Curriculum Register
February 16, 2016

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 End Date: February 29, 2016

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).
Currently, LBS majors are required to take only four courses (12 units) within the LBS Department, which makes it very difficult to develop students’ understanding of educational theory and practices, build community among students, and work on student success initiatives in meaningful ways. This modified program will require students to take seven courses (21 units) within the department while they are developing “subject matter” knowledge from other academic disciplines as needed by future elementary and special education teachers. The modified program will allow us to accomplish the following goals:

- **Early preparation and fieldwork:** The new sequence of classes will ask students to take a deeper look at what it means to be a teacher for social justice in diverse California classrooms.
- **Streamline a pathway to a teaching credential:** The modified program will build in all of the necessary prerequisites for the teacher education and special education credential programs. This will reduce redundancy and allow multiple subject credential candidates the ability to complete the credential program in two semesters.
- **Student Success:** The core LBS classes will be carefully sequenced to build in high impact practices including instruction and practice in academic reading and writing.
- **Better alignment with new K-8 California standards.** In the past four years, California has adopted new, more rigorous content standards, which demand well-prepared teachers. The new LBS courses are better aligned to the new standards. For example, a new class, LBS Elementary Engineering and the Arts, will incorporate problem-based learning, engineering practices, and the arts in an interdisciplinary way.

1. **Add Four Courses to Liberal Studies (LBS 301, 302, 303, & 405)** Proposed courses are detailed after the modified program summary.

2. **Modify two courses (LBS 203 and LBS 205).** Proposed courses are detailed after the modified program summary.

3. **Drop two LBS courses (LBS 300 and LBS 355) from modified program:**
   - **Drop LBS 300 Early Fieldwork.** This course, currently a credit/no credit course is being replaced with LBS 302, a more rigorous graded course. The course will
not be retired but offered for one additional, through Spring 2017, for students in the current program and then LBS 302 will be substituted for LBS 300.

- **Drop LBS 355** Writing in Education. Though this intensive writing course has been valuable for our students, the LBS faculty feel that having a sequence of courses that infuse writing which build on one another with specific writing objectives and genres, will better serve the needs of our students to increase their academic writing proficiency and knowledge of writing. LBS 355 will not be retired but offered for one year for students in the current program. After one year, LBS 303 will be substituted for LBS 355 as LBS 303 will have an intensive writing focus.

4. **Changes in Required Courses**

a. **Add Existing Courses from other Departments to LBS Major Requirements**

- **Add TED 407** Language Learning, an existing TED course, as an LBS major requirement. This course is one of the prerequisite courses to the multiple and single subject teaching credential program. This course will build on knowledge about language acquisition and linguistics gained in the LBS major, exploring theory and methods related to teaching English learners.

- **Add SPE 480** Educating Exceptional Children and Youth, an existing SPE course, as an LBS major requirement. This course is one of the prerequisite courses to the special education teaching credential program.

- **Add THE 339** Multicultural Children’s Theatre as an option for the upper division visual and performing arts class.

b. **Proposed Changes in Usage**

- Changes in usage for ENG 487 Introduction to Second Language Teaching and Learning, ENG 310 The Study of Language, ANT 312 Language and Culture, and SPA 435 Sociolinguistic Approach to Mexican American Dialect. The current requirement is that all students take ENG 487 and choose one course among ENG 310, ANT 312 and SPA 435. The proposed requirement is that all LBS students will be required to take ENG 487 or ANT 312 except for students who choose an Option in Spanish who will take SPA 435. ENG 310 will be dropped as a requirement.

- Change in visual and performing arts requirements: The current requirement is that students take two upper division performing arts courses. The proposed change is to require one upper division visual and performing arts course. Students will be required to choose an upper division course from a different area than the lower division course completed for the major. Choices for the UD visual and performing arts will be ART 301 Arts and Crafts for Non-Majors, THE 337 Creative

c. Proposal for Courses that will no longer be utilized by Liberal Studies
   • Drop THE 374 Stage Directing as a choice for the upper division visual and performing arts major requirement.
   • Drop HIS 301 Individual, Family, and Community in Historic Perspective from the major requirements.

d. GE Courses that will still be required to graduate for GE but dropped from major requirements
   • Drop ENG 111 Composition II as a major requirement. Students will still be required to take ENG 111 as an AREA A GE requirement.
   • Drop HIS 101 Perspectives on U.S. History as a major requirement. Students will still be required to complete the course as a GE/graduation requirement
   • Drop HUM 310, 312, or HUM 314 as the major requirement. Students will still be required to fulfill UD Integrative Studies F1 as a university requirement.
   • Drop SBS 318 as a major requirement. Students will still be required to fulfill UD Integrative Studies F3 and G as university requirements.

Program/Course: B.A. in Liberal Studies
Type of Change: New Course
Proposer: Lisa Hutton
Summary of Changes: The LBS department proposes a new course, LBS 301 Schooling in a Multicultural Society, that will address the California Commission for Teacher Credentialing Common Standards and Teacher Performance Expectations (TPEs) and will replace courses taken in the prerequisite phase of the credential program for Liberal Studies students. As part of the core elementary education courses in Liberal Studies, it will allow the faculty to build in early preparation for teaching, as well as a sequence of high impact practices including academic reading and writing, and to assess program learning outcomes and core competencies.

LBS 301 Course Description
This course is aimed at exploring the complex relationship between education and the multicultural society of the United States. The purpose of this course is to help students develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Students will learn about the purposes of common schools and how these purposes have changed over time. They will analyze the influence on learning of such social identities as race, class, gender, ethnicity, and language, and will understand how discrimination based on these factors translates into school structures, policies, and practices that perpetuate inequality. Students will be introduced to theories of social justice education and will contemplate how they will address issues of diversity and inequality in their future classrooms.
Program/Course: B.A. in Liberal Studies  
Type of Change: New Course  
Proposer: Lisa Hutton  
Summary of Changes: The LBS department proposes a new course, LBS 302, Responsive Teaching and Classroom Management, that will replace LBS 300; Early Fieldwork, and will address the California Commission for Teacher Credentialing Common Standards and Teacher Performance Expectations (TPEs), which are requirements of the prerequisite phase of the credential programs. LBS students will complete 30 hours of early fieldwork in public school classrooms. As part of the core elementary education courses in Liberal Studies, LBS 302 will allow the faculty to build in early preparation for teaching social justice, a sequence of high impact practices including academic reading and writing, and assessment of program learning outcomes and core competencies.

LBS 302 Course Description  
This course focuses on observing and thinking critically about culturally and linguistically responsive teaching and learning environments. Students will develop knowledge of teaching and classroom management strategies that honor the culture and backgrounds of children and families in order to create inclusive, productive and well-structured learning environments that foster high levels of student achievement and cooperation. Requires 30 hours of structured field experiences in urban public schools.

Program/Course: B.A. in Liberal Studies  
Type of Change: New Course  
Proposer: Lisa Hutton  
Summary of Changes: The LBS department proposes a new course, LBS 303 Teaching and Learning in Diverse Classrooms, which will address the California Commission for Teacher Credentialing Common Standards and teacher Performance Expectations (TPEs), and will replace courses taken in the prerequisite phase of the credential program for Liberal Studies students. As part of the core elementary education courses in Liberal Studies, LBS 303 will allow the faculty to build in early preparation for teaching for social justice, a sequence of high impact practices including academic reading and writing, and assessment of program learning outcomes and core competencies.

LBS 303 Course Description  
This course examines theory, research and practice related to teaching and learning in diverse classrooms. Using their knowledge of educational research and child and adolescent development, as well as data about individual students and their communities, Liberal Studies students will analyze, design, and differentiate instruction to engage and support all learners.

Program/Course: B.A. in Liberal Studies  
Type of Change: New Course  
Proposer: Lisa Hutton  
Summary of Changes: The LBS department proposes a new course, LBS 405 Engineering and the Arts in the Elementary Classroom, which will align with the current K-8 standards in California, to help build knowledge of STEM and the arts. As part of the core elementary education courses in Liberal Studies, LBS 405 will allow the faculty to build in early preparation
for teaching for social justice, a sequence of high impact practices including academic reading
and writing, and assessment of program learning outcomes and core competencies.

LBS 405 Course Description
This course is designed to help future Elementary Education teachers build both a theoretical
background and the practical skills needed to design and implement interdisciplinary, problem-
based learning with a focus on engineering and the arts. Students will be introduced to, and gain
hands-on experience with a variety of instructional materials appropriate for teaching science,
technology, engineering, the arts, and mathematics (STEAM) at the elementary level. Students
will develop an understanding of inquiry teaching, of science and engineering practices,
engineering design, and the K-8 California standards for Visual and Performing Arts.

Program/Course: B.A. in Liberal Studies
Type of Change: Modified Course
Proposer: Lisa Hutton
Summary of Changes: The LBS Department proposes modifying LBS 203: Introduction to
Liberal Studies: Teaching, Learning, and Assessment. The course name will change to LBS 203:
Introduction to Teaching: Becoming a Transformative Educator. In addition to the change in the
course title, there are minor changes to the course description and learning outcomes that reflect
the new overall program emphasis on social justice and align the course to the new core
elementary education courses in Liberal Studies. These changes will allow the faculty to build in
early preparation for teaching for social justice, a sequence of high impact practices including
academic reading and writing, and assessment of program learning outcomes and core
competencies.

Program/Course: B.A. in Liberal Studies
Type of Change: Modified Course
Proposer: Lisa Hutton
Summary of Changes: The LBS Department proposed modifying LBS 205: Child and
Adolescent Development. The proposed changes are minor adjustments to the learning outcomes
to align with GE AREA D1 objectives. The LBS Department is seeking to have LBS 205
approved as a general education course under area D1. Many of the local community colleges
already offer an equivalent course in Area D1.

Retire the Following Courses. None of these courses have been part of the Liberal Studies
program for a number of years.

Program/Course: B.A. in Liberal Studies
Type of Change: Retire Course
Proposer: Lisa Hutton
Summary of Changes: Retire LBS 200. LBS 200 was replaced by LBS 203 in Fall 2013 and
was last offered to continuing students in Spring 2014. Any students with catalog rights from
before 2013 may substitute LBS 203 for LBS 200.
Program/Course: B.A. in Liberal Studies
Type of Change: Retire Course
Proposer: Lisa Hutton
Summary of Changes: Retire LBS 401 Multiple Subject Matter Equivalency Evaluation Class (1 unit). LBS has not offered this course in many years nor has it been a part of the Liberal Studies major in many years.

Program/Course: B.A. in Liberal Studies
Type of Change: Retire Course
Proposer: Lisa Hutton
Summary of Changes: Retire LBS 010 CBEST Preparation in Reading (1 unit). This was a non-baccalaureate course for CBEST prep that has not been offered for many years.

Program/Course: B.A. in Liberal Studies
Type of Change: Retire Course
Proposer: Lisa Hutton
Summary of Changes: Retire LBS 020 CBEST Preparation in Writing (1 unit). This was a non-baccalaureate course for CBEST prep that has not been offered for many years.

Program/Course: B.A. in Liberal Studies
Type of Change: Retire Course
Proposer: Lisa Hutton
Summary of Changes: Retire LBS 030 Preparation in Math (1 unit). This was a non-baccalaureate course for CBEST prep that has not been offered for many years.

Program/Course: Multiple Subject Credential Program: Student Teaching Option
Proposer: Deandrea Nelson
Type of Change: Program Modification; New Courses
Courses Added
TED 502 Educational Psychology (3 units)
TED 507 Language Learning: Theory and Practice (3 units)
TED 515 Multicultural and Social Foundations of Education (3 units)

Courses Deleted
TED 402 Educational Psychology (3 units)
TED 407 Language Learning (3 units)
TED 415 Multicultural Education (3 units)

Summary of Changes: The proposed program modification for the Multiple Subject Credential Program: Student Teaching Option consists of the replacement of three courses, TED 402 Educational Psychology, TED 407 Language Learning, and TED 415 Multicultural Education, with three new courses, TED 502 Educational Psychology, TED 507 Language Learning: Theory and Practice, and TED 515 Social Foundations of Education, respectively. The new courses blend content from the TED courses they replace with content from three courses from the MA Program in Curriculum and Instruction, GED 501 Seminar in Learning and Development, MUL 520 The Teaching of English to Speakers of Other Languages, and GED 503 Socio-Cultural Issues in Education, as shown below:
New Courses
TED 502 – Blends content from TED 402 and GED 501
TED 507 – Blends content from TED 407 and MUL 520
TED 515 – Blends content from TED 415 and GED 503

The purpose of the proposed program modification is to enable students to enroll in both the MA in Education: Curriculum and Instruction Option and the Multiple Subject Credential Program: Student Teaching Option, and to progress through both programs simultaneously. Prospective students have been requesting a dual Credential/MA program for many years, and this change will allow the CSUDH Multiple Subject Credential Program: Student Teaching Option to be more competitive with programs at other institutions in our region.

A course content analysis indicated a great deal of overlap between TED 402 and GED 501, TED 407 and MUL 520, and TED 415 and GED 503. The new courses address California Commission on Teacher Credentialing Program Standards and California Teacher Performance Expectations (TPEs), as indicated in each syllabus, as well as MA – level content and theoretical perspectives.

Program/Course:  Multiple Subject Credential Program: University Intern Option
Proposer:  Deandrea Nelson
Type of Change:  Program Modification; New Courses
Courses Added
TED 502 Educational Psychology (3 units)
TED 507 Language Learning: Theory and Practice (3 units)
TED 515 Multicultural and Social Foundations of Education (3 units)

Courses Deleted
TED 402 Educational Psychology (3 units)
TED 407 Language Learning (3 units)
TED 415 Multicultural Education (3 units)

Summary of Changes: The proposed program modification for the Multiple Subject Credential Program: University Intern Option consists of the replacement of three courses, TED 402 Educational Psychology, TED 407 Language Learning, and TED 415 Multicultural Education, with three new courses, TED 502 Educational Psychology, TED 507 Language Learning: Theory and Practice, and TED 515 Social Foundations of Education, respectively. The new courses blend content from the TED courses they replace with content from three courses from the MA Program in Curriculum and Instruction, GED 501 Seminar in Learning and Development, MUL 520 The Teaching of English to Speakers of Other Languages, and GED 503 Socio-Cultural Issues in Education, as shown below:

New Courses
TED 502 – Blends content from TED 402 and GED 501
TED 507 – Blends content from TED 407 and MUL 520
TED 515 – Blends content from TED 415 and GED 503

The purpose of the proposed program modification is to enable students to enroll in both the MA in Education: Curriculum and Instruction Option and the Multiple Subject Credential Program: University Intern Option, and to progress through both programs simultaneously. Prospective students have been requesting a dual Credential/MA program for many years, and this change will allow the CSUDH Multiple Subject Credential Program: University Intern Option to be more competitive with programs at other institutions in our region.
A course content analysis indicated a great deal of overlap between TED 402 and GED 501, TED 407 and MUL 520, and TED 415 and GED 503. The new courses address California Commission on Teacher Credentialing Program Standards and California Teacher Performance Expectations (TPEs), as indicated in each syllabus, as well as MA – level content and theoretical perspectives.

**Program/Course:** Single Subject Credential Program: Student Teaching Option  
**Proposer:** Deandrea Nelson  
**Type of Change:** Program Modification; New Courses  
**Courses Added**  
- TED 502 Educational Psychology (3 units)  
- TED 507 Language Learning: Theory and Practice (3 units)  
- TED 515 Multicultural and Social Foundations of Education (3 units)

**Courses Deleted**  
- TED 402 Educational Psychology (3 units)  
- TED 407 Language Learning (3 units)  
- TED 415 Multicultural Education (3 units)

Summary of Changes: The proposed program modification for the Single Subject Credential Program: Student Teaching Option consists of the replacement of three courses, TED 402 Educational Psychology, TED 407 Language Learning, and TED 415 Multicultural Education, with three new courses, TED 502 Educational Psychology, TED 507 Language Learning: Theory and Practice, and TED 515 Social Foundations of Education, respectively. The new courses blend content from the TED courses they replace with content from three courses from the MA Program in Curriculum and Instruction, GED 501 Seminar in Learning and Development, MUL 520 The Teaching of English to Speakers of Other Languages, and GED 503 Socio-Cultural Issues in Education, as shown below:

**New Courses**  
- TED 502 – Blends content from TED 402 and GED 501  
- TED 507 – Blends content from TED 407 and MUL 520  
- TED 515 – Blends content from TED 415 and GED 503

The purpose of the proposed program modification is to enable students to enroll in both the MA in Education: Curriculum and Instruction Option and the Single Subject Credential Program: Student Teaching Option, and to progress through both programs simultaneously. Prospective students have been requesting a dual Credential/MA program for many years, and this change will allow the CSUDH Single Subject Credential Program: Student Teaching Option to be more competitive with programs at other institutions in our region.

A course content analysis indicated a great deal of overlap between TED 402 and GED 501, TED 407 and MUL 520, and TED 415 and GED 503. The new courses address California Commission on Teacher Credentialing Program Standards and California Teacher Performance Expectations (TPEs), as indicated in each syllabus, as well as MA – level content and theoretical perspectives.
Program/Course: Single Subject Credential Program: University Intern Option
Proposer: Deandrea Nelson
Type of Change: Program Modification; New Courses

Courses Added
TED 502 Educational Psychology (3 units)
TED 507 Language Learning: Theory and Practice (3 units)
TED 515 Multicultural and Social Foundations of Education (3 units)

Courses Deleted
TED 402 Educational Psychology (3 units)
TED 407 Language Learning (3 units)
TED 415 Multicultural Education (3 units)

Summary of Changes: The proposed program modification for the Single Subject Credential Program: University Intern Option consists of the replacement of three courses, TED 402 Educational Psychology, TED 407 Language Learning, and TED 415 Multicultural Education, with three new courses, TED 502 Educational Psychology, TED 507 Language Learning: Theory and Practice, and TED 515 Social Foundations of Education, respectively. The new courses blend content from the TED courses they replace with content from three courses from the MA Program in Curriculum and Instruction, GED 501 Seminar in Learning and Development, MUL 520 The Teaching of English to Speakers of Other Languages, and GED 503 Socio-Cultural Issues in Education, as shown below:

New Courses
TED 502 – Blends content from TED 402 and GED 501
TED 507 – Blends content from TED 407 and MUL 520
TED 515 – Blends content from TED 415 and GED 503

The purpose of the proposed program modification is to enable students to enroll in both the MA in Education: Curriculum and Instruction Option and the Single Subject Credential Program: University Intern Option, and to progress through both programs simultaneously. Prospective students have been requesting a dual Credential/MA program for many years, and this change will allow the CSUDH Single Subject Credential Program: University Intern Option to be more competitive with programs at other institutions in our region.

A course content analysis indicated a great deal of overlap between TED 402 and GED 501, TED 407 and MUL 520, and TED 415 and GED 503. The new courses address California Commission on Teacher Credentialing Program Standards and California Teacher Performance Expectations (TPEs), as indicated in each syllabus, as well as MA – level content and theoretical perspectives.

Program/Course: MA in Education: Curriculum and Instruction Option
Proposer: Deandrea Nelson
Type of Change: Program Modification; New Courses

Courses Added
TED 502 Educational Psychology (3 units) – MA Core Course
TED 507 Language Learning: Theory and Practice (3 units) – Elective Course
TED 515 Social Foundations of Education (3 units) – MA Core Course
TED 560 MA Curriculum and Instruction Capstone (1 unit) – Program Requirement
Courses Deleted
GED 501 Seminar in Learning and Development (3 units)
MUL 520 The Teaching of English to Speakers of Other Languages (3 units)
GED 503 Socio-Cultural Issues in Education (3 units)

Summary of Changes: The proposed program modification for the MA in Education: Curriculum and Instruction Option consists of the replacement of three courses, GED 501 Seminar in Learning and Development (a program requirement), MUL 520 The Teaching of English to Speakers of Other Languages (a program elective), and GED 503 Socio-Cultural Issues in Education (a program requirement), with three new courses, TED 502 Educational Psychology, TED 507 Language Learning: Theory and Practice, and TED 515 Social Foundations of Education, respectively, as well as a new required capstone course, TED 560 MA Curriculum and Instruction Capstone. TED 502, TED 507, and TED 515 blend content from the GED courses they replace with content from three courses from the Multiple Subject and Single Subject Credential Programs, TED 402 Educational Psychology, TED 407 Language Learning, and TED 415 Multicultural Education, as shown below:

New Courses
TED 502 – Blends content from GED 501 and TED 402
TED 507 – Blends content from MUL 520 and TED 407
TED 515 – Blends content from GED 503 and TED 415

The purpose of the proposed program modification is to enable students to enroll in both the MA in Education: Curriculum and Instruction Option and the Multiple or Single Subject Credential Program, to progress through both programs simultaneously, and to complete both programs successfully in a timely manner. Prospective students have been requesting a dual Credential/MA program for many years, and this change will allow the CSUDH credential and MA programs to be more competitive with programs at other institutions in our region.

A course content analysis indicated a great deal of overlap between GED 501 and TED 402, MUL 520 and TED 407, and GED 503 and TED 415. The new courses address MA – level content and theoretical perspectives, as well as California Commission on Teacher Credentialing Program Standards and California Teacher Performance Expectations (TPEs), as indicated in each syllabus.

Additionally, the new capstone course, TED 560, will help prepare MA candidates for the Comprehensive Exam in Curriculum and Instruction.
College of Natural and Behavioral Sciences

Program/Course: MAT 002
MAT 132
MAT 151
Type of Change: New Courses
Proposer: George Jennings
Summary of Changes: Developmental math students currently take three math sequences leading in a GE math class:

MAT 003 Elementary Algebra (3 units) + MAT 009 Intermediate Algebra (3 units) + GE math class (3-5 units)

Or

MAT 003 Elementary Algebra (3 units) + MAT 195 Special Topics: Statistics (4 units)

The special topics course MAT 195: Statistics was designed to cover the same material as the GE math course MAT 131 Elementary Statistics and Probability, with an additional algebra supplement to enable developmental students to succeed in the course. It satisfies the GE math requirement.

The second sequence has been particularly successful at enabling developmental math students to finish their GE math, but using a special topics course this was is a temporary arrangement. With these course proposals we aim to make it permanent by replacing MAT 195 with a new course MAT 132 and replacing the above course sequences with two new sequences:

For STEM students: MAT 003 Elementary Algebra (3 units) + MAT 151 College Algebra with Intermediate Algebra Review (4 units)

Or

For non-STEM students: MAT 002 Elementary Algebra for Statistics + MAT 132 Elementary Statistics and Probability with Algebra Review (4 units)

This will focus instruction for students who plan to major in STEM fields requirement calculus on the technical math topics needed in calculus, and it will focus instruction for students who do not plan to take calculus on the math and problem-solving skills that are required in Elementary Statistics. Both MAT 151 and MAT 132 would count for GE credit and would contain an extra algebra review component that enables developmental math students to succeed in these courses, similar to our MAT 195.
Program/Course: MAT 271
Type of Change: Modify Course
Proposer: George Jennings
Summary of Changes: The Mathematics Department proposes to modify MAT 271: Foundations of Higher Mathematics by (1) changing the prerequisite to MAT 193 with grade of “C” or better and (2) changing the course utilization: General Education Area A2 Critical Reasoning.
UNIVERSITY CURRICULUM COMMITTEE

RECOMMENDATIONS

During the current cycle, there are no University Curriculum Committee recommendations.