

## Sonoma State University's Liberal Studies Ukiah Program Program Review Self Study 2015-2016

### A). Liberal Studies Program Overview

#### Introduction

CERTAIN QUALITIES OF THE UKIAH LIBERAL STUDIES PROGRAM MAKE IT A PROGRAM UNIQUE TO SONOMA STATE UNIVERSITY AND TO THE CALIFORNIA STATE UNIVERSITY SYSTEM. FEW, IF ANY, CSUs HAVE A LONGSTANDING PARTNERSHIP WITH COMMUNITY COLLEGE CAMPUSES USING AN OUTREACH PROGRAM SUCH AS LIBS UKIAH, IN HELPING TO BRIDGE THE GAP IN TEACHER PREPARATION FOR REMOTE AREAS OF CALIFORNIA. LIBERAL STUDIES UKIAH IS A UNIQUE MODEL PROGRAM.

1. *Liberal Studies Ukiah represents a collaborative effort between Sonoma State University and Mendocino Community College to provide a bachelor of arts-granting academic program that primarily prepares its graduates for teaching in California's K-12. Presently over 60% of public school teachers and administrators in our tri-county area are retiring! The urgency of continuing such a partnership is obvious.*
2. *The Liberal Studies Ukiah Program is housed seventy-five miles north of the main SSU Rohnert Park campus in a teaching facility financed and constructed by SSU and its School of Social Sciences on land provided by Mendocino College.*
3. *A large majority of Liberal Studies Ukiah graduates (over four hundred and twenty since 1976) have been certified by California's Commission on Teacher Credentialing (CTC) as qualified to teach in California's K-12.*
4. *Since AY 2004-05, all graduates of Liberal Studies Ukiah, entering a Multiple-Subject Teaching Credential Program have had to successfully pass the CTC-approved California Subject Examination for Teachers (CSET). NOTE: this may change for some students with the adoption (by many CSU Liberal Studies departments) of the 2016 teacher preparation waiver (ongoing revisions at all CSUs from October 2016 through 2018).*
5. *In October of 2016 the CTC published the new California Teaching Waiver guidelines. SSU hopes to write the waiver to deliver in 2018 in our Liberal Studies Ukiah Program (along with CALS, AMCS, and the SSU Hutchins School).*

#### History, Background, and Philosophy

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, (now International) 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 needs at the request of school officials from Mendocino County Office of Education along with the (and Lake County area school administrators' groups) by creating the Ukiah Liberal Studies Bachelor of Arts (BALS) program, which offered a wide variety of courses in the social sciences, humanities, and natural sciences.

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 four decades nearly 85% 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.

The North Bay International Studies Project (NBISP), a California Subject Matter Project located at Sonoma State University under the auspices of the California International Studies Project, subsequently entered into a collaboration with the School of Social Sciences to revise the Ukiah Liberal Studies Multiple Subject Preparation Program to comply with the then current coursework requirements. The revised program had the following goals: 1) to ensure a strong general education foundation for those students interested in a teaching career; 2) to increase students' awareness and understanding of other cultures; 3) to develop a broader perspective on global issues and international relations. Today we now are embarking on the most current rendition

of the CTC waiver process passed in Sacramento in October of 2016. The new waiver replaces the former *No Child Left Behind* Initiative that put into place a series of tests, the CSET. With the new waiver, the barrier of the CSET will be removed allowing more ELL, ESL, non-native speakers of English, and other URMs and reentry adult learners to pursue careers in teaching, in particular Elementary School Teachers (and in some cases, special education and bilingual practitioners). So once again, at SSU, we find ourselves poised to revise the current standards in the path to teaching.

All participants in this "revisioning" process 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 Liberal Studies Ukiah Multiple Subject Matter Preparation or Waiver 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, multiple subject teaching candidate needs to experience the rigorous discipline that accompanies a concentrated focus of study. Work in the interdisciplinary, multiple subject 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 teacher in preparation who emerges from this study program should not only have the ability and motivation for a lifetime of learning, but should be able to awaken similar capacities in the students they will teach.

The interdisciplinary subject matter program encourages students to search for those vital relationships between and within disciplines that are essential to their teaching 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 not only relevant to current modern curriculum, but paramount to teacher preparation. 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, field work, and off campus study. In concert with the SSU mission, the Liberal studies Ukiah Program emphasizes the mission to prepare students to be learned....

### **Lower Division Preparation for the BA in Liberal Studies**

The content of the subject matter preparation program is divided between two institutions, Sonoma State University (SSU) and Mendocino Community College (MC). Students will complete a minimum of 50 upper division units at SSU Ukiah and up to 70 units at MCC or another community college in California.

1. General Education. A minimum of 50 semester units in the program is fulfilled by coursework in General Education including 9 upper division GE classes. The General Education 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:

- History of the Fine Arts, Theater, Dance and Music.  
At least one course in the fine and performing arts.
  
- World Literature.  
A course including great works of both Western and non-Western literature.

- **Philosophy and Values.**  
Courses focused on major philosophical ideas and issues, ethics and value theory, or sociology of religion.
- **Comparative Perspectives and Foreign Languages.**  
Series of courses designed to introduce students to cultures other than their own and promote cross-cultural sensitivity.
- **Individual and Society.**  
Social science coursework in such fields as anthropology, psychology, sociology and women's studies to promote understanding of the relations of the individual society, with attention to ethnic, class, and gender differences.
- **World History and Civilization.**  
Students learn of the historical and cultural development of the world over broad time periods, with emphasis on the development of World and Western Civilizations.
- **Contemporary International Perspectives.**  
Courses designed to foster international understanding, most with a focus on major issues facing the world community today.
- **The Integrated Person**  
A range of courses, mostly in the social sciences and education designed to help the student explore and understand himself/herself as an integrated psychological, sociological and physiological being.
- **Biological Science.**  
An introductory course in life science, usually Concepts of Biology
- **Physical Science**  
An introductory course in physical science, selected from the fields of astronomy, chemistry, geology or physics.
- **Additional Science Course**  
  
A third lower division course in science, either life science or physical science. As part of one of one of the three courses in science, students must complete a laboratory requirement to familiarize them further with scientific methodology.

- U.S. History.  
Course designed to help students understand the historical development of their own nation.
- Political Science.  
Course designed to allow students to understand political history, including ideas, issues, institutions and landmark developments in California and the United States.

### **Coursework for a BA in Liberal Studies in Ukiah**

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.

(Note (1.) above = **Lower Division Preparation for the BA in Liberal Studies/GE**)

2. **Special Subject Matter Preparation Courses.** Several courses are in this category. All are oriented toward preparing credential candidates to teach in the elementary school. These courses are English 342 - Children's Literature; English 314 Modern World Literature; Math at the 300level - Elementary Number Systems, probability, and Statistics; KIN 400 - Physical Education for the Elementary School; PSY 410 - Child Development ( or EDUC 417 or 420); Computer Science (CSC) 60 - Micro computers for teachers, and a course in Applied Art. NOTE: As we revise the current Libs Ukiah Curriculum, these courses may vary or change according to current CTC guidelines.

3. **Major Requirements.** The student is required to complete a minimum of 50 upper division units for the B.A. in Liberal Studies from the SSU Ukiah program. The Liberal Studies Ukiah program offers a wide variety of course work for fulfilling the requirements in the Humanities (16 units), Behavioral Sciences (16 units), Natural Sciences (6 units) and Electives/Concentration (12 units) including 12 Units in the International Studies concentration and Social Science/SSCI 300 "Introduction to Portfolio" and SSCI 400 "Portfolio"(4 units total).These two courses comply with the CSU capstone recommendation for juniors and seniors preparing for careers, particularly for careers in teaching.

### **Additional Requirements for Certification as Multiple Subject Matter Competent**

The Liberal Studies Ukiah Subject Matter Preparation Program was originally modeled after the Sonoma State University (SSU) Environmental Studies Subject Matter

Preparation Program approved in the Spring of 1992. That program adhered to the mandated guidelines for inclusion of coursework units in the four areas of English and Language Skills, Social Science, Natural Science and Mathematics, and Humanities. It also included coursework in Human Development, Applied Arts, Computer Science, and Physical Education, with requirements for coursework that dealt with ethnic, gender, multi-cultural and handicapped perspectives. The new and current waiver process (adopted by CTC in October of 2016) will be slightly different from the pattern below:

1. The required coursework for the Liberal Studies Ukiah Multiple Subject Preparation Program includes a minimum of 74-78 units in the areas of language, literature, mathematics, natural science, social sciences, the arts, humanities, physical education, and human development. The program “reflects or builds on the major themes and emphases of all adopted state Curriculum Frameworks and Standards for the elementary schools.” Details are provided in the areas of study below. All Lower Division Units, up to 70 units, are taken at Mendocino Community College (MC). Upper Division Units are taken at Sonoma State University (SSU), a minimum of 50 units, including 9 upper division General Education units.

## 2. Language and Literature

All students must take ENGL 200 or English 101 or English 1A- Reading and Composition I. (MC or other California Community colleges) 3-4 units.

To demonstrate college-level ability in English composition, all students must take the Written English Proficiency Test (WEPT). Those who fail this test have the option of taking English 375 or WIC courses offered at SSU. Students must pass with a grade of C or better.

All credential candidates are advised to take ENGL 342 - Children’s Literature (SSU), and English 314 - World Literature (SSU). 8 Units

All credential candidates should take the Education department’s Prerequisites - 417 and 420. Bilingual candidates and Special Education candidates can take EDUC\_\_\_\_\_

A Speech/Communications Course requirement can be fulfilled by taking Speech 200-Introduction to Public Speaking or Speech 180 Interpersonal Communication. (MC) 3 Units

Emphasis on the development of communication skills is characteristic of all the courses listed above.

Total Units: 15

### 3. Mathematics

All students must have a score of 73 or higher on the Arithmetic section of the Computerized Placement Test (CPT), or a score of 32 or higher on the Elementary Algebra section of the Computerized Placement Test (CPT), or satisfactory completion of mathematics 54, 55, 56 (grade "C" or better). (MC)

All credential candidates are required to take an approved G.E. course in mathematics: MATH 100 - Introduction to Mathematical Ideas, or its equivalent. (MC) 3 units

In addition to fulfilling the 3 unit G.E. requirement in mathematics, students must take MATH 300 - Number Systems, Probability, and Statistics, designed for elementary credential candidates, which conforms to the adopted State Curriculum Framework. (SSU) 4 Units

Total Units: 7

### 4. Science

All students take BIOL 200 - Concepts of Biology, or its equivalent. (MC) 3 Units  
This course is a survey of the characteristics, structure and processes of living organisms as they relate to society and the environment. BIOL 201 - Concepts of Biology Laboratory can satisfy the lab requirement. A course in laboratory procedure and report writing on selected topics of biological science.

All students must take a physical science selected from courses in astronomy, chemistry, geology, or physics. (MC) 3-4 Units

AST 200 - Astronomy. Overview of the study of the universe.  
CHEM 200 - Introduction to Chemistry (Includes laboratory)  
CHEM 202 - Introduction to Organic and Biochemistry (Includes laboratory)  
CHEM 250 - General Chemistry I (Includes laboratory)  
GEOL 201 - Geology. Introduction to geological principles.  
PHYS 202 - Introductory Physics (Includes laboratory)  
PHYS 210 - Physics - Kinematics (Includes laboratory)

One of the above courses must include a laboratory course to better understand the scientific approach, tools, and methodology. (MC) 1 Unit



All students must take 6 upper division science units at SSU. Three units in Environmental Studies GEP: and three units in Natural Science. (Courses to be selected from list of Natural Science courses available at SSU Ukiah. See course list Pg. iii) (SSU) 6 Units

Total Units: 13

#### 5. Social Science and History

All students must take a course in U.S. History. Either HIST 210 - U.S. History to 1865, or HIST 211 - U.S. History from 1865. (MC) 3 Units

All students are required to take a course in Political Science that includes study of the U.S. Constitution and California State and Local Government. POLS 200 - State and Federal Government. (MC) 3 Units

All students must take 2 courses in World History and Civilization. HIST 200 - Foundations of Western Civilization or HIST 201 - History of Western Civilization (MC), and History 380 - 20th Century World (SSU). 6 Units

All students must take a social science course that explores the Individual and Society. This course may be in anthropology, psychology, sociology, or women's studies, and can be taken as either Lower or Upper Division units. Recommended is Anthropology 201 - Cultural Anthropology or Anthropology 341- Emergence of Civilization. (MC) (SSU) 3-4 Units

All students should take World Regional Geography. GEP 302 (SSU). 3 Units

Total Units: 18 - 19

#### 6. Humanities

Effective verbal and written communication requires clear and careful reasoning. All students are required, therefore, to take either PHIL 200 - Logic or Phil 205 - Critical Thinking. Students must also take a philosophy and values course as part of their G.E., e.g. PHIL 302 - Ethics and Value Theory or equivalent. (SSU) 6 Units

Apart from their philosophy courses, all students will be exposed to the classics in a number of courses, including World Literature and World History and Civilization classes.

All students must take at least one G.E. course in history of fine arts or applied arts. Recommendations are ART 201 -World Art History I, or ART 202 - World Art History II. (MC) 3 Units

Total Units: 9

#### 7. Visual and Performing Arts

All students must take at least two courses in art, music, or theater arts. One may be a G.E. course in history of fine arts (see Humanities). Students are also required to take 1-3 units of Applied Arts in art, music, or theater. (MC) 1-3 Units

Total Units: 1-3

#### 8. Physical Education

Credential candidates are required to take- Physical Education for the Elementary School. Such a course (as KIN 400) includes state mandated areas of health and wellness, physical fitness, and/or movement skills. (SSU) 3 Units.

Total Units: 3

#### 9. Human Development

Two courses in human development are required for elementary school teacher preparation, a PSYC course with a focus on Development of the Person (SSU), 3 Units, and a child development course that can be selected from the following, PSYC 410 - Child Development (SSU), 4 Units, EDUC 417, Learning and Development in Adolescents (SSU), or EDUC 420 Child Development in the Family, School, and Community, 3 Units. All courses include intellectual, social, physical, emotional and/or moral development during childhood and adolescence.

Total Units: 7

#### 10. Computer Science

Computer Science (CSC) 60 - Micro computers for teachers. (MC) 1 Unit

Total Units: 1

#### 11. Second Language Requirement

All bilingual credential candidates must meet a second language requirement.

NOTE: CSU Liberal Studies Programs are revising the above requirements with new 2016 waiver guidelines from CTC.

### **The International Studies Concentration**

The International Studies concentration in the multiple subject matter preparation program requires a minimum of 12 units at the upper division level. The units in the concentration will be offered across disciplines from a selection of 35 courses. The in-depth concentration consists of courses that are coherently related to each other and to the major subject areas taught in elementary school curriculum, i.e., history, geography, and other social sciences, as well as literature and environmental studies with an interdisciplinary context. The concentration addresses the California Standards for History/Social Science in terms of literacy, i.e., historical, cultural, ethical, and geographic; and in terms of skills, i.e., chronological and spatial thinking, research, identifying point of view, and historical interpretation.

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 Ukiah Liberal Studies multiple subject preparation 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.

Courses in the concentration are:

- ANTH 341    Emergence of Civilization
- ANTH 345    Human Ecology
- ANTH 346    Schooling in a Cultural Context
- ANTH 359    Art in a Cultural Context
- ANTH 380    Language in a Cultural Context
- ANTH 382    Language Change

ANTH 389 Language and Communication  
 ECON 303 International Economics  
 ECON 403 Seminar in International Development  
 ECON 426 History of Economic Thought  
 ENGL 345 Women Writers  
 GEP\_ENSP 301 The Human Environment  
 GEP\_ENSP 304 World Food Population Crisis  
 GEP\_ENSP 321 The Biological Environment  
 GEP\_ENSP 334 Energy, Technology, and Society  
 HIST 306 The Middle East Since 1453  
 HIST 341 Central America  
 HIST 342 Modern Latin America  
 HIST 412 Europe Since 1914  
 HIST 418 Revolutionary Russia  
 HIST 419 Modern Russia and the Soviet Union  
 HIST 428 Modern Britain  
 HIST 435 History of Modern China  
 HIST 438 Modern Japan  
 GEP\_GEOG 320 Political Geography  
 GEP\_GEOG 335 Rural Geography  
 GEP\_GEOG 338 Social Geography  
 GEP\_GEOG 343 Economic Geography  
 GEP\_GEOG 392 Latin America: Culture and Environment  
 POLS 315 Democracy/Capitalism/Socialism  
 POLS 342 International Politics and Foreign Policy  
 POLS 350 European Parliamentary Democracies  
 POLS 351 Russia and the CIS  
 POLS 352 Politics of Eastern Europe  
 POLS 452 Third World Political Systems

NOTE: The ENSP/Environmental Studies and Planning and GEOG/Geography  
 Departments have merged and we are in the process of updating the course names and  
 numbers for the new GEP department.

### **Teaching Environment and Methodologies**

The core classes in the Liberal Studies Ukiah 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 Ukiah Liberal Studies 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, just as instructors routinely use a variety of presentational aids, including overhead projections, slides, films, videocassettes, and computer supported instruction.

A number of courses, such as Social Science 300 "Introduction to Portfolio", a requirement for all students entering the subject matter preparation program, are incorporating an online component.

Social Science 300 introduces students to the subject matter preparation 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 are encouraged to apply the concept of multiple perspectives to all ideas, concepts, and issues, and to learn how to use technological resources in addressing the complex of considerations with which they are working. Students are urged to 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 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 “Portfolio” which focuses on the classroom practices and varied strategies of exemplary teachers in multiple subject classrooms in Mendocino County, is taken at the end of the subject matter preparation program, and is also required of all students. Guest teachers, including those who have incorporated international studies perspective and effective group work models in their classrooms, share instructional strategies, curriculum, and activities. Students observe and will participate in multiple subject classrooms as part of the course requirements.

The task of integrating varied teaching strategies is achieved by actively engaging students in the learning process through participation in a wide range of activities related to their future teaching responsibilities.

### **Integrative Nature of Content and Coursework**

The decision to create an International Studies concentration was based on the inherent interdisciplinary nature of this field of study. The intent of the program is to prepare future teachers 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 their focus of study and discovery.

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

ANTH 380 - Language in Cultural Context. A survey of basic issues concerning language as a part of human behavior; the symbolic nature of human communication; language as an interpretive model for culture; the social nature of language and its acquisition; human and non-human communicative behavior; verbal and nonverbal communication.

ANTH 389 - Language and Communication. Introduction to an anthropological perspective of the social and psychological environments in which people manipulate language and non-verbal communication systems. Focus on cross-cultural investigations of communicative behavior as social interaction. Consideration of the acquisition of communicative skills.

GEP\_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.

GEP\_ENSP 334 - Energy, Technology and Society. Study of energy use in natural systems and human society. Topics include energy history, thermodynamics, efficiency laws, energy demand and end use, net energy analysis, energy economics, energy institutions, and politics of energy.

GEP\_GEOG 320 - Political Geography. An inquiry into the structure and characteristics of political units in order to compare the concepts of state and nation state. The nature of boundaries, frontiers, and shatter zones is studied in detail, and the development of geopolitical theories.

GEP\_GEOG 338 - Social Geography. Studies aspects of demography, migration, and the spatial dimension of social organization. Included in the course are the spatial perspectives of social well-being, poverty, crime, and ethnicity. The spatial structure of human settlement, as well as political, religious, and social values will be discussed.

### **Field Experiences and Projects**

Subject Matter Preparation Program students will fulfill the field work requirement in the following courses; SOC SCI 400 - Methodology and Senior Synthesis (or Social Science 410, Teaching History and the Social Sciences in the K-12); PSYC 302 -

Development of the Person; and one of the following required Child Development Courses, PSYC 410 - Child Development, EDUC 418, Learning and Development in Adolescents, or EDUC 420 Child Development in the Family, School, and Community. All courses require students to observe and participate in supervised observations of children in school settings. Students will observe a minimum of 30 hours as part of these three courses.

Students in the Social Science courses are expected to develop a mini unit, present it in the school setting and for their classmates. In addition, students must provide an analysis in both oral and written form emphasizing diversity and classroom management issues in their classroom. Students will be introduced to important research in classroom teaching strategies, modes of instruction, and assessment to expand their knowledge of current practices in education. They will be required to write two papers, one on classroom teaching strategies, emphasizing the relationship between strategies and classroom tasks, i.e., critical thinking, problem solving, and skill building and a second on evaluating current assessment tools. Tying theory and practice together introduces students to the realities of the classroom and prepares them for the credential program.

### **Technology**

The Ukiah Liberal Studies multiple subject matter program requires an introductory course in the use of computers for teachers. This course is offered at Mendocino College. Microcomputers for Teachers (CSC 60) familiarizes students with the equipment and programs most commonly used in the elementary school. In addition to beginning computing skills, all students must have email and Internet browser capability.

Technology is a key component in students' programs. Staying abreast in the ever changing cyber landscape is challenging, but the Liberal Studies Program has remained active in, and committed to the development of courses that enhance students' technical abilities.

Computer-aided instruction is increasingly used in courses in the Liberal Studies major. Students use computers for writing papers and research reports, incorporating computer generated graphics, data bases, and web based information. Students are also encouraged to use various types of audio visual equipment in presenting the oral reports required in a number of courses.

Some distance courses will be available online to students in the program. Students in these courses will receive the majority of instruction through the Internet,



meeting with faculty and class intermittently throughout the semester at central locations in Ukiah or at Sonoma State University.

Online courses have included History of American Art (Art 460), Women in Modern American History (Hist 445), and The Use of Computers in Education (Educ 404). Courses with online components include Youth and Literature (Engl 342), Children's Literature (Engl 343), Ethics and Values -Philosophy/Critical Thinking (Phil 302), History of American Art (Art 460) , and Women in Modern American History (Hist 445), and American Social History (Hist 477)

The cornerstone course in the subject matter program, Social Science 300, will introduce students to online components in a curriculum that includes web design, research techniques, linking, online library resources, links to other cultures, and connections to teachers in distant locations. Students will design a project that connects courses in the international concentration, and have the option of creating an electronic portfolio of their learning experiences. They will become familiar with programs such as MIRC (live chat rooms), Hypernews (a discussion type forum), Claris Home Page (a web page designing program), Microsoft Word (for word processing), and Clip Art (a library of graphics). Note: Because these programs and software are constantly changing, other software will be introduced as it becomes available.

The Social Science cornerstone course, and other courses that use technology, allow students to expand their future possibilities as practitioners, to organize web materials in their own manner, to connect with students and teachers in other cultures (via the Internet), to create sites that may be valuable in their teaching, to operate in a non-linear format (unlike the traditional use of text in classrooms), and to explore the vast resources of the Internet.

### **Program Administration and Advisement**

The Program Coordinator oversees the Liberal Studies Ukiah Program and works in close partnership with the SSU Chairs of Departments (for recommendation of faculty) and the Dean of Social Sciences. The Coordinator also serve as an advisor for Liberal Studies Ukiah majors. As one of the students' advisor, the Coordinator along with other faculty advisors, has responsibility for their ongoing assessment and final certification on completion of the program. The current Graduation Initiative tasks fell to the current faculty advisor and program coordinator.

The Program Coordinator is responsible for proposed changes to comply with revisions in our subject matter preparation program requirements. 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, such as the School Curriculum Committee and the EPC, concerned with curriculum, policy, and multiple subject credential candidate preparation to ensure sound and consistent requirements among the university's four multiple subject preparation programs (CALs, AMCS, Hutchins, and Liberal Studies Ukiah).

The basic Ukiah Liberal Studies Ukiah (waiver) program coursework has undergone little change since its inception in 1976, and has provided students with an academically sound major in Liberal Studies until the current need for a significant revision called for by the CTC (established October 2016).

The program maintains articulation agreements with nearby community colleges, and the coordinator meets regularly (at least once per semester) with counselors from these colleges in order to maintain the open lines of communication that facilitate transfers. In 2016, Mendocino College now has four sites: Fort Bragg, Lakeville, Willits, and Ukiah.

Currently, meetings are held with representatives of the feeder colleges, primarily counselors, whenever there are changes in requirements for our waiver program or to adhere to California's Initiatives (such as *No Child Left Behind* and the *Common Core Curriculum*) or related general education coursework. These meetings are supplemented by additional contact as needed, and formal articulation agreements are reviewed and renewed every two years.

Students seeking to enter the Liberal Studies Ukiah Program are directed to the Program Coordinator or the on-site (Mendocino College) faculty advisor for advising. Prospective candidates are given links to materials describing the program and encouraged to make a face to face meeting appointment, to ask questions about entrance requirements, length of program, curriculum, cost, School of Education and credential 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. Upon acceptance to SSU, the Liberal Studies Ukiah student receives an evaluation of the courses still needed for completion of the Bachelor of Arts in Liberal Studies and the subject matter preparation program on his or her Seawolf PeopleSoft ARR. The program 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 (see Standard 10). 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.

The Program Coordinator and the on site faculty advisor serve our subject matter preparation program students, who currently number about 35. The advisor assumes this responsibility as part of her regular advising load, and the ratio of advisor to students is adequate for the present.

### **Assessment of Subject Matter Competence and the Liberal Studies Program**

Assessment of Liberal Studies credential candidates' subject matter competence is based primarily on the following criteria:

- Mindful of the fact that a 3.0 GPA or above is normally required for admission by multiple subject credential programs in the California State University System, admission into the Sonoma State University Liberal Studies Multiple Subject Preparation Program at Ukiah in the junior year requires a 2.75 overall, or a minimum of 3.0 for the last three semesters prior to admission, though some students at SSU with GPAs lower than the minimum, due to poor grades from coursework completed many years ago, are admitted because all recent work exceeds or far exceeds the minimum;
- Substantial completion of all lower division subject matter preparation program courses, as verified by a faculty advisor/evaluator, prior to admission into the Social Science 300 "Introduction to Portfolio" class in the first semester of the program in candidates' junior year;
- Completion of all remaining preparation program courses by end of candidates' senior year in the Program; and
- Satisfactory completion of the portfolio and project in Social Science 400 "Portfolio" during the last semester of the Program.

To establish a baseline for assessment, Liberal Studies credential candidates entering their first semester in the Ukiah program as juniors will be required to take Social Science 300 "Introduction to Portfolio." This course familiarizes students with the nature of a portfolio, and helps 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 follow a

portfolio rubric that meets the expectations for their summative assessment in Social Science 400 "Portfolio."

### **Capstone Courses and Assessment**

Social Science Methodology (Social Science 400) will include a Portfolio Assessment component as a vehicle for summative program assessment. Class meetings will focus on discussion and documentation of how each candidate 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 decision to become teachers; 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 their field experience. Students may also combine an Internship (SSCI 499) of up to 6 units in the portfolio assessment materials. The bracketing of a student's multiple subject matter 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.

Since AY 2004-05, and up until the new waiver goes into effect (2018), all graduates of the LIBS Ukiah Program entering a multiple subject credential program are required to pass the CTC-approved California Subject Examination for Teachers (CSET).

Liberal Studies students in their senior year complete a program evaluation that includes their assessment of the coursework in the program, the quality of advisement, and recommendations for improvement.

### **B.) Learning Goals, Objectives, and Student Learning Outcomes**

Liberal Studies Ukiah at Sonoma State University prepares its students in a number of ways to think critically, read and write competently at the college level. Students are expected to be able to generate and support a well-reasoned argument and use primary and secondary sources. The learning objectives also include applying studied theories in a variety of courses to contemporary issues. Enhancing awareness of human issues across cultures is paramount in the Liberal Studies Ukiah program for a number of reasons.

### **Student Learning Outcomes (SLOs)**

In this program students will:

1. Think critically
2. Master oral presentation techniques
3. Master written analysis
4. Generate and document a well-reasoned argument
5. Write college essays across disciplines
6. Apply theories to contemporary issues
7. Enhance one's awareness across cultures

### **Rationale for Objectives and Student Learning Outcomes:**

At the heart of a Liberal Arts education is an understanding of the self and the ways each of us fits into the world. Students need to be able to participate knowledgeably in the affairs in the world around them, drawing upon understandings shaped through reading, writing, discussion, and through lectures, outside sources, and media materials. Students need critical thinking skills as well as oral and written communication skills to analyze the theories and information presented to them. Students ultimately need to exhibit sensitivities to human values in their own and other cultural tradition and, in turn, establish values of their own.

### **(C.) Diversity**

#### **Diversity in the curriculum:**

Notably, as you can see in our program syllabi, diversity is a major focus in our Liberal Studies Program curriculum. Since we are mostly a teacher preparation program, we must cover cultural, ethnic, and social diversity topics in numerous courses to meet California's standards for teaching. Since graduating students of our Liberal Studies Ukiah Program are entering a "globalized and multicultural society and economy, where cross-cultural understanding and communication skills are at a premium," we urge our faculty to include relevant course materials and methods that address this globalization in the larger world. Locally, in California, too we see an "increasingly competitive global economy with a population undergoing major demographic shifts that may lead to a less educated workforce;" we must be proactive in taking steps to increase participation rates in higher education among traditionally underrepresented groups. Ukiah and its surrounds is home to many of these underrepresented groups! And, though we have been serving these underrepresented groups since 1976, we are redoubling our efforts to meet the President's Diversity

Council's charge in order to promote civility and multicultural competence in our local and distant communities that we serve. We offer a wide variety of courses that treat specific issues that touch on these areas in an effort to meet President Sakaki's goals.

**Student Diversity:**

Our students in the Liberal Studies Ukiah program have, in the past, been mostly white reentry aged females, an underrepresented group. However, with the growing interest in agriculture, particularly in the wine business in Mendocino and northern Sonoma Counties, we have seen a recent increase in Hispanic students. As documented in the Fall 2015 census, 48% of SSU students were white, 31% of students were Hispanic/Latino, 7% of students were unknown, 1% of students were American Indian or Alaska Native, 5% of students were Asian, 2% of students were Black or African American, and 7% of students were two or more races. Our numbers are slightly different from the main campus of SSU and the number of Hispanics is steadily rising. Most of our majors are women, but we keep a steady number of men in the program as well. We need to do more to attract the Hispanic populations since they are the group that is growing fastest in these areas. It is our duty to provide a quality higher education to all groups in California, especially the more underrepresented.

**Faculty Diversity:**

Since we hire faculty from various departments, from different schools, we advocate and support the hiring of, the outreach, recruitment, and retention of diverse faculty and staff.

(D.) **Students:**

**Majors Profile:**

Our majors over the 40 some years we have been in operation in Mendocino County are mostly women who have completed the child rearing phase of their lives and are now ready to complete their own higher education. Most of our students are over the age of 25 and some are over the age of 40. Numerous students in our program have worked in the local public schools as classroom aids, resource aids, playground monitors, and staff in school offices. Once students' kids have either gone off to college or left the "nest," they feel a desire to complete their own college degree and earn a teaching credential to move from classroom aid to classroom teacher. Many of our students are from low income households and some speak English as their second or third language. Many of our students are the first generation in their families to attend college. Based on our experience in teaching upper division courses, it appears that the skill level of our students in critical thinking, analytical reasoning, oral communication and expository writing compares to the larger student demographic; so many of our students in California are coming to college deficient in basic writing, analytical reading, and oral communication skills. Our faculty and our external reviewers believe that our majors require extra attention in our courses and assignments to improve these

skills; the non-native ELL, ESL, and second language learners are especially in need of extra help in language skills. We provide as much attention as we can to addressing these skills (see program SLOs), but we still need more help assisting students in achieving competence in writing, speaking, and critical thinking.

### **Majors Career Goals :**

Over 85% of our students are interested in careers in education, either as classroom elementary school teachers, resource specialists, or school counselors. Some hope to work as administrators or specialists of some kind. Some of our students work in the Social Services field and hope to earn a BA in order to advance in the workplace to managerial positions or higher paying positions. A small number of students have no career goals in particular; they just want to complete their BA which they may have started at 18 years of age but were “interrupted” by a variety of life paths, such as marriage or having a family.

### **Assessment of academic advising and its role in meeting educational goals of majors:**

After our 2008 Program Review, it was recommended by the program review team and by the external consultant that we add more advising to our program. A keen need of our distant students was to have more access to a faculty advisor during more times in the day and more days of the week. Since the trek from SSU’s Rohnert Park campus to the Mendocino College campus where we have our SSU Liberal Studies Ukiah center is 75 miles each way, having an advisor drive up the freeway weekly to be available to students comes with a significant cost. So in the last eight years, we have employed a local faculty member to advise students on a regular and consistent basis. We do not have to pay the Mendocino based faculty to travel, and she is available more times during the week than in the past. The hiring of a local advisor has made all the difference in our helping students to meet their educational goals. We hope the funding of this faculty advising service will be continued as it has helped facilitate the tedious filing paperwork, assessing students’ ARRs in Peoplesoft (face to face), and has increased general student satisfaction immensely. Though most of our faculty (tenured, tenure track, and lecturers) come from our SSU campus pools and departments, some do not have as much access to our on campus Faculty Center as others. We do, however, have excellent IT support and many of our faculty use Moodle in delivering the course curriculum. This support has been useful and numerous Liberal Studies Ukiah faculty are engaged in ongoing training through the IT and Faculty Center workshops.

**(E.) Faculty:** See Attachment E for Faculty CVs:

### **Teaching, Pedagogy, and Information Technology:**

Our faculty is notable for their work in their respective fields and most stay abreast in our ever changing landscape of practice. Though most of our faculty (tenured, tenure track, and lecturers) come from our SSU campus pools and departments, some do not have as much access to our on-campus Faculty Center as others. We do, however, have excellent IT support and many of our faculty use Moodle in delivering the course curriculum. We encourage our faculty to continue important work in their fields and to bring that discovery to their practice in the classroom. The faculty support has been useful and numerous Liberal Studies Ukiah faculty are engaged in ongoing training through the IT and Faculty Center workshops. We pride ourselves on our diverse faculty who all bring solid teaching pedagogy and successful teaching methods as they deliver a wide variety of courses to their students.

#### **Participation and Professional Contributions:**

Many of our faculty members regularly publish and attend local, state, and national conferences representing SSU as our scholars in residence. Some of our faculty participate regularly in on campus committee work and faculty governance. See our faculty CVs for specific accomplishments among our distinguished faculty group.

#### **(F.) Institutional Support and Resources:**

Being a distant program operating at an off campus site, we have some challenges regarding student support services, advising, and library access.

#### **Library Access and Computer Technology:**

Our SSU librarians have worked closely with our Liberal Studies Ukiah Program staff and faculty, as well as with students to ensure access to our library resources. All of our Liberal Studies students have remote access to our library data bases via their own personal computers using their Seawolf usernames and passwords. Students are able to complete much of their work from a distance using online services. Faculty assist students with remote access issues and connect them with our helpful librarians here on campus to ensure a quality educational experience in the area of college research. Both the Mendocino College IT staff and our SSU IT group have been instrumental in helping us keep our connections up to date in our SSU building and in our two 60 person classrooms. We have ample wi-fi access and students have been doing well learning Moodle and interacting in online learning environments in almost every course we deliver. Several of our faculty have participated in our computer technology and hybrid/online course delivery workshops. We encourage all of our faculty to use both face to face and online methods to deliver meaningful and pedagogically sound lessons. Given the vast distances some of our students travel (from as far as Fort Bragg and Lakeport, Lower Lake, Clearlake, Anderson Valley, Covelo, and Cobb Mountain) and given the inclement weather in the winter months (snow, ice, hail and closed



mountain roads), online instruction and hybrid class models are ideal for this group of SSU students.

### **Student Support Services and Advising:**

Because students must travel 150 miles round trip to Rohnert Park from Ukiah, using SSU's campus based student services is out of the question for most of our students. We try to maintain a broad base of services online and in our Mendocino Campus SSU center. Hiring an on-site adviser and encouraging all of our faculty to be extra supportive and consistent in holding regular office hours weekly, we mitigate some of the challenges we face as an off campus program. We are constantly on the look-out for more efficient ways to serve our distant students. We need the support of our SSU administration, our schools' deans, and our dedicated faculty to help us in serving students' needs. A pretty cool feature of our program is that several of our Liberal Studies majors work in key positions at Mendocino College. For example, the Mendocino College facilities manager is one of our SSU students! She helps us schedule classes and helps coordinate our SSU calendar with the Mendocino College calendar to make sure the college gate is open and to ensure all of our faculty have adequate and constant access to our building all year long. We have both an on-site advisor based at Mendocino College and the faculty coordinator assists in advising our majors.

### **Physical Facilities:**

The building on the Mendocino College campus was purchased and installed by the School of Social Sciences and SSU's faculty affairs and SSU's CFO. Maintaining the facility, a large building with two 60-seat classrooms, two gender neutral bathrooms, and two faculty offices, is the sole responsibility of Mendocino College. Mendocino uses the two classrooms during the weekdays, and SSU uses the classrooms weekday evenings and on weekends. The maintenance of the plumbing, the floors, the furniture (all bought by SSU) falls on the shoulders of Mendocino College Facilities. They even provide and maintain overhead projectors and the faculty computer station with internet connections in each of the two classrooms. We are fortunate to have a solid MOU and a harmonious working relationships with this amazing community college campus and administration. We need to honor and continue to cultivate this long-standing relationships with Mendocino College.

### **Financial Resources:**

Liberal Studies Ukiah has undergone numerous changes in the forty years we have been in Mendocino County. We have had four Social Science deans oversee the Ukiah program so far. Each has managed the financial resources differently in his or her tenure. We urge SSU to continue to fund this worthwhile and altruistic program as we move into one of the most trying times in our short four-decade history. We have operated with just about \$60K per year funding faculty, travel, advisors, and a faculty coordinator. After 2008, our majors dropped off from about 50 majors to nearly zero

due to a downturn in the US economy. We have slowly built our majors base back up to about 35 majors.

### **Human Resources:**

The most laudable feature of our Liberal Studies Ukiah program is our faculty. We value our human capital more than any other one feature. The faculty is something special. Driving to Ukiah, a 150-mile round trip trek, is no easy task. Then once there, the resources and facilities are somewhat limited compared to teaching on the SSU campus. We urge the entire SSU community to support our altruistic endeavors delivering a Bachelor's Degree in Liberal Studies to underrepresented minorities and underrepresented groups in Northern California. Our multi county service area is vast, given that the nearest other four year college is Humbolt State University, which is about 6 to 7 hours round trip from Ukiah! Having a dedicated group of faculty, many of whom are lecturers, willing to go the extra mile (literally) to deliver quality college courses is a wonderful thing. We must work as a community to continue to support these dedicated faculty and our well deserving majors who have little to no choice of college classes that will help them complete a BA degree AND then return to their local communities to teach in the local schools.

### **(G.) Assessment and Findings:**

#### **Department Assessment Plan**

In our previous program review (2008), the department proposed some ambitious assessment strategies along with ways to help students in need of extra writing assistance: 1. exit interviews with graduating seniors; 2. exit surveys of graduating seniors; 3. alumni surveys searching for clues on best practices in serving our majors; 4. common assignments or common readings across courses; 5. faculty teams that evaluate and comment on students' senior portfolios; 6. a peer mentoring program that trains and supervises local peer mentors; 7. an online tutorial hotline that assists students who need extra help in language skills. As it turned out, the assessment plan was overly ambitious and extended beyond our small department's capacities. Given that most of our faculty teach in different departments, and given that many, who are lecturers, are unavailable for regular meetings either on our SSU campus or in Ukiah, our ideas about group faculty assessment fell a bit flat. However, we are still working on ways to pass around the senior portfolios to get multiple feedback from various faculty. In addition to the overzealous plans, our collection of data has fallen way short of helpful. Our online surveys have little buy in and our limited staff hinders complex collection of data from our alumni. Doing queries through our institutional research offices has been slow to materialize, especially when it comes to surveying and contacting our past majors. We hope to redouble our efforts on collecting data to make the assessment of our program and our teaching practices more efficient and reliable. The recent online SETEs have had very poor response rates too, which hinders our efforts in collecting data.

### **Analysis of educational effectiveness of program outcomes:**

After the last WASC visit in 2008, many departments slacked off on our concerted effort to close the loop, to finish the circle, to follow through on our assessment of student learning outcomes. In the Liberal Studies Program, we have the added burden of continuously having to adhere to the CTC's recommendations for teacher preparation programs- currently a new waiver revision that is cumbersome and expensive. As we try to close the loop and assess our educational effectiveness of our student learning outcomes and our program goals, we find ourselves overwhelmed with workload and data collection quagmires. The small amount of samples we do collect shows that students appear to be satisfied overall with the curriculum. However, students would like a more clear and definitive path to graduation. Rather than having a requirement of "a kind of class in a certain category, such as a "Humanities" course, students would like to see a more specific requirement such as a Theater Arts "Dances of the World" class. We are working to narrow down our vast array of courses to more specific requirements. But then, again, we must adhere to the CTC standards as we prepare elementary school teachers. We hope to narrow students' choices to fewer courses in each of our four categories: Humanities (16 units), Behavioral Sciences (16 units), Physical Sciences (6 units), and Electives (12 units). It takes a dedicated group of faculty to design and keep current the CTC curriculum and that is difficult since our Liberal Studies "department" is reliant on numerous other departments for faculty. We have also gleaned that students value and benefit from the Senior Portfolio Project, especially those that choose to do lesson plans for their future class lessons. We have numerous students who are now teaching in their own classrooms and are grateful that SSU offered them a chance to complete their BA degree in their own community and go to work in a career of teaching.

### **Changes necessary to improve effectiveness of program outcomes:**

We need to continue to solicit more feedback from students. We encourage faculty to collect data, but such surveys take time away from their own lessons and curriculum. We need to work closer with Institutional Research and engage our AC to help us collect data to survey our current students, our graduating seniors, and our alumni to see the results of our program goals and to evaluate the effectiveness of our delivery of courses to assist our future school teachers in their careers. We must have campus wide buy in to serve this unique group of underrepresented students in the Ukiah and Mendocino areas. We are now an HIS; there are more Hispanic students in the Ukiah and Mendocino County area than ever before. We are obligated to serve the very underserved ethnic group. The School of Social Sciences has been shouldering the burden of delivering a BA degree to the sparse, but willing populations north of Sonoma State and south of Humboldt State. We must continue to reach out and educate these students who have few choices in higher learning. It is our obligation as a CSU to partner with local community colleges to ensure access to higher education to all Californians. The School of Social Science needs a renewed commitment and a working

partnership with SSU's administration and all schools to support and continue this valiant effort in Ukiah.

**Recommendations from External Consultant:**

Dr. Paula Selvester, Director of Liberal Studies at Chico State University has noted that Ukiah is a "gem." She is keenly aware that a teacher shortage in California looms large on the horizon. She urges SSU to get on board, write the current waiver to allow more underrepresented minorities and underserved groups have access to a BA and a career in teaching, fund our students who want to dedicate their lives to others, and continue our long term efforts to bring a higher education to remote areas of California, namely Mendocino County. She notes that in the next decade we will be forced to hire underprepared workers to teach our youth in public schools if we don't act now to ameliorate the teacher shortage crisis immediately. Ukiah is a step in our students' path to careers in teaching. We have successfully placed over 420 working teachers into local schools in the Mendocino County schools in our 40-year program at SSU in Ukiah. Dr. Selvester has met with our faculty and with our advisors and with me even after her external review, helping us find our way along the complex road of writing a waiver recommended by the CTC.

**Action Plan based on Findings and Recommendations/Proposed program revisions:**

- Revise and update the Liberal Studies Ukiah waiver program in accordance with current 2016 CTC standards
- Gather more reliable student data
- Streamline and solidify consistency of courses in our major/in our program
- Reduce the number of course choices in our major
- Continue to work on remediation of our ELL, ESL students in our Libs program
- Cultivate stronger relationships with all SSU schools to strengthen our program
- Meet with SSU's administration to strengthen and renew our MOU with Mendocino College