Program Review and Self Study
2013-2014

Bachelor of Arts in Liberal Studies, SSU
Liberal Studies Napa Valley

Introduction

The off-site Bachelor’s Degree Program, Liberal Studies Napa Valley has an emphasis on international studies and Liberal Arts. The Program, started in Fall of 2007 is offered on the Campus of Napa Valley College in Napa County and is modeled after the resident program, Liberal Studies Ukiah (Stateside) offered in Ukiah that has been in place for over 30 years on the campus of Mendocino College in Mendocino County. The program currently in place is fully approved by Sonoma State University and the Western Association of Schools and Colleges (WASC). The only differences in the two programs are 1) the location; one is in on the campus of Mendocino College in Mendocino County and the other is on the campus of Napa Valley College in Napa County, which is 27 miles north of SSU, and 2) The Liberal Studies Ukiah program is stateside and the Liberal Studies Napa Valley program is housed in SSU's School of Extended Education.

Institutional and Program Overview

Bachelor of Arts in Liberal Studies
Location:
Napa Valley College
Napa, California
100% of the program is offered off-site
The program is marketed to community college students at Napa Valley College and other students in the vicinity.
The projected number of students initially was 20 to 25. The number of majors in Liberal Studies Napa Program varies from 20-40.

The types of student the program is geared for are adult learners, as well as underrepresented populations, such as reentry students- full and part-time.

The initial date of offering was August, 2007; Fall Semester

The (anticipated) life of the program is ongoing as need is demonstrated and as resources are available. The timeframe of courses is in traditional format with classes offered on weekdays, in the evenings, and on the weekends during the day.
Sonoma State University's external partner, Napa Valley College, is a two-year California community college, offering AA degrees and a variety of certificate programs.

The program represents a collaborative effort between Sonoma State University and Napa Valley College to provide a bachelor of arts’ granting academic program that primarily prepares its graduates for both teaching in California’s K-12 and for careers which call for a Bachelor of Arts. Liberal Studies Napa Valley is housed on the Napa Valley College campus, 27 miles north of SSU.

As of Academic Year 2004-05 all graduates of Liberal Studies Napa Valley entering a Multiple-Subject Teaching Credential Program will have to successfully pass the CTC-approved California Subject Examination for Teachers (CSET).

The Memorandum of Understanding between Sonoma State University and Napa Valley College is available by request from the Office of Academic Affairs’ Elaine Sundberg.

**Descriptive Background, History and Context**

The California state legislature established Sonoma State College in 1960. The college opened in temporary quarters in Rohnert Park in fall 1961 with an enrollment of 265 upper-division students. The college’s elementary education, psychology, and counseling programs were the principal offerings. The college grew steadily, developing academic programs based in the traditional liberal arts and sciences as well as in career and professional programs, all the while emphasizing close student-faculty interaction. The college moved to its present 274 acre site in 1966. Located at the foot of the Sonoma hills in Sonoma County, the campus is approximately one hour north of San Francisco and 40 minutes away from the Pacific Ocean. New facilities have been constructed and extensive landscaping has been accomplished over the years, creating one of the most attractive, modern and well-equipped campuses in the state. In 1978, university status was granted and the name was changed to Sonoma State University. The university now enrolls more than 8,000 students and offers 43 bachelor’s degrees, 14 master’s degrees, 10 teaching, specialist and service credentials, and one joint-doctorate in Educational Administration (with CSU Sacramento and UC Davis). SSU has five academic schools – Arts and Humanities, Business and Economics, Education, Science and Technology, and Social Sciences – and the School of Extended Education and the University Library.

SSU’s mission is to prepare students to be learned men and women who:

- Have a foundation for lifelong learning,
- Have a broad cultural perspective,
- Have a keen appreciation of intellectual and aesthetic achievements,
- Will be leaders and active citizens,
- Are capable of pursuing fulfilling careers in a changing world, and
- Are concerned with contributing to the health and well-being of the world at large.
SSU is fully accredited by the Western Association of Schools and Colleges since 1963. In addition, individual program accreditation has been granted by the American Chemical Society, the National Association of Schools of Music, the National League for Nursing, the National Association for Schools of Art and Design, and the Council for Accreditation of Counseling and Related Educational Programs. Programs in SSU’s School of Education are approved by the California Commission on Teacher Credentialing and the National Council for Accreditation for Teacher Education.

In the past 40 years Sonoma State University has transitioned from a satellite of San Francisco State University that was loosely connected to the community to become a key resource for the region and the campus of destination for freshmen from throughout California. SSU is a campus with primarily a traditional age campus, and nearly one-half of the undergraduate student population lives in the residence halls on campus. As the facilities and infrastructure change with the construction of the Green Music Center, the university is poised to become a major cultural resource for the area. The current connection with the community has grown into a dynamic relationship in which students, faculty, organizations and industry benefit from their interactions with the university.

In the early 1990’s SSU was primarily a transfer institution but was increasingly affected by shifting enrollment patterns. Throughout the state and particularly in the university’s service region, the number of transfer students decreased. Additionally, because of its location and its local demographics, SSU was unable to recruit a sufficiently large freshman class from its immediate six county region. The university, under the leadership and vision of a new president, shifted to a statewide freshman recruitment effort and began to develop its image as a destination campus with a strong liberal arts and sciences identity. At the same time, the university embarked on an ambitious effort to build new student housing and to enhance the co-curricular activities for student residents. The campus now houses over 2,600 residents, which is one of the CSU’s highest percentages of students living on campus. Because SSU is located in a suburban, bedroom community, students have long complained that there are limited activities available to them in the local region. Thus, increased efforts to develop activities on the campus have been made, including the opening of a new recreation center, but clearly the university recognizes that additional efforts are needed.

While the university has placed emphasis and focus on the undergraduate mission of the university, the professional and graduate programs of SSU continue to serve an important function, providing professional degrees, certificates, credentials, and master’s degrees to individuals throughout the region. SSU’s mission statement acknowledges the key role the university plays in providing these programs, which respond to regional and state needs within the academic, business, education, and professional communities.

The University Planning Steering Committee (UPSC) is engaged in a strategic planning effort for the university and has identified as one of its key strategic areas the following: Community Resources: Maintain and enhance collaborative relationships with the local communities and the surrounding region in order to contribute toward educational, social, cultural, and economic development. The BA in Liberal Studies (Napa) clearly supports
this area of the university's strategic plan.

B. To address prior experience, list the number, variety and longevity of other programs that have been or are being offered off-campus - Include a summary or profile of one of these programs to demonstrate prior experience.

Sonoma State University has offered off-campus programs in Nursing, Education (Teacher Credential), and Liberal Studies for a number of years. For over twenty years Sonoma State University has offered an upper-division program in Ukiah, California leading to a Bachelor of Arts in Liberal Studies, with an emphasis on American Studies. The Ukiah Liberal Studies program offers a wide variety of courses from the social sciences, humanities, and natural sciences while providing a flexible major through which students may also take courses in other areas of interest. Like more traditional liberal arts majors, the Ukiah Liberal Studies major is excellent preparation for students interested in a career in teaching or counseling, the legal profession, or business as well as graduate work in the social sciences and the humanities. The Department of Literacy Studies and Elementary Education has maintained a highly successful Multiple Subject outreach program for a number of years in Ukiah, CA at the same site as the Liberal Studies Program. The BA Liberal Studies (Napa) is identical to the successful BA in Liberal Studies (Ukiah) Program.

Institutional Accrediting History Relevant to offering Higher Education offsite - Liberal Studies Napa Valley

Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the delivery of higher education off site in Napa County.

In 1994 the WASC Commission approved a substantive change in SSU’s mission to offer a master’s degree in nursing with a focus on Nursing Leadership and Management at Kaiser Permanente Hospital in Oakland. Since that time, SSU has undergone a 10 year reaccreditation review and visit in 1999 and a follow-up 5th year special visit in 2004 focusing on institutional planning, educational effectiveness, diversity and sustained follow-up. In 1999, the focus of the reaccreditation self-study and visit was on “Assessing the Effectiveness of a SSU Undergraduate Education,” so there is no specific reference in the team visit report or Commission letter to graduate programs or operation of off-campus sites. However, in both the 1999 Reaccreditation Commission letter and in the 2004 5th year Reaccreditation Commission letter, WASC continued to urge SSU to place greater focus on alignment of institutional priorities with mission and on assessment of program quality and student learning. Further, the recent efforts in strategic planning for the Academic Affairs division produced a mission and vision statement that embraces the importance of “professional graduate programs” and affirms SSU’s role in “acting as a catalyst for the social and cultural transformation of the North Bay Region.” As previously mentioned the University's strategic planning effort has identified maintaining and enhancing "collaborative relationships with the local communities and
Program Rationale/SSU's mission and strategic goals

Sonoma State University's Mission includes the following statement: “The University recognizes its obligation to serve as an educational and cultural resource for the people in the surrounding community." The BA in Liberal Studies (Napa) falls well within that framework. Additionally, SSU's on-going efforts at strategic planning have identified the following strategic area that relates directly to this program: "Community Resources: Maintain and enhance collaborative relationships with the local communities and the surrounding region in order to contribute toward educational, social, cultural, and economic development."

As with the Liberal Studies Ukiah Program, SSU was approached by the administration of Napa Valley College to provide a Liberal Studies program. The establishment of such a program represents an attempt on the part of SSU to meet the educational needs of citizens living in primarily rural communities located in counties north of Sonoma State, Napa and Lake Counties. The Ukiah Liberal Studies Program of Sonoma State University was founded in 1976 as an upper-division program leading to a bachelor of arts in Liberal Studies with an emphasis on American Studies. Its establishment represented an attempt on the part of Sonoma State University to meet the educational needs of citizens living in primarily rural communities located in Mendocino and Lake counties. Educational opportunities in these counties were limited at all levels by the remoteness and relative isolation of the communities from each other and from urban centers. Those K-12 students not attending schools in the few cities within the region were receiving a secondary education in schools located in districts 25 to 100 miles apart. Isolation limited interaction among teachers from these districts, which hindered the sharing of ideas and materials. Resources and facilities readily available to schools in urban centers were further removed for these schools. The dozen or so smallest high schools, though within 25 to 50 miles of the local community college, were more than 100 miles from the nearest four year university.

Secondary students in these counties, partly as a result of the isolation, had an extremely low rate of participation in post-secondary education. Their aspirations for higher education were also affected by their parents’ lack of college experience, with over 60% having never graduated from college.

Sonoma State University (SSU) began addressing these problems at the request of school officials from Mendocino and Lake Counties by creating the Ukiah Liberal Studies Bachelor of Arts (BA) program, which offered a wide variety of courses in the social sciences, humanities, and natural sciences. We continue to address similar needs with the formation of the Liberal Studies Napa Program.
The obvious need in the region for subject matter preparation programs that would give access to basic credential programs led to the certification of a multiple subject waiver program within the Liberal Studies BA. As a result, over the next three decades nearly one-third of the Ukiah Liberal Studies Program graduates not only turned to teaching as a career, but most became elementary school teachers in Mendocino and Lake County School Districts. After meeting with the NAPA administrators we established that a number of students, in order to continue to work in Early Childhood Education, are now required to earn a BA. The outreach in Napa would be sufficient to mount the Napa Liberal Studies program to address these teachers’ needs.

We expected 20-25 students in the fall of 2007, based on the recommendation of the Napa Valley College administration and enrollment managers; many of these perspective students needed to finish a BA to complete their ECE credential to teach in California schools, a new requirement for the state of California. We increased enrollment to 25-30 students in the spring of 2008. We do not have a "cap" on the number of majors but estimate that as the program becomes more well-known, more students will enroll. By 2009 we had over 40 majors.

Recruitment and Marketing

To recruit students we set in place a number of measures. We set up a “welcome” table on the first day of classes each semester at Napa Valley College, starting on January 17th, 2007, handing out flyers and taking interested students’ names to follow up with phone calls. We also arrange each semester, with the NVC transfer center at least three orientation and information sessions, one each month in March, April, and May to inform interested students about our SSU Liberal Studies Napa Valley Program. NVC Counselors tell graduating sophomores about our program; and we announce the orientations and information sessions both in the School paper, on the NVC website, on SSU’s website, and in the local newspapers, and we also post flyers and posters around the NVC campus. Both SSU and NVC Advisors meet with interested potential students in individual meetings after group orientation and information meetings both in spring and fall semesters. We also currently have a large permanent banner in the NVC cafeteria announcing our program with phone/contact numbers. Various Extended Education brochures feature the parameters of our program and reach a wide audience via mail.

Program Approval Process

Following the Napa request and indication of interest in replicating our Liberal Studies Ukiah Program in Napa, we met as a group to determine the steps to put in place the program. We determined that we could use the Napa Valley College classrooms and established a group of faculty interested in teaching in Napa. We have a regular rotating course schedule, advisors, a coordinator, and a successful program. The Liberal Studies Napa Valley program is also identical to the fully vetted and approved on campus resident program. Since the Liberal Studies Napa program required no curriculum
changes, the School of Social Sciences did not need to review the program proposal, nor did it need the approval of the Educational Policies Committee of Sonoma State University.

**Program Description**

The BA in Liberal Studies Napa is identical in curricular design, philosophy, and pedagogical methods to the BA in Liberal Studies Ukiah (Stateside). Below is a full description of the curriculum.

**Background and Philosophy**

Preceding the formation of the Liberal Studies Napa Valley BA program, the Ukiah Liberal Studies Program of Sonoma State University was founded in 1976 as an upper-division program leading to a bachelor of arts in Liberal Studies with an emphasis on American Studies. Its establishment represented an attempt on the part of Sonoma State University to meet the educational needs of citizens living in primarily rural communities located in Mendocino and Lake counties. Educational opportunities in these counties were limited at all levels by the remoteness and relative isolation of the communities from each other and from urban centers. Those K-12 students not attending schools in the few cities within the region were receiving a secondary education in schools located in districts 25 to 100 miles apart. Isolation limited interaction among teachers from these districts, which hindered the sharing of ideas and materials. Resources and facilities readily available to schools in urban centers were further removed for these schools. The dozen or so smallest high schools, though within 25 to 50 miles of the local community college, were more than 100 miles from the nearest four-year university.

Secondary students in these counties, partly as a result of the isolation, had an extremely low rate of participation in post-secondary education. Their aspirations for higher education were also affected by their parents’ lack of college experience, with over 60% having never graduated from college.

Sonoma State University (SSU) began addressing these problems at the request of school officials from Mendocino and Lake Counties by creating the Ukiah Liberal Studies Bachelor of Arts (BA) program, which offered a wide variety of courses in the social sciences, humanities, and natural sciences.

Now Napa Valley College has a similar program in their area.

We share the view that in our increasingly interdependent world, it is necessary to prepare our future leaders with an in-depth appreciation for the connections and interactions among the people and nations of the world, and the means for exploring those connections and interactions in any given learning situation. In this learning vision the well-educated person has a breadth and depth of knowledge. We trust that the student entering the Ukiah Program, an upper division program, has satisfactorily completed two years of lower division, general education coursework in which they have developed a
breadth of knowledge and familiarity with a wide range of modes of inquiry in the humanities, social sciences, and natural sciences. As part of this lower division work, the student will have developed verbal, writing, and analytical skills; a basic understanding of mathematics and quantitative reasoning; a knowledge of life science, physical science, and scientific methodology; a familiarity with social science methodology and content in several areas of the social sciences; an appreciation of arts and literature; an understanding of the insights of philosophical inquiry; and some appreciation of the diversity of cultures both within the United States and globally.

In addition to the breadth of learning acquired in a lower division general education curriculum, a well-educated student needs to experience the rigorous discipline that accompanies a concentrated focus of study. Work in the interdisciplinary, international studies concentration builds on and refines the skills and intellectual abilities acquired in lower division coursework, but also makes it possible for the preparing teacher to acquire that sense of understanding and mastery - at a baccalaureate level - that comes with identifying questions and pursuing solutions in-depth through a rich and diverse study concentration.

Ultimately, the well-educated person who emerges from this study program should not only have the ability and motivation for a lifetime of learning.

The interdisciplinary subject matter program encourages students to search for those vital relationships between and within disciplines that are essential to their preparation. Students may work concurrently on projects that involve literature and history, geography and culture, gender studies and psychology, and ethnic studies and sociology, identifying those broad-based, in-depth, critical connections that complete university requirements for a general education and liberal arts degree.

The international concentration is relevant to current modern curriculum. As technology brings the global village to our desktops, the world grows smaller and global issues move to the center of education. These issues raise important value and ethical considerations for students pursuing questions and answers across disciplines, each with its own social, ethical, and personal priorities. Students must come to terms with the place of Western and American values in a comparative world context, which raises fundamental questions about beliefs, values, and perceptions. Students are encouraged to test practical issues and real world problems against professed ideals in their international concentration coursework, independent research, fieldwork, and off campus study.

**BA in Liberal Studies**

The content of Liberal Studies Napa program is divided between two institutions, Sonoma State University (SSU) and Napa Valley College (NVC). Students complete 54 upper division units at SSU Napa and transfer up to 70 units from NVC (or other colleges).

1. A minimum of 54 semester units in the program is fulfilled by coursework in a variety of disciplines including 9 upper division GE classes. This Liberal Studies program is presented to students as an opportunity to attain the broad basis of a liberal arts and
sciences education, not simply as a series of requirements to be met to obtain a degree. Students are challenged intellectually in the range of human knowledge especially in the following areas of coursework:

HUMANITIES (16 units)
- History of the Fine Arts, Theater, Dance and Music.
- World Literature.
- Philosophy and Values.
- Comparative and Multi Cultural Perspectives

BEHAVIORAL SCIENCES (16 units)
- Individual and Society.
- World History and Civilization.
- Sociology
- Contemporary Perspectives.
- The Integrated Person
- Geography
- Psychology
- Anthropology
- Gender Studies

PHYSICAL SCIENCES (6 units)
- Environmental Sciences
- Biology and Health
- Geology
- Astronomy

ELECTIVES (from above disciplines and Education 16 units)

Coursework for a BA in Liberal Studies, Napa Valley

We believe that students who complete the academic course work outlined above have been exposed to and intellectually challenged by a broad range of human knowledge.

Major Requirements. The student is required to complete a minimum of 54 upper division units for the B.A. in Liberal Studies Napa. The Napa Liberal Studies program offers a wide variety of course work for fulfilling the requirements in the Humanities (16 units), Behavioral Sciences (16 units), Natural/Physical Sciences (6 units) and Electives (16 units) including an International Studies concentration and Social Science 300 and 400 (4 units total of SSCI courses). See above.

The International Studies or other concentrations, depending on student goals, interests, and career choice, in the program are constructed of 54 units at the upper division level. The units in the concentration will be offered across disciplines from a selection of various courses. The in-depth concentrations consist of courses that are coherently related to each other, i.e., history, geography, and other social sciences, as well as literature and environmental studies with an interdisciplinary context.
The in-depth concentration is structured to facilitate development and completion of the independent project that is a significant part of each student's program. This project is part of the learning plan developed by each student in Social Science 300, a one-unit course required during the first semester of enrollment in the Liberal Studies Napa Valley Program. The project becomes part of the student’s portfolio that is evaluated in Social Science 400, a three-unit course taken the last semester of the program.

Students, with the assistance of their advisor, select courses that will help them identify interdisciplinary issues, look at large concepts, and make connections in the International Studies curriculum, such as world peace and education, survival and environment, history and human dignity, planetary problems and individual well-being, human rights and quality of life, conserving resources and promoting sustainable systems, health and population.

**Sample courses in the program include:**

AMCS 350 Ethics, Values, and Multiculturalism

ANTH 384 Topics in Linguistic Anthropology

BIO 308 Environmental Toxicology

BIO 309 The Biology of Cancer

BIO 311 Sexually Transmitted Diseases

BIO 314 Field Biology

BIO 318 The Biology of Aging

CALS 403 Chicano and Latino Studies

CALS 432 Latinas and Globalization

CALS 451 Latina/o Humanisms

CCJS 470 Media, Crime and Criminal Justice

CCJS 489 Civil Liberties and the Constitution

COMS 329 Media and Society

ENG 314 Modern World Literature

ENGL 345 Women Writers
Teaching Environment and Methodologies

The core classes in the Napa Liberal Studies Program are generally small enough to allow extensive discussion among students and between instructors and students. Students discover that effective teaching involves questioning and challenging, clarification, and a considerable amount of learning from peers. The small classroom setting makes it possible for students to sharpen their analytic skills, develop the ability to articulate their ideas, and respond to the concepts or issues being discussed. Students are encouraged from the beginning of their work toward a credential to understand the connections among courses in their educational plan.

Several courses in the Liberal Studies Napa Program require students to make oral reports on researched topics, and to aid in making these presentations, students are encouraged to develop visuals such as maps, charts, graphs, and slide presentations to more effectively communicate their ideas, using a variety of presentational aids, including overhead projections, slides, films, videocassettes, and computer supported instruction.

A number of courses, such as Social Science 300, a requirement for all students entering any concentration in the program, are incorporating new technologies and online components.
Social Science 300 introduces students to the program through a broad based, interdisciplinary approach that facilitates the student's need to understand the underlying relationship between all the courses in his/her program of study. Students will be able to apply the concept of multiple perspectives to all ideas, concepts, and issues, and to use technological resources in addressing the complex of considerations with which they are working. Students will be aware of the values they bring to the interpretation of materials in their program coursework because it is the awareness of one's values that makes it possible for students to give meaningful shape to their education.

Students in Social Science 300 will begin developing a portfolio, either an electronic Web folio or a traditional paper format, that documents and evaluates the range and depth of their educational experiences and ideas as they make their way through the Liberal Studies curriculum, but also serves as a resource for assessment that is appropriate to the aims of the program. The completed portfolio is a portrait of the learner that delineates the process of intellectual shaping the student has undergone. The development of a portfolio in Social Science 300 begins with a statement of the student's intent, proposed focus, and educational plan. The portfolio may include:

- a student’s proposed educational goal(s)
- an individual timeline
- a collection of resources and/or data bases
- a bibliography of researched materials
- a review of relevant literature in various fields, or in one particular field
- portions of, or excerpts from course texts
- web site proposal
- key links to relevant sites
- interdisciplinary connections
- cultural connections
- multiple language resources
- educational plan
- choice of topics, theory, methods
- a range of subject area explorations
- notes for future studies
- an online forum of sorts used as a “meeting ground” for students in the cohort Social Science 400 or Social Science 410, introduced in 2004-05 in the Liberal Studies Ukiah Program for students preparing for all disciplines; this is the model we plan to use in the Liberal Studies Napa Valley Program

Integrative Nature of Content and Coursework

The decision to create an International Studies concentration was based on the inherent interdisciplinary nature of Liberal Studies. The intent of the program is to prepare students to explore the connections and interactions among peoples and nations, as they exist within world regions and the international community, which requires an understanding of the way in which the knowledge of different disciplines comes together in different constellations of meaning for different peoples and nations. Students will therefore develop concentrations that involve an integration of such disciplines as
literature and history, geography and anthropology, environmental studies and political science. Within these concentrations, students will begin to identify the underlying interdisciplinary issues that have a global impact that can only be adequately addressed through an understanding of the international relationships that both bind and separate the nations of the world. The independent project each student must complete will reflect his or her focus of study and discovery.

Integrative study is not limited to interdisciplinary coursework. The integrative approach to learning is also found in individual courses, in our Liberal Studies Napa Programs, such as the following:

ENSP 301 THE HUMAN ENVIRONMENT. Studies human biological and cultural evolution, development of environmental ethics regulating relations of humans to nature, and social/economic/political factors underlying contemporary global environmental crises.

ENGL 314 MODERN WORLD LITERATURE: This course is a survey of world literature from the 19th, 20th, and 21st Centuries. Reading, writing about, and discussing a variety of works from every continent, students will become more familiar with authors from a diversity of cultures and will be exposed to new and different perspectives, opinions, lifestyles, thus enabling them to better understand the world and their place in it.

BIO 314 FIELD BIOLOGY: In this course, one of our most popular, students not only read about and study the living ecosystem, basic geology of California, deserts, mountain, and coastal environments in the classroom, but they actually go on field trips to observe ecosystems and collect data on intertidal communities, tide pools, California inland waters and California coast and estuaries.

NOTE: Each course includes Learning Outcomes and student learning goals. Find examples below in Hist 375

HIST 375 AMERICAN HISTORY: Included below is a sample of the learning outcomes expected in the HIST 375 course entitled “Into the Darkness: America’s Responses to Crises”

Program Goals:

Think Critically and Master Oral and Written Analysis

Specifically at the successful completion of this course, you will be able to:
1. Critically evaluate written and media delivered historical interpretations of the following: a) roles and contributions of selected political leaders from the period under study; b) nature and effects of the 1930s Dust Bowl migration; c) the reasons for and the effects of selected protests against New Deal policies and programs; and d) World War II relocation of Japanese-Americans.
2. -Characterize the major successes and failings of selected American political Leaders of the period under study.
3. -Describe the nature of and the reasons for the varying degrees of popular support for selected political leaders of the time including Herbert Hoover, Franklin Roosevelt, Huey Long, Father Charles Coughlin, and Adolph Hitler.
4. -Characterize the causes of the Dust Bowl migration of the 1930s and its effects on the migrants themselves and the communities they impacted.
5. - Identify and describe the salient factors that contributed to the various protests against the political and economic policies of the Roosevelt Administration and the successes and failings of these protests.
6. -Characterize the changing electronic mass media in the period under study and describe the impact of this media on American politics and social, economic developments.
7. -Identify and describe the salient factors that contributed to the social unrest and protests of the 1930s and to the profound social and cultural and economic changes described in your readings and reflected in various media.
8. -Describe American reaction to the Japanese attack on Pearl Harbor and the various factors that led to the subsequent relocation of Japanese -Americans on the West Coast of the United States.
9. -Characterize the significant effects of the Second World War on Oakland, California and the degree to which the War changed this California city.
10. -Describe the changing roles and status of selected minorities in the United States in the period under study, especially those of African Americans and japanese-Americans living on the West Coast.
11. - Synthesize the readings, discussions, films and WEB-based resources into verbal and word-processed reactions to the problems identified.
12. -Access archival material on the WEB to enhance your understanding of the historical developments in the period under study.
13. - Improve at least one of your written assignments using the instructor’s recommendations for improvement.

The SENIOR PROJECT is a capstone course in the Liberal Studies Napa Program, which builds upon the work students have done in previous semesters and provides an opportunity for the individual student to focus upon an interdisciplinary topic of particular interest. It functions as a guided group independent study and provides a supportive context for undertaking a major piece of research, thinking and writing. The project must include the results of intensive investigation and must be appropriately documented. Students often work in teams or small groups, and also have professors to mentor to guide them through the process. This course includes a portfolio and culminates in a formal presentation.
LIBERAL STUDIES NAPA VALLEY PROGRAM LEARNING OUTCOMES

Program Learning Outcomes:

Students completing the Liberal Studies Napa Valley Program should be able to:

1. Think Critically
2. Master Oral and Written Analysis
3. Generate a well-reasoned Argument
4. Write College Essays Across Disciplines
5. Apply Theories to Contemporary Issues
6. Enhance Awareness Across Cultures

More Specific Learning Outcomes found in various courses:

Students completing the Liberal Studies Napa Valley Program should be able to:

1. make connections across disciplines and identify the interdisciplinary nature of their study;
2. increase awareness and understanding of other cultures;
3. appreciate and celebrate diversity;
4. develop a broader perspective on global issues and international relations;
5. apply concepts of multiple perspectives to ideas, concepts, and issues;
6. identify questions that lead to understanding;
7. learn ways to use library, media center, electronic, technical, and web-based resources;
8. cultivate appreciation for the arts and literature;
9. complete a senior portfolio that documents the depth of educational experiences;
10. become well informed in one’s own educational path, goals;
11. improve one’s familiarity with life science, physical science, and scientific methodology;
12. write clearly using careful reasoning;
13. use Standard English writing conventions;
14. test practical issues and real world problems against professed ideals in the major;
15. practice effective verbal communication skills and develop ability to articulate ideas effectively;
16. sharpen analytical skills;
17. engage and excel in research for papers and course research;
18. self reflect in order to add more value to students’ college experience;
19. explore a wide range of human knowledge;
20. design and present findings for an independent project in senior year;
21. work and learn independently outside the classroom (field classes, internships, online/hybrids)

Matrix articulating the alignment between program learning outcomes and course learning outcomes: See Learning Objectives Section of Program Review

The courses are taught predominantly by tenured, tenure-track, and adjunct faculty from various departments All syllabi represent the standards of the program and do not differ from those offered for resident courses.

**Program Syllabi**

Program Syllabi include specific student learning outcomes for the course, are adapted to the modality of the course, and are appropriate to the level of the degree - Syllabi reflect information literacy requirements and use of the library Syllabi are reviewed by the coordinator and the Liberal Studies Napa faculty group as well as by the Department Chairs to ensure SSU policies are included or referenced in syllabi. For example, we recommend to professors that they include on their syllabi the SSU website for our student cheating and plagiarism policy. Disability resources also urges faculty to add a "student needs" clause to syllabi. See Syllabi Section of Program Review.
Internship requirements and monitoring procedures

An internship is not required in the program; however, internships are available and monitored by faculty.

Special requirements for graduation:

Students are expected to complete a portfolio and a capstone experience.

Schedule/Format

The typical student in this program should complete the program in two academic years, assuming that they are fulltime students, taking 12-15 units per semester. This is presuming that they are entering the program as junior level transfer students from Napa Valley College and have completed their lower division general education requirements.

The courses are taught predominantly by tenured, tenure-track, and adjunct faculty from various departments. All syllabi represent the standards of the program and do not differ from those offered for resident courses.

Attendance/participation requirements for program courses and assignments are negotiated between students and their professors in the same ways this occurs at the resident site.

Interaction between Students and Faculty

The interaction between students and faculty reflects that of the resident program. Faculty meet with students in courses and make appointments for individual and group advising. Faculty are also available for telephone and email communication with candidates. Several hybrid courses have a strong on-line component to address distant student needs and will also have a number of extended face-to-face meetings with students on designated class meeting days.
The timeframe of courses is in a traditional format.

Sample schedule of courses for a full cycle of the program with faculty assignments:

Fall 1
History 3 units
Soc Sci 1 unit
English 4 units
Music 3 units
Environmental Sci 3 units
Psyc 2 units

Spring 1
Soc Geog 3 units
Phil 3 units
AMCS 3 units
SOC 3 units
Bio 3 units

Fall 2
History 3 units
Engl 4 units
Anth 3 units
Thar 3 units

Spring 2
SSCI 3 units
Pols 3 units
CJC 3 units
Nams 3 units
Internship 3 units

Intersession and Summer
Variable

Evaluating Educational Effectiveness

Assessment is in a variety of formats. We use ongoing student assessments in the forms of submitted papers, in class presentations, such as power point presentations and informal panel discussions. Also students keep a portfolio starting in SSCI 300 and continuing in SSCI 400. Faculty work on an ongoing basis with students on their educational plans and on their portfolios. Students will keep samples of class work,
materials they generate for a particular educational unit, for example, a working resume, and self reflections as well as self assessment essays in their webfolios/class portfolios. We will also use a student exit survey to help improve the program along with oral feedback from students captured in meetings between students and coordinator along with students and advisors. Alumni are also encouraged to fill out online surveys during which they can give suggestions to make the program stronger. We have already been working diligently to improve the advising process for our Ukiah program students; we added more advising hours and more advisors to our program to assist students more frequently as they move through SSU. These improvements will be implemented in the Liberal Studies Napa Valley Program to ensure close contact between students, advisors, and faculty. We, advisors and faculty, also will meet regularly to assess student needs and continually review the program.

The critical assessments used in the resident program are identical to those of the proposed program. Students’ mastery of learning outcomes is evaluated by course assignments. Faculty look for evidence of performance on key tasks in courses. Three of the core assessment focal points for our current cohort include improving writing abilities, public speaking abilities, and critical thinking skills. The culminating assessment is in the form of a student portfolio and final class presentations. Students will not go forward in their coursework unless they have demonstrated the desired learning outcomes.

Incorporating the assessment of this program into the existing review process is in place. Faculty and advisors work closely with students as they progress through the four to five semester program. Each faculty member, as well, reviews student progress in key areas such as writing abilities, encouraging revision and editing to achieve a high standard of excellence. Students can monitor their progress using their class and program portfolios and have access to grades, transcripts, and “to do” classes via our SSU grade self service program. Also, sample student work is collected at various times during the semester as examples for others in the program. Constant in class embedded assessment assignments and thorough surveys also add to the existing review process in place. In addition, we try to get regular feedback through email surveys and personal contact by the coordinator from alumni for ways to improve the program.

We use the SSU Student Evaluation of Teaching Effectiveness forms SETEs including students’ feedback on our faculty, off campus facilities, program staff, and online computer components of our program. Students are asked to complete extensive self evaluations, too, to give us insight about their personal experiences in the program.

**Resources Faculty**

The courses are taught by tenured, tenure-track, and adjunct faculty from various departments. Curriculum Vitae representative faculty are in Program Review. All faculty teaching in the program are SSU faculty, vetted by respective departments. All faculty who are teaching in the program have experience with off-site teaching and create a schedule that accommodates the 27 mile (one way) drive to and from campus to
the site. The faculty who conduct hybrid courses have experience in using on-line resources for delivery of curriculum.

Three to five faculty members, drawn from department faculty and adjunct pools, are recruited to teach in the Napa Program each semester. The number and balance between tenure-line and adjunct faculty varies from semester to semester. However, it is expected that in any given semester, there will be both tenure-line and adjunct faculty teaching in the program.

**Student Support Services**

The Program Coordinator oversees the Liberal Studies Napa Program and works in close partnership with the Dean of Social Sciences and The Dean of Extended Education. The Coordinator may also serve as one of the advisors for Liberal Studies Napa majors, along with at least one other faculty advisor. Peer student advisors are also recruited from the majors during their senior year. As the students’ advisors, the Coordinator and advisors have responsibility for their ongoing assessment and final certification on completion of the program.

**Program Coordination**

The Program Coordinator is responsible for proposed changes to comply with revisions in our subject matter preparation program requirements and other SSU policies. Proposed changes are discussed with other departments as appropriate, and presented to the full Social Sciences curriculum committee. The Coordinator works with the School of Education and those campus committees concerned with multiple subject credential candidate preparation to ensure sound and consistent requirements among the university’s four multiple subject preparation programs as well as other various disciplines.

**Articulation Agreements**

The program maintains articulation agreements with nearby community colleges, and the coordinator meets periodically with counselors from these colleges in order to maintain the open lines of communication that facilitate transfers. Meetings are held with representatives of the feeder colleges, primarily counselors, whenever there were changes in requirements for credential or waiver programs or related general education coursework. These meetings are supplemented by additional contact as needed, and formal articulation agreements are reviewed and renewed regularly.

**Program Admission**

The admissions requirements for the program are identical to those of the Liberal Studies Ukiah program. Students targeted for this program are Napa Valley College students
interested in earning a Bachelor of Arts in Liberal studies and perhaps pursuing a career as K-12 educators or in other professions requiring a bachelor of arts degree.

Students entering as transfer juniors from community colleges are allowed to transfer in a maximum of 70 transferable units.

Students must complete 30 units in residence as Sonoma State University students, including 9 units of upper division general education.

Admissions requirements match those of the requirements for upper-division transfer in the Sonoma State University resident program. Students must have a gpa of at least 2.0 (C or better) in all transferable units attempted; and they are in good standing at the last college or university attended; and they have completed at least 60 semester units with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics and at a level at least equivalent to courses that meet general education requirements. The 60 units must include all of the general education requirements in communication in the English language (both oral and written) and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) or the IGETC requirements in English communication and mathematical concepts and quantitative reasoning.

Students seeking to enter the Liberal Studies Napa Program are directed to the Program Website, to the Application Materials, and to the Coordinator or the faculty advisor for advising. Prospective candidates are given materials describing the program and encouraged to ask questions about it, School of Education requirements, and other career options. At this and any subsequent meetings that may be necessary, the advisor reviews the student’s transcripts to determine which program and university requirements have been met by previous coursework. The student and advisor review the evaluation of the courses still needed for completion of the Bachelor of Arts in Liberal Studies program. The Program Coordinator or the faculty advisor discusses a variety of options with the candidate at this point.

A large number of students entering our program are transfers from community colleges, which is one reason we maintain articulation agreements and open communications with nearby community colleges. A large segment of our required coursework is fulfilled by General Education courses. These courses, identified by CSU General Education requirements categories and numbers, are well understood by the community colleges. This cross-referencing facilitates the transfer process for both students and community college advisors.

**Assessment**

To establish a baseline for assessment, Liberal Studies students entering their first semester as juniors will be required to take Social Science 300. This course familiarizes students with the nature of a portfolio, and help them assemble materials from their past academic experience and other background for portfolio development, which can be done as a Web folio (electronic portfolio) or in a traditional paper format. Students develop a
portfolio rubric that meets the expectations for their summative assessment in Social Science 400.

Social Science 400 includes a Portfolio Assessment component as a vehicle for summative program assessment. Class meetings focus on discussion and documentation of the ways each student has met the requirements for subject matter competency as well as the standards and quality indicators for the overall program. By the end of this course students will have completed the portfolios they began when they entered the program. Portfolios will include personal biographies and self-reflection on their career choices; examples of significant written work; examples of creative work, including completion of the research project they began in Social Science 300; test scores on a variety of examinations; documentation of extra-curricular activities; and a journal of any field experience. The bracketing of a student's experience by Social Science 300 and 400 should provide a sound basis for formal assessment and an opportunity for the credential candidate to assess her/his individual development as a well-prepared and well-educated person.

Financial aid advising

The Financial aid office has a website and email and candidates can reach advisors by phone or by traveling to campus.

Career placement services

Students can utilize the career services offered through the Sonoma State University Advising Center.

Support services for students and faculty including helpdesk hours

Support services are available on campus during regular campus hours, 8 am - 4:30 pm. Students also have access to faculty via email and People soft advising platforms.

A variety of student support services are available through the SSU web site, including library support, advising support, and student access to the CMS data base, where they can print out advising transcripts, look course offerings, etc. Also faculty members utilize Moodle where students can access course syllabi and materials.

Information Literacy and Library Resources

Students have access to the library, both on-line and on campus. Each has a library card and can check out library resources they may need.

Students have access to the library, both on-line and on campus. Each has a library card and can check out library resources they may need.
The library staff has regular instruction sessions on how to use library resources. These can be located on-line and students are welcome to attend. Since the off-campus site is within 30 miles of the campus, students can use the library during regular working hours. Additionally, the University Library has an extensive web presence, allowing students and faculty to remotely access materials at any time, day or night. The following is a sample of the information available to students and faculty regarding off-campus access to the University Library:

**Off-Campus Access to Library Resources**

Most of the library's electronic resources are available from off-campus to current Sonoma State University students, faculty and staff.

Snoopy Library Catalog (books, music, videos & more)
Available to all. No Library PIN or barcode needed for basic searching
Find Articles & More… (journal articles & full-text databases)
Library PIN and barcode number from campus ID (or library card) required for remote access.
Restricted to current SSU Students, Faculty and Staff.
e books (books available online)
Library PIN and barcode number from campus ID (or library card) required for remote access.
Restricted to current SSU Students, Faculty and Staff.
For a listing by title, search Snoopy by subject for "electronic books" or search by keyword and limit location to "eBooks."

The library staff has regular instruction sessions on how to use library resources. These can be located on-line and students are welcome to attend. Also, in courses, faculty will orient students to resources both on-line, resources available at Napa Valley College, and on the resident campus.

There are no additional information literacy and library resources deemed necessary beyond what is currently available to all students at SSU.

The students have access to all library resources, including the 24-hour lab, which has staff on duty. There are also on-line help screens and tutorials for various technology needs. Students have access to assistance on the telephone during regular hours. Students have full access to all of the University Library's assets, including other library systems, electronic services, the internet, etc. Students have access to the library, both on-line and on campus. Each has a library card and can check out library resources they may need.

The library staff is available through email, telephone and face-to-face.

Students in the program will utilize library resources in the research and production of
term papers, research papers, senior projects, etc. The will also access information on MLA/APA documentation and view critical material that will be utilized in class discussions and class presentation.

**Technology**

Students have access to technology on campus and via on-line for use on personal computers. They can use email and on-line resources for registration and other needs. During regular hours, there is a telephone service line for assistance.

Some courses will have variable on-line components, depending on curriculum. On-line instruction and education is in alignment with the technology delivery focus of the Liberal Studies Napa Program and the face-to-face component of these courses is significant. Instructors will assure that students are able to use the technology required for this component of the courses.

All of the students expressing interest in the program own the appropriate technology needed for successful completion of the program. They also have access to the computer labs at their schools and those at Sonoma State University.

It is not anticipated that students will need training in order to participate in the courses. Any training that may be required is very minor and will be handled on a case-by-case basis by the faculty in the program.

Scheduled service interruptions are announced in advance to all members of the campus community and posted in advance on the SSU website. Sonoma State University has an extensive emergency preparedness plan for any major disruptions to the campus. The SSU Emergency Management Program establishes policies and procedures and assigns responsibilities to ensure the effective management of campus operations during emergency situations. Additionally, the organization provides direction for disseminating emergency public information, establishing emergency communications, developing alerting and warning procedures, and assessing and reporting damage. Physical Resources

In the agreement between Napa Valley College and Sonoma State University, NVC provides the classroom space at their site in Napa, including needed technology (overhead projector, computer, VCR/DVD player, screen).
Financial Resources

Students are charged $350.00/unit, which covers all necessary costs of the program.

The cost to students is $350.00 per unit. Students can complete the program with a minimum of 30 units. The total cost for 30-50 units is approximately $10,500.00-15,500.00; up to 50 majors can be accommodated in the program.

Teach-out

If the program is closed, candidates will be able to complete their program on campus.