



# WESTMONT

Department of Education  
LIBERAL STUDIES DEGREE  
HANDBOOK

Westmont's Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching.

Building on teacher-candidates' liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.

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Dear Liberal Studies Student,

On behalf of the Education Department and the faculty teaching Liberal Studies courses, we want to welcome you to our program.

As you probably know at this point, the Liberal Studies program is a multi-disciplinary major designed for those intending to pursue a career in elementary education. We've designed the program at Westmont so that, with proper planning, you can finish both the Liberal Studies program and our credential program in four years. You may also, if you wish, complete the Liberal Studies program in four years, and then come back for a fifth year at Westmont.

As a student in the Liberal Studies program you will have an opportunity to acquire the skills and knowledge that Westmont and the California Commission on Teacher Credentialing have established as essential academic background for the elementary classroom.

But our program is not just about gaining skills and knowledge that you can then pass on to others. The Liberal Studies program at Westmont is also about becoming a certain sort of person, a liberally educated man or woman who can serve as a role model both for children and for other teachers.

Some of the classes you take will seem more directly related to elementary teaching than others. All of your coursework, however, is designed to help you to develop as a whole person—intellectually, physically, aesthetically, morally, and spiritually.

The education of teacher candidates, like K-12 education, is controlled by a range of complex state laws and policies. Much that we do in the Liberal Studies program is done to prepare you to enter a teacher certification program, leading to a California Multiple Subject Credential. Accordingly, the Liberal Studies major (including the GE requirements) is among the largest in terms of unit count of all the majors at Westmont, and probably the most complicated to understand.

That's where the booklet you're holding comes in. Obviously, you're not expected to figure this all out on your own. But becoming familiar with this material will help you to work more efficiently and more professionally with your academic advisor in planning your overall academic program.

Again, welcome to the program. The Lord bless you and sustain you as you work toward fulfilling your calling in the elementary classroom.

Best regards, and looking forward to getting to know you,

Michelle Hughes, Ed.D.  
Chair, Department of Education  
Associate Professor of Education

Andrew Dean Mullen, Ph.D.  
Professor of Education

Jane Wilson, Ph.D.  
Associate Professor of Education



**Dr. Michelle Hughes**, Associate Professor of Education, was inspired to go into education by several people. Her mom who taught preschool, kindergarten and first grade gave Michelle her first interest in education. Michelle was also inspired by her dynamic high school English teacher, Mrs. Zastrow, who enthusiastically tape recorded lectures for her senior English classes while battling cancer.

Michelle attended Westmont College and earned a B.A. in English in 1989, as well as a secondary teaching credential from Westmont's Education Department. Michelle taught junior high English for seven years in Santa Barbara. While working on her Master's in Educational Leadership at California State Northridge, she transitioned to a local high school where she took on the position of assistant principal. Michelle served as head editor of her school's National Blue Ribbon

grant which the school was awarded in Washington D.C. in the fall of 2000. She earned a doctorate in education at George Fox University.

Michelle embraces the opportunity to work at Westmont College. Michelle is passionate about making connections with Westmont students, promoting the teaching profession, and developing competent and compassionate professionals for long term service in both public and private schools. Michelle's research interests include professional teaching dispositions and teacher leadership. She embraces the challenge of demonstrating how students can put their faith into action in the classroom. Michelle hopes to inspire and equip Westmont students to serve and develop life-long learners in and out of the classroom. "Teaching is an ideal profession that personifies loving others. I feel privileged and honored to teach Westmont students how to teach their own students and prepare the future." Dr. Hughes was honored with Westmont's Bruce and Adaline Bare Teacher of the Year Award in the Social Sciences in May 2013.

Michelle enjoys spending time with her husband Chris, a '88 Westmont alum, and local teacher/coach, and their two children. They are actively involved in their local church and children's schools. Additionally, Michelle and family enjoy spending summer vacations in Mammoth Lakes, CA, biking, hiking, and reading.



**Dr. Andrew Mullen**, Professor of Education, started teaching Vacation Bible School at the age of 14, and hasn't stopped teaching since. A stint as resident ornithologist at the Ranger Rick Wildlife Camp in North Carolina confirmed his vocation, and he was an instructor in two residential nature centers before returning to school for an elementary credential (Colorado College, M.A.T., 1985).

Dr. Mullen taught 4<sup>th</sup> and 5<sup>th</sup> grades for three years in the public schools of Colorado Springs, CO, as well as teaching history for four years at the Collegiate School in Louisville, KY. He earned a Ph.D. in the history of education and history/social studies curriculum from Columbia University in 1996. His scholarly interests include nationalism in American education, the history of teaching history, and the history of children's literature. He has served as chair of the joint

NCSS-Children's Book Council Committee, a group that publishes annual reviews of outstanding children's books in the area of history and geography. Dr Mullen received Westmont's Bruce and Adaline Bare Teacher of the Year Award in the Social Sciences in 2011. He and his wife Jana, who holds a degree in the history of Christianity, have two children, Phoebe and Frances.



**Dr. Jane Wilson**, Associate Professor of Education, is a champion for the teaching-learning process and seeks to help students of all ages experience the joy of learning. After earning a BA (University of Washington) and a teaching credential (Seattle Pacific University) Jane taught in elementary and junior high public schools. Jane then served as an educational consultant in the area of leadership training for high school student leaders and faculty advisors. In this role Jane spoke at workshops, conferences, and school assemblies in 26 states and Canada.

After obtaining her PhD in Educational Psychology (University of California at Santa Barbara), Dr. Wilson began teaching and supervising student teachers in teacher education programs at Azusa Pacific University, California State University at Channel Islands, and Chapman University. Before joining the Westmont faculty in 2009, Dr. Wilson served as Academic Dean for Providence Hall where she helped establish a healthy and quality learning environment for Christian high school students in Santa Barbara. In 2014, Dr. Wilson received the Jane Higa Award for academic and co-curricular partnership.

Much of Dr. Wilson's practice focuses on developing strategies and situations to enhance student's intrinsic motivation to learn. Her great desire is to empower and equip Westmont student teacher candidates with the ability to promote intrinsic motivation in their future classrooms. Currently, Dr. Wilson is exploring the impact that gratitude practices have on student's ability to focus and remain resilient during the teaching-learning process.



**Heather Bergthold**, Education Program Assistant, earned her B.A. in Sociology at Wheaton College. After obtaining her teaching credential from California State University, Northridge, Heather taught first and second grade for nine years.

Heather is usually the best person to go to for many of your day-to-day questions. She offers a welcoming, helpful, and pleasant spirit to every student who visits the Education office. In recognition of her exceptional service to the College, Heather received the 2016 Employee of The Year Award.

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### **Expectation for Faculty Collaboration with Community**

Full-time professors in Westmont's Department of Education are expected to develop relationships, collaborate, and partner with teachers and administrators in local schools, district office personnel, and County Office of Education.



# Bachelor of Arts in Liberal Studies (Pre-Elementary Education)

## Advising Sheet

Name \_\_\_\_\_

Year entered program \_\_\_\_\_

The Liberal Studies major is structured differently than other majors at Westmont. The courses used to fulfill Westmont's general Education requirement also fulfill the Liberal Studies requirements. Taken as outlined below, the program of study aligns to the Elementary Subject Matter test (CSET) which is required by the state to enter a multiple-subject (K-6) credential program.

**Semester taken**

### 1. Common Contexts (20 units)

|                                |       |   |   |  |
|--------------------------------|-------|---|---|--|
| A. Biblical/Theological Canons | RS 1  | Life and Literature of the Old Testament  | 4 |  |
|                                | RS 10 | Life and Literature of the New Testament  | 4 |  |
|                                | RS 20 | Introduction to Christian Doctrine  | 4 |  |
| B. Christian Liberal Arts      | PHI 6 | Philosophical Perspectives<br>Alternatives: CS 50, EB 9, POL 30   | 4 |  |
|                                | HIS 9 | World Civilizations to 1750<br>(Note: Liberal Studies students fulfill this requirement differently than students in other majors). | 4 |  |

### 2. Common Inquires (32 units)

|                                |         |  |   |  |
|--------------------------------|---------|--|---|--|
| Reading Imaginative Literature | ENG 6   | Studies in Literature<br>Alternatives: Any course that fulfills "Reading Imaginative Literature" | 4 |  |
| Exploring Physical Sciences    | PHS 11  | Introduction to Physical Science<br>Alternatives: CHM 1, CHM 4, CHM 5, PHY 7, PHY 21             | 4 |  |
| Exploring Life Sciences        | LS 12   | Introduction to Life Science<br>Alternative: BIO 5   | 4 |  |
| Reasoning Abstractly           | MA 160  | Fundamentals of Mathematics I<br>Alternative: MA 9   | 4 |  |
| Working Artistically           | ART 180 | Art for Children   | 4 |  |
| Thinking Globally              | ED 105  | Cultural Diversity<br>Alternatives: Westmont in Mexico Program (with orientation seminar)        | 4 |  |
| Thinking Historically          | HIS 7   | US History to 1877   | 4 |  |
| Understanding Society          | HIS 178 | California Experience  | 4 |  |

### 3. Common Skills (11-15 units)

#### A. Three writing/speech intensive courses

|  |         |   |   |  |
|--|---------|---|---|--|
| • Writing for the Liberal Arts         | ENG 2   | Composition<br>Some students are exempt from ENG 2:<br>• Unit-bearing course (AP, IB, or Comp. course)<br>• Examination (SAT, or ACT) | 4 |  |
| • Writing within the major             |         | Candidates meet this requirement through ED 100: Explorations in Teaching (units counted elsewhere)                                   |   |  |
| • Writing outside the major            |         | Candidates can meet this requirement by taking a writing intensive course in their area of concentration (units counted elsewhere)    |   |  |
| B. Quantitative & Analytical Reasoning | MA 165  | Fundamentals of Mathematics II  | 2 |  |
| C. Modern/Foreign Language             |         | One course of Foreign Language beyond whatever level you test into upon arrival   | 4 |  |
| D. Physical Education                  | PEA 32  | Fitness for Life  | 1 |  |
|  | PEA     | PEA elective  | 1 |  |
|  | PEA     | PEA elective  | 1 |  |
|  | KNS 155 | Fundamentals of Movement  | 2 |  |

### 4. Compassionate Action (1 unit)

|   |        |                          |   |  |
|---|--------|--------------------------|---|--|
| Serving society<br>Communicating cross-culturally | ED 100 | Explorations in Teaching | 4 |  |
|---|--------|--------------------------|---|--|

Semester taken

| 5. Additional Requirements for Liberal Studies Major (29 units)  |   |   |  |
|--|---|---|--|
| ED 109   | Senior Seminar                          | 1 |  |
| ED 160   | Computers for the Classroom Teacher     | 2 |  |
| ED 172   | Literature for Children and Adolescents | 4 |  |
| ENG 104  | Modern Grammar and Advanced Composition | 4 |  |
| ENG 106  | Language Acquisition                    | 4 |  |
| KNS 156  | Health for the Classroom Teacher        | 2 |  |
| MUS 184  | Music for Children                      | 4 |  |
| PHS 114  | Earth Science                           | 4 |  |
| PSY 115  | Child Development                       | 4 |  |
| 6. Academic Concentration (12 units)   |   |   |  |
| <p>Each Liberal Studies major chooses an area of concentration. Typically, this includes three, 4-unit courses above and beyond the Liberal Studies required courses. For a list of possible coursework in each concentration, see the Liberal Studies Handbook. Other concentrations are considered when student desires to go deeper in a different discipline. NOTE: Earning a minor fulfills the concentration.</p> <ul style="list-style-type: none"> <li>• American Studies (history and literature)</li> <li>• Art</li> <li>• English Literature</li> <li>• Environmental/Life Science</li> <li>• Hispanic Studies (Spanish language, literature, and culture)</li> <li>• History/Social Science</li> <li>• Mathematics</li> <li>• Music</li> <li>• Physical Science</li> </ul> |   |   |  |
| Concentration selected:  |   |   |  |
|  |   |   |  |
|  |   |   |  |
|  |   |   |  |
| 7. Electives (12-16 units) Students on a “fast-track” to earn their teaching credential use the education methods courses as their electives.  |   |   |  |
|  |   |   |  |
|  |   |   |  |
|  |   |   |  |
|  |   |   |  |
|  |   |   |  |

- Total units for completing GE and requirements for major = 108-112. Additional electives are needed to reach the 124 units required for graduation.
- For students who choose the fast-track option, leading to a Liberal Studies major and a preliminary teaching credential in 4 years, most of these elective units will consist of credential courses taken in the first semester of the final year of study.
- **Please be aware that acceptance into Westmont does not automatically guarantee admission into the Credential Program. In order to enter the Credential Program, you need to apply separately during your final year of regular study. Among other conditions, you need to have earned a 2.75 GPA and a passing score on the CSET. See college catalog for details on admission to the program.**
- Please direct questions or concerns about information on this sheet to Education Program Assistant or Department Chair.

## **Example of Program of Study for Liberal Studies Majors**

The following program of study includes both Westmont's General Education requirements and a state-approved course of study designed to prepare elementary teacher candidates for entry to a Multiple Subject Credential Program.

**Note that there are a number of differences between the way Liberal Studies students and other Westmont students fulfill General Education requirements.**

In order to help this program make sense to you, and to be useful for different purposes, it's presented below in three different ways:

- (I) Arranged according to the categories of **Westmont's General Education requirements**
- (II) Arranged according to the categories of **California's Commission on Teacher Credentialing requirements** for a state-approved Elementary Subject Matter major
- (III) Arranged **chronologically**, in an approximate and suggested sequence of the way you might actually take the courses.



**I. Program for Liberal Studies majors, arranged by Westmont College General Education categories**

| Common Context<br>(20 units)   |   | Additional Required Courses<br>(32 units)   |    |
|--|---|---|----|
| RS 1: Life & Lit. of the Old Testament   | 4 | ED 109: Liberal Studies Senior Seminar  | 1  |
| RS 10: Life & Lit. of the New Testament  | 4 | ED 160 Computer for the Classroom Teacher   | 4  |
| RS 20: Christian Doctrine  | 4 | ED 172: Literature for Children & Adoles.   | 4  |
| PHI 6: Philosophical Perspectives  | 4 | ENG 104: Modern Grammar and Comp.   | 4  |
| HIS 9: World History I   | 4 | ENG 106: Language Acquisition   | 4  |
| Common Inquiries<br>(32 units)   |   | KNS 156: Health for the Classroom Teacher   | 4  |
| Reading Imaginative Lit: ENG 6: Studies in Literature  | 4 | MUS 184: Music for Children   | 4  |
| Exploring Phy. Science: PHS 11: Intro. to Phy. Sciences  | 4 | PHS 114: Earth Science  | 4  |
| Exploring Life Science: LS 12: Intro. to Life Sciences   | 4 | PSY 115: Child Development  | 4  |
| Reasoning Abstractly: MA 160: Fund. of Mathematics I   | 4 |   |    |
| Working Artistically: ART 180: Art for Children  | 4 |   |    |
| Thinking Globally: ED 105: Cultural Diversity  | 4 |   |    |
| Thinking Historically: HIS 7: US History to 1877   | 4 |   |    |
| Understanding Society: HIS 178: Calif. Experience  | 4 |   |    |
| Common Skills<br>(11-15 units)   |   | Concentration & Interdisciplinary study<br>(12 units)   |    |
| Three writing or speech-intensive courses  |   | Each Liberal Studies major will choose one of the concentrations below and take 3 courses:  | 12 |
| <ul style="list-style-type: none"> <li>Writing for the Liberal Arts:<br/>ENG 2: Composition<br/>Some students are exempt from ENG 2 through a unit-bearing course (AP, IB, or Composition course) or by examination (SAT or ACT)</li> <li>Writing within the major:<br/>ED 100: Explorations in Teaching (units counted elsewhere)</li> <li>Writing or speaking outside the major:<br/>This will be fulfilled in the context of fulfilling other GE requirements of the Depth Requirement. Units counted elsewhere.</li> </ul> |   | <ul style="list-style-type: none"> <li>American Studies (history &amp; literature)</li> <li>Art</li> <li>English</li> <li>Environmental Science</li> <li>Hispanic Studies</li> <li>History/Social Science</li> <li>Mathematics</li> <li>Music</li> <li>Physical Science</li> </ul>  |    |
| Quantitative & Analytical Reasoning:<br>MA 165: Fundamentals of Math II  | 2 | <ul style="list-style-type: none"> <li>Total units for completing GE and state requirements for liberal studies major under this proposal: 108-112 units</li> <li>Additional electives need to reach 124 units required for graduation.</li> <li>For students who choose the fast-track option, leading to a Liberal Studies major and a preliminary teaching credential in 2 years, most of these elective units will consist of credential courses taken in the first semester of the final year of study.</li> </ul> |    |
| Modern/Foreign Language<br>Meet the college's GE language requirements (see Westmont's Catalog)  |   |   |    |
| Physical Education:<br>PEA 32: Fitness for Life  | 1 |   |    |
| 2 PEA electives  | 2 |   |    |
| KNS 155: Fundamentals of Movement  | 2 |   |    |
| Physical Education:<br>PEA 32: Fitness for Life  | 1 |   |    |
| 2 PEA electives  | 2 |   |    |
| KNS 155: Fundamentals of Movement  | 2 |   |    |
| Compassionate Action   |   |   |    |
| Serving society/Communicating Cross-culturally:<br>ED 100: Explorations in Teaching (Units counted elsewhere)  | 4 |   |    |

**II. Program of study arranged according to the categories of California's Commission on Teacher Credentialing requirements for a state-approved Elementary Subject Matter major**

|  |     |   |   |
|--|-----|---|---|
| Reading, Language, & Literature<br>(16-20 units)   |     | Health & Physical Education<br>(7 units)            |   |
| ENG 2: Composition (or equivalent skills)  | 0-4 | KNS 155: Fundamentals of Movement                   | 2 |
| ENG 104: Mod. Grammar & Comp.  | 4   | KNS 156: Health Education for the Classroom         | 2 |
| ENG 106: Language Acquisition  | 4   | PEA 32: Fitness for Life                            | 1 |
| ED 172: Literature for Children  | 4   | PEA Activity course                                 | 1 |
| ENG 6: Studies in Literature   | 4   | PEA Activity course                                 | 1 |
| Writing/Speech Intensive Course within the Major<br>(fulfilled in ED 100: Explorations In Teaching |     | Human Development<br>(4 units)                      |   |
| Writing/Speech Intensive Course outside the Major<br>(fulfilled by a variety of courses)           |     | PSY 115: Child Development                          | 4 |
| History/Social Science<br>(16 units)   |     | Concentration<br>(12 units)                         |   |
| HIS 9: World History I   | 4   | Three 4-unit courses beyond the required coursework |   |
| HIS 7: US History to 1877  | 4   |   | 4 |
| HIS 178: California Experience   | 4   |   | 4 |
| ED 105: Cultural Diversity and Education   | 4   |   | 4 |
| Math and Computer Science<br>(8 units)   |     | Additional Required Courses<br>(25 units)           |   |
| MA 160: Fundamentals of Mathematics I  | 4   | PHI 6: Philosophical Perspectives                   | 4 |
| MA 165: Fundamentals of Mathematics II   | 2   | RS 1: Life & Literature of the Old Testament        | 4 |
| ED 160: Computers for the Classroom Teacher  | 2   | RS 10: Life & Literature of the New Testament       | 4 |
|  |     | RS 20: Introduction to Christian Doctrine           | 4 |
| LS 12: Introduction to Life Science  | 4   | ED 100: Explorations in Teaching                    | 4 |
| PHS 11: Introduction to Physical Science   | 4   | ED 109: Liberal Studies Seminar                     | 1 |
| PHS 114: Earth Science   | 4   |   |   |
| Visual & Performing Arts<br>(8 units)  |     |   |   |
| ART 180: Art for Children  | 4   |   |   |
| MUS 184: Music for Children  | 4   |   |   |

- Total units for completing GE and state requirements for liberal studies major under this proposal: 108-112 units
- Additional electives need to reach 124 units required for graduation.
- For students who choose the fast-track option, leading to a Liberal Studies major and a preliminary teaching credential in 2 years, most of these elective unit will consist of credential courses taken in the first semester of the final year of study.

III. Program of study arranged chronologically, in an approximate and suggested sequence of the way you might actually take the courses.

**Sample Four-Year Fast Track Course Schedule**

|                                      | Fall   | Spring   |
|--------------------------------------|--|--|
| First year<br>(34 units)             | RS 20: Christian Doctrine (4)<br>ENG 2: Composition (4)<br>HIS 7: US History to 1877 (4)<br>PHS 11: Physical Science (4)<br>PEA 32: Fitness for Life (1)   | RS 10: New Testament (4)<br>ENG 6: Literature (4)<br>GE Language Requirement (4)<br>LS 12: Life Science (4)<br>PEA elective (1)  |
| Second year<br>(37 units)            | ART 180: Art for Children (4)<br>HIS 9: World History I (4)<br>PHS 114: Earth Science (4)<br>MA 160: Fund of Math I (4)<br>KNS 155: Movement for Children (2)  | RS 1: Old Testament (4)<br>MA 165: Fundamentals of Math II (2)<br>PSY 115: Child Development (4)<br>ED 172: Lit for Children (4)<br>Concentration Elective (4)<br>PEA elective (1)                       |
| Third year<br>(37 units)             | ENG 104: Advanced Composition (4)<br>ED 105: Cultural Diversity (4)<br>PHI 6: Philosophical Perspectives (4)<br>ENG 106: Language Acquisition (4)<br>KNS 156: Health Education (2)<br>Concentration elective (4) | HIS 178: CA History (4)<br>ED 160: Computers for Teachers (2)<br>ED 100: Explorations in Teaching (4)<br>ED 109: Lib Studies Seminar (1)<br>MU 184: Music for Children (4)<br>Concentration elective (4) |
| Fourth year<br>(Credential Program*) | ED 110: Educational Psychology (4)<br>ED 120: Social Studs./Sci. Methods (4)<br>ED 150: Math Methods (4)<br>ED 170: Reading/LA Methods (4)<br>ED 130: Special Education (2)                                      | ED 190: Student Teaching (12)<br>ED 195: Student Teach. Seminar (3)  |

Notes:

- This sample plan assumes that you are eligible to go directly into MA 160/MA 165.
- What's shown here is a "fast-track" schedule. Be aware that you also have the option of completing the Liberal Studies major over a four-year period, with a fifth year reserved for your teaching credential.
- Acceptance into Westmont does not automatically entitle you to admission into the Credential Program. In order to enter the Credential Program, you will need to apply separately during your final year of regular study. Among other conditions, you will need to have earned a 2.75 GPA and a passing score on the CSET. See college catalog for details on admission to the program.
- Students who choose not to complete the teacher preparation program as part of their four-year program, or who have not been admitted to the credential program, will replace the education courses above with elective units.
- Two semesters shown in the sample four-year course sequence consist of schedules exceeding the regular limit of 18 units. Not all students are eligible to exceed this limit.
- Based on the "fast-track" schedule above, you would need to take a minimum of 2 elective units in May Term or summer school, or bring into Westmont 2 units of AP unit.
- Students who choose the fast-track option must complete **all** requirements for graduation by December of their Senior year to qualify for the tuition discount the semester of student teaching. It is not possible to complete the Liberal Studies major in December with "deficient" units.

## Academic Concentrations

Each Liberal Studies student must choose a 12-credit academic concentration beyond the major itself. Westmont's Liberal Studies program offers nine different concentrations, as follows.

- 1) American Studies (history and literature)
- 2) Art
- 3) English Literature
- 4) Environmental/Life Science
- 5) Hispanic Studies (Spanish language, literature, and culture)
- 6) History/Social Science
- 7) Mathematics
- 8) Music
- 9) Physical Science

Descriptions of each of the nine concentrations, along with the academic department responsible for the concentration, are listed below. The name of a current faculty member who is particularly knowledgeable about the concentration is indicated in each case.

**Please note:** *Where scheduling conflicts preclude taking one or more of the courses listed below, substitutions must be approved by the Department of Education Chair, in consultation with the appropriate academic department.*

### 1. American Studies

Sponsor: Department of History, working in conjunction with the Dept. of English  
Coordinator of Liberal Studies Concentration: Dr. Richard Pointer

Liberal Studies majors electing a concentration in American Studies take (in addition to HIS 7, already required of all Liberal Studies majors):

- The second half of the U.S. History Survey (HIS 8: United States 1877-Present);

And any two of the following:

- ENG 130 Major American Writers to 1865
- ENG 131 Major American Writers 1865-1914
- ENG 132 Major American Writers 1914-1945
- ENG 133 Major American Writers: Special Topics
- ENG 134 Ethnicity and Race in American Literature

### 2. Art Concentration: Liberal Studies

Sponsor: Department of Art  
Coordinator of Liberal Studies Concentration: Dr. Lisa DeBoer

Liberal studies students electing a concentration in Art take the following courses:

- ART 1: Principles of Art (4)
- One of the following: (4)
  - ART 21: History of Western Art I
  - ART 22: History of Western Art II
  - ART 23: World Art
- ART 10: Design I

### 3. English Literature

Sponsor: Department of English

Coordinator of Liberal Studies concentration: Dr. Sarah Skripsky

Liberal Studies majors electing a concentration in English take three of the following courses, including at least one of the courses marked with an asterisk (\*):

- ENG 44 Studies in World Literature (4)
- \*ENG 122 Victorian Literature 1832-1900 (4)
- ENG 134 Ethnicity and Race in American Literature (4)
- ENG 136 Jewish-American Literature (4)
- \*ENG 160 Women Writers (4)
- \*ENG 170 British Novel 1700-1900 (4)
- ENG 182 Twentieth-Century Fiction (4)

### 4. Environmental/Life Science

Sponsor: Department of Biology

Coordinator of Liberal Studies concentration: Professor Beth Horvath

For the life science concentration, students take three four-credit classes beyond IS 12: Introduction to Life Sciences.

I. A first course must be one of two introductory courses for biology majors, either:

- BIO 5: General Biology I (note chemistry prerequisites) **or**
- BIO 6: General Biology II

II. A second course may be the remaining course from Category II, above, or one of the following. Note that listed courses 104 and above require both BIO 5 and BIO 6 as prerequisites.

- BIO 11: Human Anatomy
- BIO 12: Human Physiology
- BIO 31: Origins (if not used under category III)
- BIO 40: Human Nutrition
- BIO 104: Marine Biology
- BIO 108: Animal Diversity
- BIO 151: Plant Classification

III. The final course must be one of the following interdisciplinary classes:

- NS 13: Biology, Values, and the Third World
- Chemistry 4: Chemistry, Culture, and Society
- BIO 31: Origins (if not used previously under category II)

Note 1: Transfer students may use a philosophy and/or history of science course to fulfill the requirement in Category III.

Note 2: Students who switch into the Liberal Studies major after completing both BIO 5 and BIO 6; and who elect a Life/Environmental Science Concentration, may substitute an additional course from the Categories II and III, above, for NS 12.

### 5. Hispanic Studies (Spanish language, literature, and culture)

Sponsor: Department of Spanish

Coordinator of Liberal Studies Concentration: Dr. Mary Docter

A concentration in Hispanic Studies consists of 12 units:

- SP 3: Intermediate Spanish Language I (4)
- SP 4: Intermediate Spanish Language II (4)
- SP 110: Cultures of Spain (4) **or** SP 111: Cultures of Latin America (4)

Students testing out of SP 3 may substitute for that class:

- SP 100: Advanced Spanish (4)

Students testing out of both SP 3 and SP 4 may substitute:

- SP 100: Advanced Spanish (4) **and**
- One survey course in Spanish Literature (SP 101,102) or Latin American Literature (SP 103,104)

### 6. History/Social Science

Sponsor: Department of History

Coordinator of Liberal Studies Concentration: Dr. Richard Pointer

Liberal Studies majors electing a concentration in History /Social Science take the following courses:

- HIS 8: United States History 1877-Present (4)
- PO 10: American Government (4)
- HIS 10: World History II (4)

### 7. Mathematics

Sponsor: Department of Mathematics

Coordinator of Liberal Studies Concentration: Dr. Ray Rosentrater

Liberal Studies majors electing a concentration in Mathematics take the following courses:

- MA 04: Mathematics in Western Culture (4)
- MA 05: Introduction to Statistics (4) **OR** MA 07: Finite Mathematics (4)
- MA 09: Elementary Calculus I (4)

### 8. Music

Sponsor: Department of Music

Coordinator of Liberal Studies Concentration: Dr. Grey Brothers

- MU 010: Principles of Music I 3 units
- MU 011: Musicianship Lab I 1 unit
- MU 012: Principles of Music II 3 units
- MU 013: Musicianship Lab II 1 unit
- MU 120 **or** MU 121: History of Western Music I or II 4 units

### 9. Physical Science

Sponsor: Department of Physics

Coordinator of Liberal Studies Concentration: Dr. Stephen Contakes

Three four-credit courses are required, as follows.

I. One of the following interdisciplinary classes:

- PH 7: The Physics of Music
- CH 4: Chemistry, Culture, and Society

Note: Transfer students may use a philosophy and/or history of science course to fulfill this requirement.

II. A second course must be an introductory course for science majors, chosen from the list below:

- PH 11: Physics for Life Science Majors I
- PH 13: Physics for Life Science Majors II
- PH 21: General Physics I
- PH 23: General Physics II
- CH 5: General Chemistry I
- CH 6: General Chemistry II
- CS 10: Introduction to Computer Science

III. A third course may be an additional class from the list in category II, above, or one of the following:

- PHY 7: Physics of Music
- NS 7: Astronomy
- NS 117: Exploration of the Universe

## Portfolio Assignment

On or before April 1 of your final year in the Liberal Studies Program at Westmont, you will submit a portfolio that allows you to reflect on your experience in the program as a whole and to demonstrate your learning and reflection to others.

Successful completion of the portfolio is, along with passing the CBEST exam, a required component of the Liberal Studies Major.

*It is essential that you get into the habit at the beginning of your Liberal Studies program of saving syllabi and copies of major assignments you have completed.* This will make the task of assembling the portfolio a great deal easier than if you have to scramble around at the last minute to locate pieces of completed work.

The portfolio assignment, completed as part of ED 109: Liberal Studies Seminar, will invited you to reflect on who you are as a learner and what specifically you have learned over the course of the Liberal Studies major. You will also write on topics such as cultural diversity, connections between coursework from different disciplines, and the connection between your coursework and Christian faith.

More details about the portfolio will be shared with you when you enroll in ED 109. For now, the important point to underscore is *keeping syllabi and copies of major assignments you have completed in each of your undergraduate courses.*



**The California Teaching Performance Expectations**

Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CTC) developed the Teaching Performance Expectations (TPEs) to describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains. A fuller description can be found at [www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf](http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf)

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| <p>TPE 1: Engaging and Supporting All Students in Learning</p>                        | <ul style="list-style-type: none"> <li>1.1 Apply knowledge of students to engage them.</li> <li>1.2 Maintain ongoing communication with students and families.</li> <li>1.3 Connect subject matter to real-life &amp; provide active learning experiences.</li> <li>1.4 Use a variety of instructional strategies to support access to curriculum.</li> <li>1.5 Promote students' critical and creative thinking and analysis.</li> <li>1.6 Provide a supportive learning environment for all English Learners.</li> <li>1.7 Incorporate visual and performing arts when appropriate.</li> <li>1.8 Monitor student learning and adjust instruction while teaching.</li> </ul>   |
| <p>TPE 2: Creating and Maintaining Effective Environments for Student Learning</p>    | <ul style="list-style-type: none"> <li>2.1 Use positive interventions, restorative justice, and conflict resolution practices to foster a caring community.</li> <li>2.2 Promote productive student learning and encourage positive interaction.</li> <li>2.3 Establish, maintain, and monitor inclusive learning environments.</li> <li>2.4 Access resources to support students.</li> <li>2.5 Maintain high expectations for all students with appropriate support.</li> <li>2.6 Communicate classroom routines, procedures, and norms clearly.</li> </ul>  |
| <p>TPE 3: Understanding and Organizing Subject Matter for Student Learning</p>        | <ul style="list-style-type: none"> <li>3.1 Demonstrate knowledge of subject matter, standards, and frameworks.</li> <li>3.2 Use knowledge about students to plan lesson with accommodations.</li> <li>3.3 Plan, design, implement, and monitor instruction with current pedagogy.</li> <li>3.4 Plan effective instruction (individually and through collaboration).</li> <li>3.5 Incorporate academic language within learning activities.</li> <li>3.6 Use and adapt resources to facilitate equitable access.</li> <li>3.7 Model and develop digital literacy.</li> <li>3.8 Demonstrate knowledge of educational technology standards.</li> </ul>   |
| <p>TPE 4: Planning Instruction and Designing Learning Experience for All Students</p> | <ul style="list-style-type: none"> <li>4.1 Locate and apply information about students for planning purposes.</li> <li>4.2 Apply knowledge of child development to instruction.</li> <li>4.3 Design instruction that interconnects content areas.</li> <li>4.4 Maximize instructional time by use of technology, principles of UDL and MTSS, developmentally appropriate activities, modifications, peer support, use of resources.</li> <li>4.5 Use strategies that meet individual learning needs (IEP, ITSP, ITP, 504).</li> <li>4.6 Access resources for planning and instruction.</li> <li>4.7 Promote a range of communication strategies and activity modes.</li> <li>4.8 Use digital tools to provide personalized and integrated technology-rich lessons.</li> </ul>                 |
| <p>TPE 5: Assessing Student Learning</p>  | <ul style="list-style-type: none"> <li>5.1 Use different types of assessments.</li> <li>5.2 Collect and analyze assessment data from multiple measures.</li> <li>5.3 Involve students in self-assessment and reflection.</li> <li>5.4 Use technology to support assessment and communication.</li> <li>5.5 Use assessment information in a timely manner.</li> <li>5.6 Work with specialists to interpret assessment results for ELs and students with disabilities.</li> <li>5.7 Interpret English learners' assessment data and use in planning instruction.</li> <li>5.8 Use assessment data (IEP, IFSP, TEP, 504 plans) to plan lessons.</li> </ul>   |
| <p>TPE 6: Developing as a Professional Educator</p>                                   | <ul style="list-style-type: none"> <li>6.1 Reflect on one's teaching to improve student learning.</li> <li>6.2 Recognize biases. Exhibit positive dispositions of caring, support, acceptance, and fairness.</li> <li>6.3 Establish professional learning goals and make progress to improve.</li> <li>6.4 Communicate effectively with colleagues, and families to support student learning.</li> <li>6.5 Demonstrate professionalism in all aspect of student learning and management. Model ethical conduct.</li> <li>6.6 Enact professional responsibilities such as mandated reporter, professional conduct, proper use of social media and other digital platforms.</li> <li>6.7 Critically analyze how historical contexts in CA influence school governance &amp; finance.</li> </ul> |

| <h2 style="margin: 0;">Milestones:</h2> <p style="margin: 0;">Steps toward earning a<br/>Preliminary Elementary (Multiple Subject) Teaching Credential<br/>on a fast-track at Westmont*</p> |  |
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| <b>First Year</b>   | <ul style="list-style-type: none"> <li>___ Make sure, if you don't have one, that you have an advisor from the Education Department. Complete, if necessary, the "Change of Advisor" form available from the Records Office.</li> <li>___ Read the Liberal Studies Handbook carefully (see Program Assistant or access it online via the Westmont Education website).</li> <li>___ Begin saving electronic or paper versions of written work, or other major projects, for your Liberal Studies portfolio (ED 109 assignment). Eventually, you should have significant work samples from each of the seven areas (CA. State Multiple Subject Preparation): English, History, Science, Math, Arts, Health and PE, and Human Development.</li> </ul>   |
| <b>Second Year</b>  | <ul style="list-style-type: none"> <li>___ Complete an official "Declaration of Major" form available from the Records Office. Circle "Liberal Studies.</li> <li>___ Work out a four-year program of study with your advisor, especially if you're thinking of spending a semester in an off-campus program.</li> <li>___ Continue saving electronic or paper versions of written work or other major projects for your portfolio.</li> <li>___ If you have concerns about testing, you may want to take the CBEST exam now.</li> </ul>  |
| <b>Third Year</b>   | <ul style="list-style-type: none"> <li>___ Maintain a 2.75 GPA if you plan to apply to Westmont's Credential Program.</li> <li>___ Enroll in ED 109 (Liberal Studies Seminar) for the Spring semester (assuming you are a fast-track student).</li> <li>___ <b>During the fall, register for all three sections of Multiple Subject CSETs tests plus the CSET writing test so that all four tests are passed by the February 15 application date.</b></li> <li>___ By February 15, complete an application for Westmont's Credential Program.</li> <li>___ When making housing plans for your senior year, remember you need to live off-campus during the Spring semester, if you wish to be eligible for the 55% tuition scholarship. (Note: Ocean View counts as "off-campus" even though it's college-owned). Given the difficulty of moving over Christmas break, most seniors in the Credential program live off campus the entire year.</li> <li>___ Schedule a time to take the Westmont-administered US Constitution exam (see Program Assistant for details).</li> <li>___ Plan to take an in-person CPR course for infants, children, and adolescents.</li> </ul> |
| <b>Fourth Year*</b>   | <ul style="list-style-type: none"> <li>___ Make sure, as a fast-track students, that you've completed ALL requirements to receive your BA in December and thus become eligible for the tuition discount during the Spring semester of student teaching. You may not "graduate deficient" in December.</li> <li>___ For students in Westmont's credential program, stay in close touch with the Program Assistant and review once again the "Stepping Stones towards a Teaching Credential" for completing a professional teaching credential.</li> <li>___ For students who plan to graduate with a Liberal Studies major only, this is the time to be applying to a credential program – either at Westmont, as a fifth year student, or another program of your choice. The application deadline for Westmont's Credential Program is February 15.</li> </ul>  |

These milestones are set up for fast-track students (students are who completing both the Liberal Studies Major and the Teacher Credential Program in four years). Students who wish to do a fifth-year Teacher Credential Program, either at Westmont or elsewhere, will complete most of the items listed her under "Third Year" during their fourth year.

## Frequently Asked Questions

Westmont College  
Department of Education

### *What is Liberal Studies?*

In California, unlike most other states, those who wish to pursue a career in elementary education generally choose a multi-disciplinary major called Liberal Studies.

The Liberal Studies major is a degree primarily in academic *content*, allowing you to develop expertise in all of the subjects that are normally taught in the elementary classroom.

Westmont's Liberal Studies major is a state-approved program for Elementary Subject Matter, aligned with the CSET examination that allows entry into a teacher preparation program for a Multiple Subject (Elementary) credential.

### *I'm not from California, and after attending Westmont, I want to teach back home. Will the teaching credential I earn at Westmont allow me to teach in states other than California?*

The short answer—generally speaking—is yes.

Many states have what are called *reciprocity* agreements that establish mutual recognition of the licenses and teacher training acquired outside the teaching candidate's home state. Traditionally, California has been among the states with the highest number of reciprocity agreements. In other words, a teaching credential from California is widely recognized elsewhere. Whether or not your state has a specific reciprocity agreement with California, you will in all likelihood be allowed to teach back home for a fixed length of time under some sort of provisional license granted by that state on the basis of the preliminary California credential you earned through Westmont. Then once you have a job, you work with the teacher certification office in your home state toward a full credential.

If you know now that you want to teach in a particular state, it may be helpful to contact the specific office of teacher certification for current requirements—see Useful Links on the Department's web page. Remember, however, that state requirements are often in a state of re-negotiation, and it may not be possible to know exactly where you stand in another state until you have your credential from California in hand.

### *Can I participate in Westmont's off-campus programs and still finish my teaching credential in four years?*

In many cases, yes. Students who enter college with an unusually strong academic background, who plan carefully from the start, and who are willing to take summer classes may be able to participate in a wide variety of programs—potentially including the Europe semester.

It depends partly, of course, on what specific off-campus program you are considering. A program at a sister liberal arts college where you are able to take classes parallel to those required at Westmont will be more feasible for a broader range of students than a less traditional off-campus program.

Bear in mind that Westmont offers a number of exciting off-campus and international programs during the summer months—programs that are less apt to complicate your schedule than those offered during the academic year. Students who are unable to participate in the Europe semester often enroll in Westmont's Europe Mayterm.