This publication contains proposed curriculum changes. This Curriculum Register conforms to the curriculum review process as described in the Fall 2007 Curriculum Review Guide. It contains two sections, **Campuswide Proposal Sharing**, which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee or program faculty and **University Curriculum Committee (UCC) Recommendations** that includes completed information on proposals reviewed by UCC.

Every proposal must complete all stages of the curriculum review process:

1. Submission of proposal(s) by originating department/program.
2. Review by every department/program in the school/college in which the program is housed.
3. Review by Department Curriculum Committee or Program Faculty.
5. Review by General Studies, Liberal Studies, or Graduate Council, when appropriate; preparation of impact statement.
6. Review by the Dean for school/college resource implication; preparation of resource impact statement.
7. Review by the Office of Academic Programs; preparation of university resource impact statement.
8. Review by the originating School/College Curriculum Committee.
9. Review by the University Curriculum Committee (UCC).
10. UCC recommendations posted in the Curriculum Register.
11. Review by Academic Affairs Program Effectiveness Committee, when appropriate.
12. Approval by Vice President for Academic Affairs or designee.
13. Approval by President, when appropriate.
14. Approval by Off Campus Approval bodies, when appropriate.

**Moratorium for Proposals in Campuswide Sharing Stage:**

There will be a 10 working day moratorium, starting from the publication date of the Curriculum Register, during which departments, deans, or individual faculty may raise objections or concerns, in writing, to the proposing School or College Curriculum Committee or Program Faculty for proposals in the campuswide sharing stage. The Campuswide Sharing section of the Curriculum Register contains only a summary of the curriculum proposal. Please ask the Department Curriculum Committee or Program Faculty for a complete proposal packet if you have questions or concerns.

**Moratorium Date: October 2, 2009**

Once the moratorium date has passed for campuswide sharing and no objections are received, the proposal will continue through the stages of the curriculum review process.

The Curriculum Register is produced by the Office of Academic Programs. Any questions or comments should be directed to Tracey Haney at ext. 3308.
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CAMPUSWIDE PROPOSAL SHARING

The following proposal(s) have completed steps 1-3 of the Curriculum Review Process (see pg. 1 of Curriculum Register).
Program/Course: ENG 105 (Freshman Composition IA)
Proposer: Thomas Giannotti
Type of Change: New Course
Summary of Changes: The prerequisite for ENG 110 (Freshman Composition I) is an English Placement Test (EPT) score above 150; students testing at T-150 or below are currently required to enroll in developmental courses, ENG 099 and/or ENG 088.

The proposed ENG 105 (Freshman Composition IA) allows students who nearly passed the EPT or ENG 099 (with an EPT T-score of 146-150 or score of 5 or 6 on the Exit Exam and completion of all other ENG 099 requirements) to enroll in an intensive 4-unit freshman-level course, which extends student seat-time and grants baccalaureate credit. Consequently, student throughput into freshman-level courses is accelerated, and the need for developmental courses is reduced by several sections per semester. The course has been taught successfully on a pilot basis as ENG 195 over the last two academic years.
**Summary of Changes:** Dance educators have a long history of advocating for Single Subject Credential in Dance. Of the four arts, only music and visual arts have been awarded Single Subject Credentials by the California Commission on Teacher Credentialing (CCTC). In 2002 the CCTC subsumed Dance under Physical Education and Theatre under English. To date, only California State University Dominguez Hills and San Francisco State University offer a Single Subject Matter Equivalency Program in Physical Education: Concentration in Dance. Worth noting is the unique design of the CSUDH program that it links a public university with a private university, Loyola Marymount University.

In actuality the program translates into a Major in Physical Education and a Minor in Dance. As such, it forces aspiring dance teachers to major in physical education. Only two dance majors from LMU completed the program.

The 97 candidates from universities in California and 15 candidates from throughout the United States only represent the dance majors advised in person or via the telephone after reviewing their transcripts. Only 18 CSUDH students chose to earn a BA degree in Physical Education: Concentration in Dance.
UNIVERSITY CURRICULUM COMMITTEE
RECOMMENDATIONS

The following proposal(s) have completed steps 1-11
of the Curriculum Review Process (see pg. 1 of the Curriculum Register).

During the current cycle, no programs have fully completed the
Curriculum Review process; therefore, there are no recommendations
to report.