal arts degree, who wish to pursue careers in law, health professions, business, law enforcement, education-related occupations and human services. The revision of our program for semester conversion has been to create clearer pathways for the diverse needs of our shifting student population. This plan is designed to gather data about the program to ensure we serve students well through continual program assessment, re-evaluation and revision.

The Department is composed of four tenured/tenure-track members from multiple disciplinary backgrounds: Dr. Estela Ballón (social science), Dr. Christina Chávez- Reyes (education), Dr. Karen Langlois (humanities) and Dr. Teresa Lloro-Bidart (natural science). Part-time lecturers are equally multi-disciplinary: Rodney Hume-Dawson (Education), Brian Foster (Cultural Studies), Deborah Meadows (Literature), and Howard Jian (History).

Liberal Studies majors choose one of 2 options in the major (Pre-teaching or General Studies), then select an emphasis that guides course selection across disciplines based on their professional or personal interests for the degree. While options and emphases indicate differentiated knowledge, our 10 departmental core courses develop 8 learning outcomes for a liberal arts education that applies to all students regardless of option or emphases.

## Liberal Studies Department Mission, Curriculum and Student Learning Outcomes

### Mission Statement

The Liberal Studies Program is a unique program at Cal Poly Pomona that emphasizes skills and dispositions associated with a liberal arts degree through the university's motto of "learning by doing." Through student-centered classrooms and experiential learning activities, Liberal Studies students develop a broad knowledge base, independent thinking, interdisciplinarity, critical thinking, connectivity and synthesis, effective communication, and

openness. Instruction challenges students to acquire a clear sense of social responsibility as concerned citizens and professionals. Taking courses in various departments, students develop a broad multi-disciplinary knowledge base in the humanities, social sciences, natural sciences and math to form a catalogue of wide-ranging topics and issues. Liberal Studies faculty members in core courses guide students to become interdisciplinary and independent thinkers, who are intellectually curious and focused on understanding how the world works from multiple disciplinary perspectives.

The polytechnic model's small class size fosters connections and community between Liberal Studies students, faculty and staff in and outside the classroom, which is foundational to learning and success. Our students have a keen sense of how the past affects the present and seek to apply their knowledge to understanding emerging and unanticipated realities. Students effectively communicate, both in writing and orally, to discuss recurring and contemporary issues. They actively listen to varying voices and perspectives to gain a deeper understanding of humanity, their own positions and potential solutions. Finally, our graduates understand the value of their education through leveraging their interdisciplinary skills to cultivate an enriching life in the pursuit of knowledge, beauty, passion, and purpose.

### Curriculum

The interdisciplinary nature of options, where students take courses across varying departments on campus, is a challenge to developing an assessment of our program. The structure of options is based on the liberal arts tradition to develop a broad knowledge base and also to allow students a degree of flexibility to explore and pursue their chosen or emerging academic/career interests. This assessment plan is designed to measure the Liberal Studies student outcomes as gained or performed in the department's 10 core courses using both direct and indirect measures.

The curriculum includes a first-year experience course (LS 1020, which is a *high-impact practice*, "teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds" crossed-listed with the two other undergraduate departments in the college), an introduction to the major (LS 2011), a survey course on disciplinary epistemology and methods in humanities, social and natural sciences (LS 3011), a series of focused courses in the humanities, social science and natural science (LS 3021, 3031, 3041), a special topics course in humanities, social science or natural science (LS 4011), an integrated arts course (LS 4211), an upper division synthesis (LS 4601S, which centers on service learning, a *high-impact practice*) and a senior capstone (LS 4611, a *high-impact practice*).

Chart 1 below displays the Department Curriculum Map.



**Chart 1. Liberal Studies Curriculum Map for Semester Program**

<b>Liberal Studies Courses</b>	<b>Learning Outcome #1</b>	<b>Learning Outcome #2</b>	<b>Learning Outcome #3</b>	<b>Learning Outcome #4</b>	<b>Learning Outcome #5</b>	<b>Learning Outcome #6</b>	<b>Learning Outcome #7</b>	<b>Learning Outcome #8</b>
	Demonstrate foundational knowledge (concepts, theories, works) in humanities, social sciences and natural science, math to pass the CSET.	Analyze and evaluate (critical thinking) topics and issues using knowledge from the humanities, social sciences and natural sciences.	Combine knowledge in humanities, social sciences and natural sciences for interdisciplinary thinking to articulate interdisciplinary perspectives to others regarding solving or understanding issues and problems	Express multiple human and experiences perspectives on topics and issues in the discussion of complex societal issues.	Articulate importance of a social responsibility and social justice (PT) to understand issues in a democratic, multicultural and global society.	Express an informed position on the value and purpose of the arts in human civilizations.	Write effectively at a college level	Speak effectively at a college level
<b>LS 1020</b>	--	I	--	--	I	--	I/A	I/A
<b>LS 2011</b>	I	P	I	I	--	I	P	--
<b>LS 3011</b>	--	--	I/P	I/P	--	I/P	P	P
<b>LS 3021</b>	P	P	--	P	P	P	P	--
<b>LS 3031</b>	P	P	--	P	P	P	--	P
<b>LS 3041</b>	P	P	--	--	--	--	FA	FA
<b>LS 4011</b>	FA	FA	FA	FA	FA	--	P	--
<b>LS 4211</b>	--	--	P	P	P	FA	--	P
<b>LS 4601S</b>	P	P	P	D/A	D/A	P	D/A	--
<b>LS 4611</b>	D/A	D/A	D/A	--	--	D/A	--	D/A

Note. I = Introduction; P = Practice; D = Demonstrated; FA = Formative Assessment; A = Assessed

## Program Outcomes & Student Learning Outcomes

The Department's program outcomes are shared by both options and student learning outcomes for each option reflect the nature of their intended degrees. See Chart 2 below.

### **Chart 2. Liberal Studies Pre-Teaching Option: Program and Student Learning Outcomes**

Program Outcomes	Liberal Studies Pre- Teaching Option Student Learning Outcomes
Students will acquire a broad knowledge base in the humanities, social sciences and natural sciences and understand the uniqueness and distinctions between varying types of knowledge.	Students will demonstrate foundational knowledge (concepts, theories, works) in humanities, social sciences and natural science, math to pass the CSET.
Students will think critically to understand and formulate solutions for issues and problems.	Students will be able to analyze and evaluate topics and issues using knowledge from the humanities, social sciences and natural sciences.
Students will think interdisciplinarily and create interdisciplinary works.	Students will be able to combine knowledge in humanities, social sciences and natural sciences to articulate interdisciplinary perspectives and knowledge to others to solve or understand problems.
Students will understand the spectrum of human experience that constitutes the human condition.	Students will be able to express multiple human perspectives and experiences on topics and issues.
Students will value the well-being of society.	<p>Students will be able to articulate the importance of social justice in a democratic, multicultural and global society.</p> <p>Students will be able to express an informed position on the value and purpose of the arts in human civilizations.</p>
Students will write and speak at an academic level to demonstrate thinking and to state a position.	<p>Students will be able to write effectively at a college level.</p> <p>Students will be able to speak effectively at a college level.</p>

### Assessment activities

Assessment tools include entrance and exit oral presentations, entrance and exit surveys, signature assignments compiled in an electronic portfolio, self-reported California Subject Matter Examination for Teachers (CSET) scores, Graduation Writing Test scores, and an alumni survey. Some tools will be administered at different points in the five-year cycle to ensure there is substantial data to assess outcomes, which is described in more detail in the timeline section below.

The number of outcomes will require measuring a subset of outcomes (e.g., 1,2,3, and 4,5,6, and 7 & 8) per two-year cycle to create a manageable and sustainable assessment activity given our small department size. Chart 4 below displays how each tool will measure each learning outcome.

#### Entrance and Exit Oral Presentation

This direct measure of students' oral presentation ability will be assessed in the first core course LS 2011 (the introduction to the major) as a signature assignment. At this point, freshmen will have taken the departmental first-year experience, a prerequisite, but may or may not have taken the general education public speaking requirement. Incoming transfer students, begin the program in LS 2011, are likely to have fulfilled GE area A2 but may not have also. Measurement of presentation skills at this point will have to account for our students' heterogeneous oral speaking skills levels. Liberal Studies students' oral abilities are assessed at the end of the program in LS 4611 (senior capstone). For reliability, faculty will develop a rubric using the VALUE rubrics as templates for this SLO. This departmental rubric will be used to norm faculty evaluation of student work in all courses. This rubric has an added benefit as an instructional and learning tool by which instructors supply meaningful feedback and students self-assess and re-direct their performance throughout their educational experience.

#### Entrance and Exit surveys

These surveys are a combination of direct and indirect measures of student learning. Students will complete the same online survey as they enter (LS 2011) and exit (LS 4611) the program. Along with demographic and attitudinal information, the survey will measure discrete and open-ended items based on SLOs 1-6. The initial survey provides baseline data that will be compared to exiting data. The expectation is for 90% of exiting students to select 80% of correct responses by 2022; this allows one freshmen

and transfer student cohort to exit the program on semesters. There will be difference items on these surveys related to demographic and background information.

### Signature Assignment in Electronic Portfolio

Two challenges of assessment in the past have been 1) managing the collection and storage of hard copies of signature assessments in courses and 2) measuring the development of students' knowledge, skills and abilities through the curriculum. As a direct measure of student learning, the department will choose an electronic portfolio platform by which students will submit and collect signature assignments and other work as they take each course. The electronic portfolio serves two purposes to collect, organize and store assessment data effectively and efficiently and to demonstrate students' work and abilities through a professional portfolio for future academic and career purposes. This practice has become common at a number of universities across the country. The department will identify courses where it is meaningful to assess SLOs (formative and summative) and design signature assignments that will be assessed by faculty. For reliability, faculty will develop rubrics using the VALUE rubrics as templates for each SLO. These departmental rubrics will be used to norm faculty evaluations of student work.

### CSET scores

Given the large and expected increase in the proportion of undergraduate teacher candidates in elementary education, collecting students' California Subject Examinations for Teachers (CSET) scores is warranted. The subject areas the test covers are Sub-test I: Reading, Language, Literature and Social Studies, Sub-test II: Science and Math and Sub-test III: Physical Education, Human Development and the Arts. Past attempts to collect these scores met with an issue of privacy, as there was no means by which the department could legitimately request students' scores to assess their disciplinary knowledge in the subject matter areas tested. In this assessment plan, self-reported scores will be collected from the exit survey, where a question(s) will ask students to report their scores on one or more subtests they have completed. A passing score for each subtest is 220 with a max score of 300. At the end of the program, we will measure how many students pass and the range of scores students achieve to assess their success at obtaining foundation knowledge in humanities, social science and natural science and math. Given the uncertainty and validity of collecting self-reported data, we set a target for the first cycle of collection at 80% passage rate. This data applies only to those students in the Pre-Teaching Option.

### Graduate Writing Test scores

When data are available, the Department will obtain the scores of its majors in both options on the university Graduate Writing Test as an external direct measure of writing outside our department. We will also obtain the scoring rubric to compare with our internal rubric. Although this exam by itself cannot show the Department's role in improving students' reasoning and writing skills, a high pass rate provides independent evidence that our students are good critical thinkers and writers.

### Alumni Survey

The alumni survey will consist of questions about the strengths and weaknesses of the Liberal Studies Program in light of students' experiences in professional or graduate school, and/or employment. This survey will be administered online every three years to alumni one and three years after graduation, using alumni contact information provided by the Office of Alumni Affairs. The alumni surveys already exist based on the quarter-based curriculum, and will be revised according to the changes made to the semester curriculum. The current alumni survey will be modified and pre-piloted with a small sample of graduates in Fall 2021. The alumni survey will be revised during Spring 2022, and administered to a larger sample of graduates with the help of the Alumni Office in the Fall 2022 and Spring 2023. This administration plan will allow for the assessment of one class of freshmen and three sets of graduating transfer students on the semester program.

**Chart 4. Department Learning Outcomes and Assessment Tools Matrix**

Learning Objective	Entering and Exit Oral Presentations (Signature Assignments)	Entering & Exit-Survey	Signature Assignments for SLO 1-7 in Electronic Portfolio	CSET Scores	GWT Scores	Alumni Survey
1. Foundational knowledge in humanities, social sciences and natural science, math	--	X	X	X	--	X
2. Analyze and evaluate (critical thinking) topics and issues using foundational knowledge	--	X	X	X	--	X
3. Combine knowledge (synthesize) in humanities, social sciences and natural sciences to articulate interdisciplinary perspectives and/or to solve problems	--	X	X	--	--	X
4. Express multiple perspectives in the discussion of complex societal and global issues	--	X	X	--	---	X
5. <i>Ethically reasoning</i> to understand issues in a democratic, multicultural and global society	--	X	X	--	--	X
6. Express an appreciation of the arts in society	--	X	X	--	--	X
7. Write effectively at a college level	--	--	X	--	X	X
8. Speak effectively at a college level	X	--	--	--	--	X

Note. X = Assessment tool will measure outcome; -- = Assessment tool will not measure outcome

### Feedback Loop

A three-person assessment committee will review assessment data collected during a given cycle. Given the multi-disciplinary composition of the faculty, this committee should consist of one faculty member with disciplinary specialization in the humanities, social science and natural science. Assessment data will be organized and evaluated to create a written report that disseminates the major patterns and findings of each assessment tool. All departmental faculty members will review and deliberate over the quality of data, tools and the results. Changes to assessment tools and timeline will be decided based on the quality of data; changes to the curriculum and program will be decided based on the results.

### Assessment Timeline

The size of the department warrants a staggered collection pattern for manageable and sustainable assessment. According to Chart 5 below, some assessment data (oral presentations, entrance surveys, GWT scores and signature assignment for portfolios) will be collected in 2018 for two years as the semester program begins. To manage the assessment data over five years, there will be two-year formative assessment of data. Additionally, signature assignments will be collected based on the measurement of the designated learning outcome for that year. Exit measures (presentations, surveys and CSET scores) will be collected beginning Fall 2020 to allow at least the first transfer students to graduate on the program. By 2022, the first freshmen class will graduate on the program, at which time a five-year summative review of assessment data will be completed.

## Liberal Studies –Pre-Teaching Option

Chart 5 . Liberal Studies Department Five-Year Assessment Timeline

Assessment Tools	CYCLE 1 2018- 2019	CYCLE 2 2019- 2020		CYCLE 3 2020- 2021	CYCLE 4 2021- 2022		CYCLE 5 2022- 2023				
Entering Oral Presentations	<i>Fall, Spring</i>	<i>Fall, Spring</i>	<i>Loop</i>	<i>Fall, Spring</i>	<i>Fall, Spring</i>	<i>Loop</i>	--	<i>Loop</i>			
Exit Oral Presentations	--	--		<i>Fall, Spring</i>	<i>Fall, Spring</i>		<i>Fall, Spring</i>				
Entering Survey (Online)	<i>Fall, Spring</i>	<i>Fall, Spring</i>		<i>Fall, Spring</i>	<i>Fall, Spring</i>		--				
Exit Survey (Online)	--	--		<i>Fall, Spring</i>	<i>Fall, Spring</i>		<i>Fall, Spring</i>				
Signature Assignments in Electronic Portfolio	<i>Fall, Spring</i> SLO 1	<i>Fall, Spring</i> SLO 2 & 3		<i>Formative</i>	<i>Fall, Spring</i> SLO 4		<i>Fall, Spring</i> SLO 5		<i>Formative</i>	<i>Fall, Spring</i> SLO 6 & 7	<i>Summative</i>
CSET	--	--		<i>Spring</i>	<i>Spring</i>		<i>Spring</i>				
GWT	--	<i>Fall, Spring</i>		<i>Fall, Spring</i>	<i>Fall, Spring</i>		<i>Fall, Spring</i>				
Alumni survey	--	--		--	<i>Fall (pilot)</i>		<i>Fall, Spring</i>				