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: February 3, 2010**

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: BS in Information Technology  
Proposer: Mohsen Beheshti  
Type of Change: New Program  

Summary of Changes: The Computer Science Department proposes a new program BS in Information Technology. The primary objectives of the program are to (a) address the critical shortage of professionals in Information Technology with formal training with computer scientists and professionals in California and the nation, (b) provide an avenue for community college students to upgrade their professional skills and (c) prepare students with interest in more than one field to obtain a science degree in Information Technology with a concentration in another field.

The student Learning Outcomes are:

At the conclusion of the BS in Information Technology program, the student will demonstrate the ability to:

- Analyze, design, implement, and evaluate a Technology related solution to a real life problem using appropriate tools;
- Work effectively as a team member;
- Communicate effectively through speaking, writing, and the use of presentation tools; and
- Appraise the impact of ethical issues and societal concerns on the constant changes in IT.

Students must achieve the following additional outcomes by the time of graduation:

- An ability to use and apply current technical concepts and practices in the core information technologies;
- An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems;
- An ability to effectively integrate IT-based solutions into the user environment;
- An understanding of best practices and standards and their application; and
- An ability to assist in the creation of an effective project plan.
Program/Course: Single Subject Credential Program  
Proposer: Sharon Russell  
Type of Change: Modify Program  
Summary of Changes: The School of Education received a Teacher Quality Partnership grant to reform the preparation of math and science teachers. This new residency pathway blends the rigor and theory of a master's degree in curriculum and instruction with the practice and pragmatism of a single-subject (secondary) credential in math or science, combined with a year-long residency that pays a living stipend in the classroom of an experienced, trained mentor teacher in our partner schools. Participants will pursue a rigorous graduate-level course of study, completing a credential in 12 months and a master's in 18 months. LAUSD and CSUDH will jointly develop and institutionalize a comprehensive two-year induction program featuring well-qualified support providers and advanced content classes, resulting in a full credential. Notable features of UTR are Lesson Study, teacher action research, a professional learning community, and development of mentors teachers who are specialists in supporting beginning math and science teachers, thus increasing capacity in the partner schools.

There are three modifications that are being made in the Single Subject Credential:

1) Two classes are being created for the clinical experience in the residency: TED 458: Urban Teacher Residency I and TED 459: Urban Teacher Residency II. This is a new model of teacher preparation which is neither student teaching nor the university internship but rather an intensive teacher apprenticeship similar to the medical model.

   TED 458: Urban Teacher Residency I. Residents observe, participate, and co-teach in a single subject classroom with an experienced mentor teacher accompanied by a reflective seminar. Credit/No Credit grading.

   TED 459: Teacher Residency II. Residents observe, participate, co-teach, and practice teach in a single subject classroom with an experienced mentor teacher accompanied by a reflective seminar. Credit/No Credit grading.

2) The credential and the MA in Ed with the Curriculum and Instruction Option will be combined.

3) Four new classes will be added to create a joint Single Subject Induction Program with Los Angeles Unified School District. This program will be run on self-support and will require no new resources.

   TED 501: Lesson Study I: Engaging All Students in Learning. Introduction to the foundations of lesson study and its analysis for induction candidates. Collaboration in designing, observing, and discussing lessons to provide universal access and engage all students in learning. Focus on English Learners, GATE students and students with special needs.
TED 502: Advanced Lesson Study II: Using Data to Improve Student Learning. Advanced lesson study and its analysis for induction candidates. Collaboration in collecting, analyzing and using data to improve student learning. Focus on students who may be at risk.

TED 503: Teacher Action Research. Teacher action research methods course for induction teachers working in urban diverse classrooms. Candidates conduct inquiries on professional practices using scientific methods to improve student achievement.

TED 504: Colloquium. Induction candidates do an in-depth intervention to increase student achievement. Multimedia presentation disseminating findings. Focus on students who may be at risk.
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 there are no recommendations to report.