

Model III.A: Distributive by Division and School

Distributing Knowledge across the Divisions and Schools

The purpose of general education at PLU is to “empower students for lives of thoughtful inquiry, service, leadership and care—for people, their communities, and the Earth.”

By distributing the general education program across all the University’s divisions and schools, students are exposed to a wide range of disciplines. The integration of PLU’s Professional schools with the Arts and Sciences capitalizes on all the strengths of the institution and demonstrates “the purposeful integration of liberal education, professional studies, and civic engagement” (ANAC purpose). This unique approach to the General Education program provides students with a distinct education.

What is the Unique Contribution from Each Division and School?*

While it is difficult to combine all departments in a division, the requirements ask that each division and school contribute a distinct set of skills, tools, and values to the student’s education. The distillation of goals conveyed by each division and school is provided below. Students select one course from a menu of courses in each division and school. Additionally, students choose to complete two additional courses (8 semester hours) from a division or school outside of their major. The additional courses provide students with depth of understanding in a field outside their own.

- **Arts** – *Expressing Ideas Creatively and Appreciation* for the role of creative expression in our lives and cultures.
- **Business** – *Skillful Management of Personal Resources and Empowering* students with tools and values for effective *Community Stewardship and Leadership*.
- **Education** – *Methods for Skillful Learning and Teaching*.
- **Humanities** – *An Understanding of the Human Experience* in the world.
- **Natural Sciences** – *Convey a Scientific Perspective* in viewing the *Natural and Physical World*.
- **Nursing** – Provide the individual with skills to develop values and self-efficacy in *Service and Caring for Individuals and Communities*.
- **Personal Wellness** – Provide the individual with skills for *Healthy Living*.
- **Social Sciences** – *Convey a Scientific Perspective* in viewing the underlying mechanisms of *Human Interaction*.

What is the Common Experience of Students?

The common experience begins with the First Year Experience Program and continues through a carefully crafted set of requirements designed to educate the whole person in body, mind and spirit and to spark personal, community and global values for care, leadership and service. The Common Experience melds academic challenge with co-curricular experiences to set the foundation for further study.

A. The Common Experience (12 semester hours**)	
First year experience 12 credits (8 of which may be used for major, common experience or the core)	Writing 4, Inquiry, J-term
Mathematical Reasoning 4 credits	
Religion 4 credits	
Total 12 ** does not include inquiry and J-term because the requirement is not specific and can be achieved a variety of ways	

B. Diverse Perspectives (0-8 separate hours)

8 credits selected from an approved list of courses that provide alternative and cross-cultural perspectives (can be double-dipped with common experience, core, or major)

The Core & Integrative Capstone

The Core continues through a personalized selection of courses in the liberal arts, professional studies, and sciences. These courses provide further challenges and opportunities to develop the perspectives and skills necessary to embody the PLU mission.

The Integrative Capstone is the culmination of the Common Experience, Core and Major Program requiring a demonstration of both the breadth and depth of knowledge necessary to pursue a vocation and life dedicated to thoughtful inquiry, service, leadership, and care.

C. The Core: Divisional Perspectives (40 semester hours)

Choose one from each division (32 semester hours) plus 2 (8 Semester hours) more outside your major in one division for a total of 40.

Humanities

Social Sciences

Natural Sciences

School of Physical Education (Personal Wellness)

School of the Arts

School of Business

School of Education

School of Nursing

D. Integrative Capstone (4 credits)

Total GURs: 52-60

The PLU Experience embodies the mission of the University, and together with the Major Programs provides all PLU graduates with a high quality, distinctive education as expressed in the Integrative Learning Objectives and embraced in the Principles and Guidelines of General Education as adopted by the PLU Faculty. Regardless of major program or vocational pursuit, the Common Experience makes us each a Lute!

Total hours: 52-60

Model III.B: Distributive by Division and School

Distributing Knowledge across the Divisions and Schools

The purpose of general education at PLU is to “empower students for lives of thoughtful inquiry, service, leadership and care—for people, their communities, and the Earth.”

By distributing the general education program across all the University’s divisions and schools, students are exposed to wide range of disciplines. The integration of PLU’s Professional schools with the Arts and Sciences capitalizes on all the strengths of the institution and demonstrates “the purposeful integration of liberal education, professional studies, and civic engagement” (ANAC purpose). This unique approach to the General Education program provides students with a distinct education.

What is the Unique Contribution from Each Division and School?*

While it is difficult to combine all departments in a division, the requirements ask that each division and school contribute a distinct set of skills, tools, and values to the student’s education. The distillation of goals conveyed by each division and school is provided below. Students select one course from each division and school. They can accomplish this with courses from the common experience, minor, major and 3 to 4 additional courses.

- **Arts** – *Expressing Ideas Creatively and Appreciation* for the role of creative expression in our lives and cultures.
- **Business** – *Skillful Management of Personal Resources and Empowering* students with tools and values for effective *Community Stewardship and Leadership*.
- **Education** – *Methods for Skillful Learning and Teaching*.
- **Humanities** – *An Understanding of the Human Experience* in the world.
- **Natural Sciences** – *Convey a Scientific Perspective* in viewing the *Natural and Physical World*.
- **Nursing** – Provide the individual with skills to develop values and self-efficacy in *Service and Caring for Individuals and Communities*.
- **Personal Wellness** – Provide the individual with skills for *Healthy Living*.
- **Social Sciences** – *Convey a Scientific Perspective* in viewing the underlying mechanisms of *Human Interaction*.

What is the Common Experience of Students?

The Common Experience

The common experience begins with the First Year Experience Program and continues through a carefully crafted set of requirements designed to educate the whole person in body, mind and spirit and to spark personal, community and global values for care, leadership and service. The Common Experience melds academic challenge with co-curricular experiences to set the foundation for further study.

A. The Common Experience (28 semester hours)	
First year experience 12 credits (8 of which may be used for common experience, core, or major)	Writing 4, Inquiry, J-term
Mathematical Reasoning	4 credits
Science and Scientific Method	4 credits

Personal Wellness (Physical Education)	4 credits
Philosophy	4 credits
Civilization	4 credits
Religion	4 credits
Total does not include inquiry and J-term because the requirement is not specific and can be achieved a variety of ways	28
B. Diverse Perspectives (0-8 separate hours))	
8 credits selected from an approved list of courses that provide alternative and cross-cultural perspectives (can be double-dipped with common experience, core, or major)	

The Core & Integrative Capstone

The Core continues through a personalized selection of courses in the liberal arts, professional studies, and sciences. These courses provide further challenges and opportunities to develop the perspectives and skills necessary to embody the PLU mission.

The Integrative Capstone is the culmination of the Common Experience, Core and Major Program requiring a demonstration of both the breadth and depth of knowledge necessary to pursue a vocation and life dedicated to thoughtful inquiry, service, leadership and care.

C. The Core: Divisional Perspectives (Breadth)	
Students must take one course from each division and school. They may use their common experience, major, and minor to accomplish this.	
Humanities	
Social Sciences	
Natural Sciences	
School of the Arts	
School of Business	
School of Education	
School of Nursing	
Credits to accomplish this:	varies
D. Integrative Capstone	4 credits
Total GURs:	44-70 credits—less if use major to satisfy

The PLU Experience embodies the mission of the University, and together with the Major Programs provides all PLU graduates with a high quality, distinctive education as expressed in the Integrative Learning Objectives and embraced in the Principles and Guidelines of General Education as adopted by the PLU Faculty. Regardless of major program or vocational pursuit, the Common Experience makes us each a Lute!

Summary Evaluation: III A and III B Distributive by Division and School

Overview: Both versions of this model consist of a common experience, diversity perspectives, core and integrated capstone. In version A the common experience provides writing and inquiry seminars, j-term, mathematical reasoning and religion. In Version B the common experience provides writing and inquiry seminars, j-term, mathematical reasoning, religion, physical education, philosophy, and civilization. The diversity perspective provides for alternative and cross-cultural perspectives in both. For each the core is distributed across divisions and schools and an integrative capstone is required. In Version A the core is distributed across divisions and schools with students taking 8 additional credits from a division or school outside of their major (this depth requirement is not a part of Version B).

The model provides a clear rationale for how it is organized, articulates the rationale well within the framing language (II.3.a) and is coherent within itself (II.2.a). There is apparent alignment with the ILOs given the skills, abilities, knowledge and values articulated as being provided by respective divisions and schools and the use of a variety of pedagogies is assumed (II.1.a; II.7.a). Many important elements are attended to including: concern for the whole person in mind, body and spirit (1.1. d), engagement in and understanding of the world (through a Diverse Perspectives requirement in both versions as well as a civilization requirement in Version B) (1.1a, c; II.4a, f), creative expression through writing and arts requirements (2.4.a), computation through mathematical reasoning requirements (2.4,b), and the discernment of values or formation of values through a religion requirement (as well as a philosophy requirement in Version B)(I.1.b; II.4.d). None of these elements are clearly articulated in the framing language. Clear and consistent organization makes it likely to be understood and articulated by advisors (III.4.b) and others relative to goals and purpose (III.4.a). It can be assessed as well as any other model (III.5.a) and can be provided proper oversight (III.6.a). With the depth option available in Version A, the perception of choice by students might be heightened thus positively impacting marketability (III.2.a).

The relative weaknesses include the fact that many elements are not clear or obvious and would be subject to programmatic intentionality and oversight as well as chance. These include attention to vocation (I.1.g), attention to social justice (I.4.b) and attention for care for the earth (1.4.c). As such these elements align with the guidelines in a poor or unpredictable way. An emphasis on the importance of the liberal arts and sciences is not strong while a focus seems to be placed on professional school skills, values and tools (1.1. c). Version B attends to the liberal arts and sciences more with an expanded common experience. The model is based on the purpose of ANAC schools and makes some reference to elements of our mission in the articulation of the skills, values and abilities attained through exposure to coursework in differing divisions, but the PLU mission is not a centerpiece (I.2.a). The interplay between the professional schools and liberal arts is highlighted. It is not clear in the model itself how it “emerges from” or is “congruent with” the tradition of Lutheran Higher Education (I.3.a). The religion requirement is reduced. Any relationship that might exist is not articulated. Finally, there is no alignment or articulation relative to acknowledging location in the Pacific Northwest (I.5.a). This model is fiscally irresponsible and likely impossible (III.1.a) given costs of staffing the professional school commitment, and thus would not likely have the commitment of necessary institutional resources (III.7.a). The model is not clear on how it attends to transfer students and establishing equivalencies for the professional school requirements is unlikely (III.3.a). The total number of credit hours is relatively high and the rationale would likely not be familiar to incoming students (ANAC purpose) making this element of its marketability questionable (III.2.a).

(This summary is based on the longer evaluations which can be found at <http://www.plu.edu/~gened/>)