

**PROGRAM MODIFICATION PROPOSAL**College: **[Humanities]**Department: **[Liberal Studies]****1. Program: [B.A. Liberal Studies, Integrated Teacher Education Program (ITEP) Freshman Option]****2. Nature of Request:** *(Check all that apply)*☐ Delete Program☐ Change Program Requirements with No Change in Total Units in Program☒ Increase Total Units in Program ( **From:** [134 Track A; 141 Track B] **To:** [135 Track A; 142 Track B])☐ Decrease Total Units in Program ( **From:** [   ] **To:** [   ] )☐ Change Total Units to Degree ( **From:** [   ] **To:** [   ] )☐ Change in GE Requirements *(Describe Below)*☒ Other: *(Describe below)*☐ **Change sequence of courses and adopt modified and new courses**    ]**3. Date of Proposed Implementation: (Semester/Year): [ Fall ] / 2017]**

We are requesting early implementation in order to be in compliance with the California Commission on Teacher Credentialing (CCTC) requirements for the reauthorization of CSUN's Elementary Subject Matter Program that is offered as the Bachelor of Arts in Liberal Studies, ITEP Freshman Option (Integrated Teacher Education Program). The complete reauthorization package needs to be submitted in spring 2017.

**4. Brief Summary of the Proposed Program Modification:** *(Insert below)*

In order to be in compliance with CCTC's requirements for the reauthorization of our subject matter waiver program, we have made a number of curricular modifications and course sequence adjustments that increase the overall units in each track of the program by 1 unit. Please see the justification for more details.

## 5. Catalog Entry: *(Attach current and proposed catalog copy)*

### CURRENT CATALOG COPY

#### ~~Track A. Elementary Education (134 units)~~

##### ~~Year One: First Semester (14 units)~~

~~CADV 150 Foundations of Child and Adolescent Development (3) □~~

~~LRS 100/F Liberal Studies Freshman Seminar and Field Study (2/4)~~

~~MATH 210 Basic Number Concepts (3)~~

#### ~~Visual and Performing Arts: Music, Theatre, Dance or Art (2 units)~~

~~ART/KIN/MUS/TH 120/L Arts Immersion (4/4)~~

#### ~~Freshman Composition (3 units)~~

##### ~~Select one course from:~~

~~AAS 113B, 114B, 115 Approaches to University Writing (3)~~

~~AFRS 113B, 114B, 115 Approaches to University Writing (3)~~

~~CAS 113B, 114B, 115 Approaches to University Writing (3)~~

~~CHS 113B, 114B, 115 Approaches to University Writing (3)~~

~~ENGL 113B, 114B, 115 Approaches to University Writing (3)~~

~~QS 113B, 114B, 115 Approaches to University Writing (3)~~

##### ~~Year One: Second Semester (16 units)~~

~~HIST 110 World History to 1500 (3)~~

~~LRS 150/F Liberal Studies and Anthropology and Field Study (2/1)~~

#### ~~Literature (3 units)~~

##### ~~Select one course from:~~

~~AAS 220 Survey of Asian American Literature (3)~~

~~AFRS 245 African-American Literature Since 1930 (3)~~

~~CAS 201 Survey of Central American Literature (3)~~

~~CHS 201 Survey of Mexican Literature in Translation (3)~~

~~ENGL 255 Introduction to Literature (3)~~

~~ENGL 258 Major English Writers I (3)~~

~~ENGL 259 Major English Writers II (3)~~

~~ENGL 275 Major American Writers (3)~~

~~FLIT 295A Masterpieces of European Literature I (3)~~

~~FLIT 295B Masterpieces of European Literature II (3)~~

#### ~~Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)~~

~~ART/KIN/MUS/TH 120/L Arts Immersion (1/1)~~

~~ART/KIN/MUS/TH 120/L Arts Immersion (1/1)~~

#### ~~Speech Communication (3 units)~~

##### ~~Select one course from:~~

~~AAS 151 Fundamentals of Public Speaking (3) □~~

~~AFRS 151 Freshman Speech Communication (3)~~

~~CHS 151 Freshman Speech Communication (3)~~

~~COMS 151/L Fundamentals of Public Speaking and Lab (2/1)~~

#### ~~Summer: End of Year One (6 units)~~

##### ~~United States History (3 units)~~

##### ~~Select one course from:~~

~~AFRS 271 African-American History to 1865 (3)~~

~~CHS 245 History of the Americas (3)~~

~~HIST 270 The United States to 1865 (3)~~

##### ~~United States Government (3 units)~~

##### ~~Select one course from:~~

~~AFRS 161 American Political Institutions: A Black Perspective (3)~~

~~CHS 260 Constitutional Issues and the Chicana/o (3)~~

~~POLS 155 American Political Institutions (3)~~

~~RS 255 American Political Institutions and Religion (3)~~

##### ~~Year Two: First Semester (15 units)~~

~~BIOL 102/L Biological Concepts and Lab (3/4)~~

~~ENGL 303 Introduction to Grammar and Linguistics for Teachers (4)~~

~~LRS 200F Liberal Studies Seminar: Science Learning (1)~~

~~MATH 211 Statistics and Probability for Elementary and Middle School Teachers (3)~~

#### ~~Interdisciplinary Specialization Course 1 (3 units)~~

~~Interdisciplinary Specialization Course 1 (3)~~

~~See list of approved Specializations under the Teacher Preparation Option.~~

##### ~~Year Two: Second Semester (16 units)~~

~~ELPS 203 Urban Education in American Society (3)~~

~~ENGL 305 Intermediate Expository Writing (3)~~

~~HSCI 365LS Health Science for Liberal Studies ITEP (3)~~

~~LRS 250/F Integrating Reason, Belief and Education and Field Study (3/1)~~

~~PHSC 170 Introduction to Physical Science (4)~~

### PROPOSED CATALOG COPY

#### Track A. Elementary Education (135 units)

##### Year One: First Semester (15 units)

CADV 150 Foundations of Child and Adolescent Development (3) □

LRS 100/F Liberal Studies Freshman Seminar and Field Study (1/1)

MATH 210 Basic Number Concepts (3)

#### Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)

ART/TH 120/L Arts Immersion (2/2)

#### Freshman Composition (3 units)

##### Select one course from:

AAS 115 Approaches to University Writing (3)

AFRS 115 Approaches to University Writing (3)

CAS 115 Approaches to University Writing (3)

CHS 115 Approaches to University Writing (3)

ENGL 115 Approaches to University Writing (3)

QS 115 Approaches to University Writing (3)

##### Year One: Second Semester (16 units)

HIST 110 World History to 1500 (3)

LRS 150/F Liberal Studies and Anthropology and Field Study (2/1)

#### Literature (3 units)

##### Select one course from:

AAS 220 Survey of Asian American Literature (3)

AFRS 245 African-American Literature Since 1930 (3)

CAS 201 Survey of Central American Literature (3)

CHS 201 Survey of Mexican Literature in Translation (3)

ENGL 255 Introduction to Literature (3)

ENGL 258 Major English Writers I (3)

ENGL 259 Major English Writers II (3)

ENGL 275 Major American Writers (3)

FLIT 295A Masterpieces of European Literature I (3)

FLIT 295B Masterpieces of European Literature II (3)

#### Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)

KIN/MUS120/L Arts Immersion (2/2)

#### Speech Communication (3 units)

##### Select one course from:

AAS 151 Fundamentals of Public Speaking (3) □

AFRS 151 Freshman Speech Communication (3)

CHS 151 Freshman Speech Communication (3)

COMS 151/L Fundamentals of Public Speaking and Lab (2/1)

#### Summer: End of Year One (6 units)

##### United States History (3 units)

##### Select one course from:

AFRS 271 African-American History to 1865 (3)

CHS 245 History of the Americas (3)

HIST 270 The United States to 1865 (3)

##### United States Government (3 units)

##### Select one course from:

AFRS 161 American Political Institutions: A Black Perspective (3)

CHS 260 Constitutional Issues and the Chicana/o (3)

POLS 155 American Political Institutions (3)

RS 255 American Political Institutions and Religion (3)

##### Year Two: First Semester (14 units)

ENGL 303/L Introduction to Grammar and Linguistics for Teachers (1/2)

LRS 200F Liberal Studies Seminar: Science Learning (1)

PHSC 170 Introduction to Physical Science (4)

MATH 211 Statistics and Probability for Elementary and Middle School Teachers (3)

ELPS 203 Urban Education in American Society (3)

##### Year Two: Second Semester (17 units)

BIOL 102/L Biological Concepts and Lab (3/1)

ENGL 305 Intermediate Expository Writing (3)

LRS 250/F Integrating Reason, Belief and Education and Field Study (3/1)

LING 417 Language Development and Acquisition (3)

EPC 315 Psychological Foundations of Learning and Teaching (3)

**Summer Two (6 units)**[GEOG 150 World Geography \(3\)](#)**Select one course from:**[GEOG 106LRS The Physical Environment for Liberal Studies Majors \(3\)](#)  
or [GEOL 106LRS Earth and Space Science for Liberal Studies Majors \(3\)](#)**Year Three: First Semester (15 units)**[EPC 315 Psychological Foundations of Learning and Teaching \(3\)](#)[KIN 470/L Physical Education for Children and Lab \(2/1\)](#)[LING 417 Language Development and Acquisition \(3\)](#) □[MATH 310 Basic Concepts of Geometry, Probability and Statistics \(3\)](#)**Social and Cultural Context: The Child (3 units)****Select one course from:**[AAS 450 Asian American Child and the Schools \(3\)](#)[AFRS 420 The Black Child \(3\)](#)[ARMN 440 Armenian American Child \(3\)](#)[CAS 410 The Central American Child \(3\)](#)[CHS 430 The Chicana/o Child \(3\)](#)**Year Three: Second Semester (18 units)**[EED 472 Mathematics Curriculum and Methods \(3\)](#)[EED 477A Literacy Instruction for Diverse Learners \(3\)](#)[ENGL 428 Children's Literature \(3\)](#)[MATH 312 Basic Algebraic Concepts \(3\)](#) □[Interdisciplinary Specialization Course 2 \(3\)](#)**Select one course from:**[GEOG 417 California for Educators \(3\)](#)or [HIST 417 California for Educators \(3\)](#)**Year Four: First Semester (15 units)**[EED 477B Literacy Instruction for Diverse Learners \(3\)](#)[EED 578A Student Teaching \(3\)](#)[EED 579A Student Teaching Seminar \(2\)](#)[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#) □[SPED 420 Improving the Learning of Students with Special Needs \(3\)](#)**Take 3 units from:**[ART, KIN, MUS, TH 304 \(1/1/1\)](#)**Year Four: Second Semester (13 units)**[EED 480 Science/Social Science Curriculum Methods \(3\)](#)[EED 578D Student Teaching in the Elementary School \(6\)](#)[EED 579D Student Teaching Seminar \(1\)](#)[Interdisciplinary Specialization Course 3 \(3\)](#)**C. Liberal Studies Teacher Preparation Specializations****A. Language Arts or LSLA: Choose Track A or Track B****Track A—Language Arts****1. Literature (3 units)****Select one course from:**[AAS 420 Asian American Literary Self-Representations \(3\)](#)[AFRS 346 Contemporary Black Female Writers \(3\)](#)[CHS 480/F Chicana/o-Latina/o Children's Literature in Communities \(2/1\)](#)[ENGL 311 History of African-American Writing \(3\)](#)[ENGL 314 North American Indian Literature \(3\)](#)**2. Linguistics (3 units)****Select one course from:**[AFRS 395 Bilingualism in the African-American Community \(3\)](#)[CHS 482 Language of the Barrio \(3\)](#)[ENGL 405 Language Differences and Language Change \(3\)](#)[LING 427 Languages in Contact \(3\)](#)[LING 447 Bilingualism in the U.S. \(3\)](#)**3. Language Arts Capstone Experience (3 units)**[LRS 451 Language Arts Capstone \(3\)](#)**Summer Two (6 units)**[GEOG 150 World Geography \(3\)](#)**Select one course from:**[GEOG 106LRS The Physical Environment for Liberal Studies Majors \(3\)](#)  
or [GEOL 106LRS Earth and Space Science for Liberal Studies Majors \(3\)](#)**Year Three: First Semester (15 units)**[KIN 470/L Physical Education for Children and Lab \(2/1\)](#)[MATH 310 Basic Concepts of Geometry, Probability and Statistics \(3\)](#)**Social and Cultural Context: The Child (3 units)****Select one course from:**[AAS 450 Asian American Child and the Schools \(3\)](#)[AFRS 420 The Black Child \(3\)](#)[ARMN 440 Armenian American Child \(3\)](#)[CAS 410 The Central American Child \(3\)](#)[CHS 430 The Chicana/o Child \(3\)](#)[Interdisciplinary Specialization Course 1 \(3 units\)](#)[Interdisciplinary Specialization Course 2 \(3 units\)](#)[See list of approved Specializations below.](#)**Year Three: Second Semester (18 units)**[EED 472 Mathematics Curriculum and Methods \(3\)](#)[MATH 312 Basic Algebraic Concepts \(3\)](#) □[ENGL 428 Children's Literature \(3\)](#)[EED 477A Literacy Instruction for Diverse Learners \(3\)](#)**Select one course from:**[GEOG 417 California for Educators \(3\)](#)or [HIST 417 California for Educators \(3\)](#)[Interdisciplinary Specialization Course 3 \(3 units\)](#)[See list of approved Specializations below.](#)**Year Four: First Semester (16 units)**[EED 477B Literacy Instruction for Diverse Learners \(3\)](#)[EED 578A Student Teaching \(3\)](#)[EED 579A Student Teaching Seminar \(2\)](#)[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#) □[SPED 420 Improving the Learning of Students with Special Needs \(3\)](#)[ART, KIN, MUS, TH 304 \(1/1/1/1\)](#)**Year Four: Second Semester (12 units)**[EED 480 Science/Social Science Curriculum Methods \(4\)](#)[EED 578D Student Teaching in the Elementary School \(6\)](#)[EED 579D Student Teaching Seminar \(1\)](#)[HSCI 465ELM Teaching Health in the Elementary School Classroom \(1\)](#)**List of Specializations for all Liberal Studies Teacher Preparation Options****A. Language Arts or LSLA: Choose Track A or Track B****Track A—Language Arts****1. Literature (3 units)****Select one course from:**[AAS 420 Asian American Literary Self-Representations \(3\)](#)[AFRS 346 Contemporary Black Female Writers \(3\)](#)[CHS 480/F Chicana/o-Latina/o Children's Literature in Communities \(2/1\)](#)[ENGL 311 History of African-American Writing \(3\)](#)[ENGL 314 North American Indian Literature \(3\)](#)**2. Linguistics (3 units)****Select one course from:**[AFRS 395 Bilingualism in the African-American Community \(3\)](#)[CHS 482 Language of the Barrio \(3\)](#)[ENGL 405 Language Differences and Language Change \(3\)](#)[LING 427 Languages in Contact \(3\)](#)[LING 447 Bilingualism in the U.S. \(3\)](#)**3. Language Arts Capstone Experience (3 units)****Select one course from:**[LING 325 Language, Gender, and Identity \(3\)](#)[ENGL 495ESM Multigenre Literacy in a Global Context \(3\)](#)

**Track B—Literacy Scholars for the Future of Los Angeles (LSLA)****1. Perspective on Literacy (3 units)**[LRS 333 Perspectives on Literacy \(3\)](#) (Fall only)**2. Practicum in Early Literacy (3 units)**[LRS 433/F Practicum in Early Literacy \(2/1\)](#) (Fall only)**3. Children's Literature of Latin America in Translation (3 units)**[CHS 480/F Chicana/o-Latina/o Children's Literature in Communities \(2/1\)](#) (Spring only)**B. Mathematics****1 & 2. Math Requirements (6 units)**[MATH 311 Basic Geometric Concepts \(3\)](#)[MATH 331 Mathematical Explorations \(3\)](#)**3. Math Capstone Experience (3 units)**[LRS 452 Mathematics Capstone \(3\)](#)**C. Social Science: Choose Track A or Track B****Track A—Places, Cultures and Histories****1. The U.S. (3 units)**

Select one course from:

[CHS 445 History of the Chicano \(3\)](#)[GEOG 321 United States \(3\)](#)[HIST 355 History of Slavery in the United States \(3\)](#)[HIST 369 History of American Indians \(3\)](#)**2. The World (3 units)**

Select one course from:

[AFRS 366 Colonialism in Africa \(3\)](#)[CAS 309 Ancient to Pre-Modern History of the Central American People \(3\)](#)[CAS 310 Modern History of the Central American People \(3\)](#)[CHS 345 History of the Mexican Peoples \(3\)](#)**3. Social Science Capstone Experience (3 units)**[LRS 454 Social Science A: Places, Cultures, Histories Capstone \(3\)](#)**Track B—Social Science in Diverse Communities****1. Understanding History—Social Science Issues in Diverse Communities (3 units)**

Select one course from:

[AAS 210 History of Asians in America \(3\)](#)[AAS 345 Contemporary Issues in Asian American Studies \(3\)](#)[AAS 347 Asian American Politics and Law \(3\)](#)[AFRS 272 African-American History Since 1865 \(3\)](#)[AFRS 300 Contemporary Issues in the African-American Community \(3\)](#)[AIS 304 American Indian Law and Policy \(3\)](#)[AIS 401 Contemporary Issues of American Indian Social Issues \(3\)](#)[CAS 310 Modern History of the Central American People \(3\)](#)[CAS 369 Contemporary Social Movements in Central America \(3\)](#)[CHS 260 Constitutional Issues and the Chicana/o \(3\)](#)[CHS 445 History of the Chicano \(3\)](#)[GWS 110 Women, Work and Family \(3\)](#)[GWS 300 Women as Agents of Change \(3\)](#)[GWS 370 Women and Violence \(3\)](#)[HIST 369 History of American Indians \(3\)](#)[HIST 380 Los Angeles: Past, Present, Future \(3\)](#)**2. Social Science Methods in Diverse Communities (3 units)**

Select one course from:

[AAS 311 Research Methods in Asian American Studies \(3\)](#)[AAS 417/AFRS 417/ARMN 417/CHS 417/ELPS 417 Equity and Diversity in School \(3\)](#)[CHS 471 Chicano Families \(3\)](#)[GEOG 300 The Geographer's Craft \(3\)](#)[GEOG 350 Metropolitan Los Angeles \(3\)](#)[GWS 302 Feminist Methods \(3\)](#)[HIST 301 The Historian's Craft: Reading, Research and Writing History \(3\)](#)[QS 301 Perspectives in Queer Studies \(3\)](#)**3. Social Science in Diverse Communities Capstone Experience (3 units)**[LRS 455 Social Science B: Diverse Communities Capstone \(3\)](#)**D. Sciences****1. Science Requirement (3-4 units)**[ASTR 152 Elementary Astronomy \(3\)](#)**Track B—Literacy Scholars for the Future of Los Angeles (LSLA)****1. Perspective on Literacy (3 units)**[LRS 333 Perspectives on Literacy \(3\)](#) (Fall only)**2. Practicum in Early Literacy (3 units)**[LRS 433/F Practicum in Early Literacy \(2/1\)](#) (Fall only)**3. Children's Literature of Latin America in Translation (3 units)**[CHS 480/F Chicana/o-Latina/o Children's Literature in Communities \(2/1\)](#) (Spring only)**B. Mathematics****1 & 2. Math Requirements (6 units)**[MATH 131 Mathematical Ideas \(3\)](#)[MATH 311 Basic Geometric Concepts \(3\)](#)**2. Math Capstone Experience (3 units)**[MATH 331 Mathematical Explorations \(3\)](#)**C. History and Social Science****1. Places, Cultures and Histories Requirement**

Select one course from:

[CHS 445 History of the Chicano \(3\)](#)[GEOG 321 United States \(3\)](#)[HIST 355 History of Slavery in the United States \(3\)](#)[HIST 369 History of American Indians \(3\)](#)[AFRS 366 Colonialism in Africa \(3\)](#)[CAS 309 Ancient to Pre-Modern History of the Central American People \(3\)](#)[CAS 310 Modern History of the Central American People \(3\)](#)[CHS 345 History of the Mexican Peoples \(3\)](#)**2. Social Science Issues in Diverse Communities Requirement**

Select one course from:

[AAS 210 History of Asians in America \(3\)](#)[AAS 345 Contemporary Issues in Asian American Studies \(3\)](#)[AAS 347 Asian American Politics and Law \(3\)](#)[AFRS 272 African-American History Since 1865 \(3\)](#)[AFRS 300 Contemporary Issues in the African-American Community \(3\)](#)[AIS 304 American Indian Law and Policy \(3\)](#)[AIS 401 Contemporary Issues of American Indian Social Issues \(3\)](#)[CAS 369 Contemporary Social Movements in Central America \(3\)](#)[CHS 260 Constitutional Issues and the Chicana/o \(3\)](#)[GWS 110 Women, Work and Family \(3\)](#)[GWS 300 Women as Agents of Change \(3\)](#)[GWS 370 Women and Violence \(3\)](#)[HIST 380 Los Angeles: Past, Present, Future \(3\)](#)[CHS 471 Chicano Families \(3\)](#)[GEOG 300 The Geographer's Craft \(3\)](#)[GEOG 350 Metropolitan Los Angeles \(3\)](#)[HIST 301 The Historian's Craft: Reading, Research and Writing History \(3\)](#)[QS 301 Perspectives in Queer Studies \(3\)](#)**3. History and Social Science Capstone Experience (3 units)**

Select one course from:

[AAS 417 Equity and Diversity in School \(3\)](#)[AFRS 417 Equity and Diversity in School \(3\)](#)[ARMN 417 Equity and Diversity in School \(3\)](#)[CHS 417 Equity and Diversity in School \(3\)](#)[ELPS 417 Equity and Diversity in School \(3\)](#)**D. Sciences****1. Science Requirement (3-4 units)**[ASTR 152 Elementary Astronomy \(3\)](#)

[ASTR 154L Observational Astronomy \(1\)](#)  
[ASTR 312 Exploring the Solar System \(3\)](#)  
[ASTR 312L Exploration of the Solar System Laboratory \(1\)](#)  
[ASTR 352 Current Developments in Astronomy \(3\)](#)  
[ASTR 352L Current Developments in Astronomy Lab \(1\)](#)  
[PHYS 305/L Physics of Music and Laboratory \(3/1\)](#)  
[CHEM 110 Chemistry in Action \(3\)](#)  
[CHEM 110L Chemistry in Action Lab \(1\)](#)

## **2. Science Requirement (2-4 units)**

[BIOL 211 Human Anatomy \(2\)](#)  
[BIOL 212 Laboratory Studies in Human Anatomy \(1\)](#)  
[BIOL 241 Human Pregnancy and Embryology \(3\)](#)  
[BIOL 241L Human Pregnancy and Embryology Lab \(1\)](#)  
[BIOL 281 Human Physiology \(3\)](#)  
[BIOL 282 Lab Experiments in Human Physiology \(1\)](#)  
[BIOL 285 Biology of Cancer \(2\)](#)  
[BIOL 316/L Plant Biology and Lab \(3/1\)](#)  
[BIOL 317/L Microbes and Society and Lab \(3/1\)](#)  
[BIOL 323 Plants and Animals of Southern California \(3\)](#)  
[BIOL 325/L Life in the Sea and Lab \(3/1\)](#)  
[BIOL 362/L Genetics and Society Lab \(3/1\)](#)  
[GEOL 101 Geology of Planet Earth \(3\)](#)  
[GEOL 102 Geology of Planet Earth Lab \(1\)](#)  
[GEOL 110 Earth and Life Through Time \(3\)](#)  
[GEOL 112 Earth and Life Through Time Lab \(1\)](#)  
[GEOL 122 The World Ocean \(3\)](#)  
[GEOL 123 World Ocean Lab \(1\)](#)  
[GEOL 300 Environmental Geology \(3\)](#)  
[GEOL 301 Environmental Geology Lab \(1\)](#)  
[GEOL 345 Geology of California \(2\)](#)

## **3. Science Capstone Experience (3 units)**

[LRS 456 Science Capstone \(3\)](#)

## **E. The Arts: Choose Track A or Track B**

### **Track A — Arts Integration**

#### **1 & 2. Visual and Performing Arts and the Child (6 units)**

Select two courses from:

[KIN 314/L Creative Dance for Children and Lab \(2/1\)](#)  
[MUS 361/L Music Literature for Children and Lab \(2/1\)](#)  
[TH 371/L Creative Drama and Lab \(2/1\)](#)

#### **3. Arts Capstone Experience (3 units)**

[LRS 457 Arts Integration and Inquiry Capstone \(3\)](#)

### **Track B — Visual Art**

#### **1. Drawing I Requirement (3 units)**

[ART 124A Drawing I \(3\)](#)

#### **2. Art Elective (3 units)**

Select one course from:

[ART 305 Art and Mass Culture \(3\)](#)  
[ART 385/L Children's Crafts and Lab \(2/1\)](#)

#### **3. Art Capstone Experience (3 units)**

[ART 590 History and Philosophy of Art Education \(3\)](#)

[ASTR 154L Observational Astronomy \(1\)](#)

[ASTR 352 Current Developments in Astronomy \(3\)](#)

[ASTR 352L Current Developments in Astronomy Lab \(1\)](#)

[PHYS 305/L Physics of Music and Laboratory \(3/1\)](#)

[CHEM 110 Chemistry in Action \(3\)](#)

[CHEM 110L Chemistry in Action Lab \(1\)](#)

## **2. Science Requirement (2-4 units)**

[BIOL 211 Human Anatomy \(2\)](#)

[BIOL 212 Laboratory Studies in Human Anatomy \(1\)](#)

[BIOL 241 Human Pregnancy and Embryology \(3\)](#)

[BIOL 241L Human Pregnancy and Embryology Lab \(1\)](#)

[BIOL 281 Human Physiology \(3\)](#)

[BIOL 282 Lab Experiments in Human Physiology \(1\)](#)

[BIOL 285 Biology of Cancer \(2\)](#)

[BIOL 316/L Plant Biology and Lab \(3/1\)](#)

[BIOL 317/L Microbes and Society and Lab \(3/1\)](#)

[BIOL 323 Plants and Animals of Southern California \(3\)](#)

[BIOL 325/L Life in the Sea and Lab \(3/1\)](#)

[BIOL 362/L Genetics and Society Lab \(3/1\)](#)

[GEOL 101 Geology of Planet Earth \(3\)](#)

[GEOL 102 Geology of Planet Earth Lab \(1\)](#)

[GEOL 110 Earth and Life Through Time \(3\)](#)

[GEOL 112 Earth and Life Through Time Lab \(1\)](#)

[GEOL 122 The World Ocean \(3\)](#)

[GEOL 123 World Ocean Lab \(1\)](#)

[GEOL 300 Environmental Geology \(3\)](#)

[GEOL 301 Environmental Geology Lab \(1\)](#)

## **3. Science Capstone Experience (3 units)**

[SCI 456 Science Capstone \(3\)](#)

## **E. Arts Integration**

### **1. Arts and the Child Requirement (6 units)**

Select two courses from:

[KIN 314/L Creative Dance for Children and Lab \(2/1\)](#)  
[MUS 361/L Music Literature for Children and Lab \(2/1\)](#)  
[TH 371/L Creative Drama and Lab \(2/1\)](#)  
[ART 385/L Children's Crafts and Lab \(2/1\)](#)

### **2. Arts Capstone Experience (3 units)**

Select one course from:

[TH 310 Theatre in Performance \(3\)](#)  
[MUS 307 Music from a Global Perspective \(3\)](#)  
[KIN 380/L Perspectives of Dance and Lab \(2/1\)](#)  
[ART 305 Art and Mass Culture \(3\)](#)



**Track B: Education Specialist (141 units)****Year One: First Semester (14 units)**[CADV 150 Foundations of Child and Adolescent Development \(3\) □](#)[LRS 100/F Liberal Studies Freshman Seminar and Field Study \(2/1\)](#)**Visual and Performing Arts: Music, Theatre, Dance or Art (2 units)**[ART/KIN/MUS/TH 120/L Arts Immersion \(4/1\)](#)**Freshman Composition (3 units)****Select one course from:**[AAS 113B, 114B, 115 Approaches to University Writing \(3\)](#)[AFRS 113B, 114B, 115 Approaches to University Writing \(3\)](#)[CAS 113B, 114B, 115 Approaches to University Writing \(3\)](#)[CHS 113B, 114B, 115 Approaches to University Writing \(3\)](#)[ENGL 113B, 114B, 115 Approaches to University Writing \(3\)](#)[QS 113B, 114B, 115 Approaches to University Writing \(3\)](#)**Speech Communication (3 units)****Select one course from:**[AAS 151 Fundamentals of Public Speaking \(3\) □](#)[AFRS 151 Freshman Speech Communication \(3\)](#)[CHS 151 Freshman Speech Communication \(3\)](#)[COMS 151/L Fundamentals of Public Speaking and Lab \(2/1\)](#)**Year One: Second Semester (16 units)**[HIST 110 World History to 1500 \(3\)](#)[LRS 150/F Liberal Studies and Anthropology and Field Study \(2/1\)](#)[MATH 210 Basic Number Concepts \(3\)](#)**Literature (3 units)****Select one course from:**[AAS 220 Survey of Asian American Literature \(3\)](#)[AFRS 245 African-American Literature Since 1930 \(3\)](#)[CAS 201 Survey of Central American Literature \(3\)](#)[CHS 201 Survey of Mexican Literature in Translation \(3\)](#)[ENGL 255 Introduction to Literature \(3\)](#)[ENGL 258 Major English Writers I \(3\)](#)[ENGL 259 Major English Writers II \(3\)](#)[ENGL 275 Major American Writers \(3\)](#)[FLIT 295A Masterpieces of European Literature I \(3\)](#)[FLIT 295B Masterpieces of European Literature II \(3\)](#)**Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)**[ART/KIN/MUS/TH 120/L Arts Immersion \(1/1\)](#)[ART/KIN/MUS/TH 120/L Arts Immersion \(1/1\)](#)**Summer: End of Year One (6 units)****United States History (3 units)****Select one course from:**[AFRS 271 African-American History to 1865 \(3\)](#)[CHS 245 History of the Americas \(3\)](#)[HIST 270 The United States to 1865 \(3\)](#)**United States Government (3 units)****Select one course from:**[AFRS 161 American Political Institutions: A Black Perspective \(3\)](#)[CHS 260 Constitutional Issues and the Chicana/o \(3\)](#)[POLS 155 American Political Institutions \(3\)](#)[RS 255 American Political Institutions and Religion \(3\)](#)**Year Two: First Semester (15 units)**[BIOL 102/L Biological Concepts and Lab \(3/1\)](#)[ENGL 303 Introduction to Grammar and Linguistics for Teachers \(4\)](#)[GEOG 150 World Geography \(3\)](#)[LRS 200F Liberal Studies Seminar: Science Learning \(1\)](#)[MATH 211 Statistics and Probability for Elementary and Middle School Teachers \(3\)](#)**Year Two: Second Semester (16 units)**[ENGL 305 Intermediate Expository Writing \(3\)](#)[LRS 250/F Integrating Reason, Belief and Education and Field Study \(3/1\)](#)**Interdisciplinary Specialization Course 1 (3 units)****Special Education:**[SPED 400 Developmental Differences and Implications in Special Education \(3\)](#)[SPED 404 Teaching Diverse Learners with Social-Communication](#)[Disorders, Including Autism \(3\)](#)**Track B: Education Specialist (142 units)****Year One: First Semester (15 units)**[CADV 150 Foundations of Child and Adolescent Development \(3\) □](#)[LRS 100/F Liberal Studies Freshman Seminar and Field Study \(1/1\)](#)**Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)**[ART/TH 120/L Arts Immersion \(2/2\)](#)**Freshman Composition (3 units)****Select one course from:**[AAS 115 Approaches to University Writing \(3\)](#)[AFRS 115 Approaches to University Writing \(3\)](#)[CAS 115 Approaches to University Writing \(3\)](#)[CHS 115 Approaches to University Writing \(3\)](#)[ENGL 115 Approaches to University Writing \(3\)](#)[QS 115 Approaches to University Writing \(3\)](#)**Speech Communication (3 units)****Select one course from:**[AAS 151 Fundamentals of Public Speaking \(3\) □](#)[AFRS 151 Freshman Speech Communication \(3\)](#)[CHS 151 Freshman Speech Communication \(3\)](#)[COMS 151/L Fundamentals of Public Speaking and Lab \(2/1\)](#)**Year One: Second Semester (16 units)**[HIST 110 World History to 1500 \(3\)](#)[LRS 150/F Liberal Studies and Anthropology and Field Study \(2/1\)](#)[MATH 210 Basic Number Concepts \(3\)](#)**Literature (3 units)****Select one course from:**[AAS 220 Survey of Asian American Literature \(3\)](#)[AFRS 245 African-American Literature Since 1930 \(3\)](#)[CAS 201 Survey of Central American Literature \(3\)](#)[CHS 201 Survey of Mexican Literature in Translation \(3\)](#)[ENGL 255 Introduction to Literature \(3\)](#)[ENGL 258 Major English Writers I \(3\)](#)[ENGL 259 Major English Writers II \(3\)](#)[ENGL 275 Major American Writers \(3\)](#)[FLIT 295A Masterpieces of European Literature I \(3\)](#)[FLIT 295B Masterpieces of European Literature II \(3\)](#)**Visual and Performing Arts: Music, Theatre, Dance or Art (4 units)**[KIN/MUS120/L Arts Immersion \(2/2\)](#)**Summer: End of Year One (6 units)****United States History (3 units)****Select one course from:**[AFRS 271 African-American History to 1865 \(3\)](#)[CHS 245 History of the Americas \(3\)](#)[HIST 270 The United States to 1865 \(3\)](#)**United States Government (3 units)****Select one course from:**[AFRS 161 American Political Institutions: A Black Perspective \(3\)](#)[CHS 260 Constitutional Issues and the Chicana/o \(3\)](#)[POLS 155 American Political Institutions \(3\)](#)[RS 255 American Political Institutions and Religion \(3\)](#)**Year Two: First Semester (15 units)**[BIOL 102/L Biological Concepts and Lab \(3/1\)](#)[ENGL 303/L Introduction to Grammar and Linguistics for Teachers \(1/2\)](#)[PHSC 170 Introduction to Physical Science \(4\)](#)[LRS 200F Liberal Studies Seminar: Science Learning \(1\)](#)[MATH 211 Statistics and Probability for Elementary and Middle School Teachers \(3\)](#)**Year Two: Second Semester (16 units)**[ENGL 305 Intermediate Expository Writing \(3\)](#)[LRS 250/F Integrating Reason, Belief and Education and Field Study \(3/1\)](#)[LING 417 Language Development and Acquisition \(3\) □](#)**Special Education:**[SPED 400 Developmental Differences and Implications in Special Education \(3\)](#)[SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration \(3\)](#)

**Summer Two (7 units)**

PHSC 170 Introduction to Physical Science (4)

**Select one course from:**

[GEOG 106LRS The Physical Environment for Liberal Studies Majors \(3\)](#)

[GEOL 106LRS Earth and Space Science for Liberal Studies Majors \(3\)](#)

**Year Three: First Semester (15 units)**

[LING 417 Language Development and Acquisition \(3\)](#)□

[MATH 310 Basic Concepts of Geometry, Probability and Statistics \(3\)](#)

[SPED 402 Behavioral Assessment and Positive Behavior Support \(3\)](#)

[Interdisciplinary Specialization Course 2 \(3\)](#)

**Select one course from:**

[GEOG 417 California for Educators \(3\)](#)

or [HIST 417 California for Educators \(3\)](#)

**Year Three: Second Semester (15 units)**

[EED 472 Mathematics Curriculum and Methods \(3\)](#)

[ENGL 428 Children's Literature \(3\)](#)

[MATH 312 Basic Algebraic Concepts \(3\)](#)□

[SPED 403 Early Field Experience \(3\)](#)

[SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities \(3\)](#)

**Summer Three: End of Year Three (6 units)**

[KIN 470/L Physical Education for Children and Lab \(2/1\)](#)

**Social and Cultural Context: The Child (3 units)****Select one course from:**

[AAS 450 Asian American Child and the Schools \(3\)](#)

[AFRS 420 The Black Child \(3\)](#)

[ARMN 440 Armenian American Child \(3\)](#)

[CAS 410 The Central American Child \(3\)](#)

[CHS 430 The Chicana/o Child \(3\)](#)

**Year Four: First Semester (16 units)**

[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#)

[SPED 416 Educating Diverse Learners with Disabilities and Working with Their Families \(3\)](#)

[SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration \(3\)](#)

[SPED 502MM Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities \(3\)](#)

or [SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities \(3\) \(Fall Only\)](#)

[SPED 503MM Curriculum and Instruction in Math and Content Subjects for Learners with Mild/Moderate Disabilities \(3\)](#)

or [SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate to Severe Disabilities \(3\) \(Spring only\)](#)

**Take three from:**

[ART/KIN/MUS/TH 304 \(1/1/1\)](#)

**Year Four: Second Semester (15 units)****Interdisciplinary Specialization Course 2 (3)**

[SPED 501 Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities \(3\)](#)

or [SPED 581 Augmentative and Alternative Communication \(3\)](#)

[SPED 580S Student Teaching Seminar \(3\)](#)

[SPED 580MM/MS Student Teaching \(6\)](#)

**Summer Two (6 units)**

[GEOG 150 World Geography \(3\)](#)

**Select one course from:**

[GEOG 106LRS The Physical Environment for Liberal Studies Majors \(3\)](#)

or [GEOL 106LRS Earth and Space Science for Liberal Studies Majors \(3\)](#)

**Year Three: First Semester (18 units)**

[KIN 470/L Physical Education for Children and Lab \(2/1\)](#)

[MATH 310 Basic Concepts of Geometry, Probability and Statistics \(3\)](#)

[SPED 402 Behavioral Assessment and Positive Behavior Support \(3\)](#)

[Interdisciplinary Specialization Course 1 \(3 units\)](#)

[Interdisciplinary Specialization Course 2 \(3 units\)](#)

[See list of approved Specializations above.](#)

**Social and Cultural Context: The Child (3 units)****Select one course from:**

[AAS 450 Asian American Child and the Schools \(3\)](#)

[AFRS 420 The Black Child \(3\)](#)

[ARMN 440 Armenian American Child \(3\)](#)

[CAS 410 The Central American Child \(3\)](#)

[CHS 430 The Chicana/o Child \(3\)](#)

**Year Three: Second Semester (18 units)**

[EED 472 Mathematics Curriculum and Methods \(3\)](#)

[MATH 312 Basic Algebraic Concepts \(3\)](#)□

[ENGL 428 Children's Literature \(3\)](#)

[SPED 403 Early Field Experience \(3\)](#)

[SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities \(3\)](#)

**Select one course**

[Interdisciplinary Specialization Course 3 \(3 units\)](#)

[See list of approved Specializations in Track A above.](#)

**Year Four: First Semester (17 units)**

[ART, KIN, MUS, TH 304 \(1/1/1/1\)](#)

[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#)

[SPED 416 Educating Diverse Learners with Disabilities and Working with Their Families \(3\)](#)

[SPED 404 Teaching Diverse Learners with Social-Communication Disorders, Including Autism \(3\)](#)

or [SPED 536 Methods for Young Children with Disabilities: Motor and Adaptive Skills \(3\)](#)

[SPED 502MM Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities \(3\)](#)

or [SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities \(3\) \(Fall Only\)](#)

[SPED 503MM Curriculum and Instruction in Math and Content Subjects for Learners with Mild/Moderate Disabilities \(3\)](#)

or [SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate to Severe Disabilities \(3\) \(Spring only\)](#)

**Year Four: Second Semester (15 units)****Select one course from:**

[GEOG 417 California for Educators \(3\)](#) or [HIST 417 California for Educators \(3\)](#)

[SPED 501 Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities \(3\)](#)

or [SPED 581 Augmentative and Alternative Communication \(3\)](#)

[SPED 580S Student Teaching Seminar \(3\)](#)

[SPED 580MM/MS Student Teaching \(6\)](#)

## 6. Justification for Request: *(Attach)*

In spring 2004 the California State Board of Education adopted regulations for the implementation of the federal *No Child Left Behind Act* (NCLB of 2002). These regulations required that elementary teachers who are "new to the profession" pass a Commission-adopted examination (CSET) to satisfy the subject matter requirement. CSET or California Subject Examinations for Teachers is the current CCTC-approved elementary subject matter examination for the Multiple Subject Teaching Credential. NCLB has now been replaced with a new federal act, *Every Student Succeeds Act* of 2015 (ESSA), that recognizes the value of the undergraduate degree and teaching credential. Because of the elimination of NCLB and the adoption of ESSA, the CCTC will waive the CSET requirement starting in April 2017 for approved subject matter waiver programs. For many students who have successfully attained their Bachelor's degree in Liberal Studies, the expensive CSET is both a challenging final hurdle, and an economic hardship. CSUN had an approved elementary subject matter waiver program in 2002 and is now reapplying for this waiver that will waive the CSET exam requirement for all multiple subject students who have successfully graduated with their B.A. in Liberal Studies.

All the proposed program modifications are geared to ensure pedagogical integrity along with compliance with the CCTC's reauthorization requirements while not increasing the degree's overall unit requirements by more than 1 unit. CCTC requires at least two major changes to our ITEP-Freshman Option: 1) we must have subject matter capstones for the various areas of specialization from which all ITEP students choose one area (currently, some of our capstones have Liberal Studies—LRS—hegis codes), and 2) all four visual and performing arts (Art, Music, Theatre and Dance offered through Kinesiology) have to be offered every year to students (right now three of the four are offered in annual rotation cycles). These changes along with "a subject matter content specific alignment matrix" that is required by CCTC for reauthorization packages have necessitated a series of additional course modifications and course sequence changes. These additional changes have been discussed and voted on by the various departments and programs involved in our multiple subject ITEP-Freshman Option in Liberal Studies:

- 1) ENGL 303 (4 units) has been reclassified as ENGL 303/L (3 units) in Tracks A and B
- 2) LRS 100/F (3 units) has been reclassified as LRS 100/F (2 units) in Tracks A and B
- 3) LRS 456 (3 units) has been replaced with SCI 456 (3 units) for Tracks A and B
- 4) HSCI 365LS (2 units) has been replaced with HSCI 465ELM (1 unit) in Track A (this course is not part of Track B)
- 5) EED 480 (3 units) has been replaced with EED 480 (4 units) in Track A (this course is not part of Track B)
- 6) 2 more units of Visual and Performing Arts have been added at the 120/L level in Tracks A and B
- 7) 1 more unit of Visual and Performing Arts has been added at the 304 level in Tracks A and B
- 8) We consolidated the Arts Integration and Visual Art areas of specialization into one "Arts Integration" area to align with CCTC's subject matter matrix for Tracks A and B
- 9) We combined the two Social Science areas of specialization into one area of specialization called "History and Social Science" to align with CCTC's subject matter matrix for Tracks A and B
- 10) We also eliminated courses that are no longer offered (such as GEOL 345), or are no longer applicable to our option (based on CCTC's subject matter matrix)
- 11) We added SPED 536 in Track B that was inadvertently left out of the catalog (Once our ITEP students are admitted to the Credential Program in their senior year, they are allowed to take 500 level courses).
- 12) Our ITEP-FR students must be GE ready in Reading & Writing and Math. As a result, they only ever take the 115 Freshman Composition courses. We have thus eliminated the 113B and 114B choices in both tracks A and B.

The course sequence for the four years of the ITEP-Freshman Option has also been altered to accommodate these changes.

## 7. Estimate of Impact of Resources within Department, for other Departments and the University: *(Attach)*

Liberal Studies will need to advise students of the changes in the program, but that advisement is regularly performed by the Liberal Studies Office and will not have a significant impact on labor and only a slight cost impact as new advisement forms will have to be created.



Although Track A is a four-year, carefully sequenced, cohorted program (Track B is not cohorted), there is the possibility of some considerable impact on the various departments whose courses contribute to our degree. Notably, the various departments whose subject matter capstone courses are in our program may experience an increase in enrollment that might also require additional sections of the capstone to be offered and therefore, perhaps some new space for classrooms. Departments may, then, also see an increase in their FTEs. Also, there may be some entitlement and/or faculty load issues in the English and Health Sciences departments with the reduction of units in the classes for our students. Finally, with the successful approval of our reauthorization package, our ITEP-Freshman cohorts may significantly increase and this may require several additional sections of all the classes our students take.

## 8. Goals and Measurable Student Learning Outcomes for Program: *(Attach )*

### Program SLOs for Liberal Studies (LRS) Teacher Preparation

Students in the LRS Teacher Preparation Program take a range of courses to satisfy core requirements of the program as specified in the Core SLOs. In addition, students take 9 units in an area of specialization of their choice. Each of the 5 specializations has its own SLOs. The core program and specialization specific SLOs are listed below:

#### Core Program SLOs

- SLO1: Students will demonstrate proficient knowledge in the range of disciplines that relate to K-12 education and advanced level knowledge in their area of specialization.
- SLO2: Students will demonstrate skills and knowledge needed to support all students in a diverse urban school environment.
- SLO3: Students will be able to describe essential features of the California Standards and the Common Core State Standards and discuss their overall and specific goals.
- SLO4: Students will be able to describe, draw connections between and apply basic methods of inquiry used in the Arts, Humanities, Mathematics, Social Sciences and Sciences.
- SLO5: Students will be able to successfully adapt their reading and writing to a range of disciplines, genres, media and purposes.
- SLO6: Students will be able to reflect on and, for ITEP students, apply their knowledge and skills acquired in the major and in their specialization to teaching in the K-12 classroom.
- SLO7: Students will be able to access, evaluate and make use of a range of informational resources (electronic and otherwise).

#### Specialization SLOs

##### Language Arts:

- SLO1: A. Describe the general, stated and/or implicit goals of the Content/Common Core Standards for Language Arts in terms of knowledge, concepts and skills; B. Describe the organizational structure of the standards and the terminology used; C. Illustrate how areas of knowledge, conceptual understanding and skills are expected to develop longitudinally.
- SLO2: Reflect in depth on their own methods of reading and writing across genres and across various media.
- SLO3: Read closely, analyze and interpret texts from a diverse array of genres, purposes, perspective, and writers.
- SLO4: Recognize and systematically describe observed features of multilingual speech communities, including language contact effects, language planning efforts, linguistic strategies used by multilingual speakers, stigmatized dialects and perceptions of prestige.
- SLO5: Demonstrate their understanding of children's dispositions toward and use of language in conversations, classroom discourse, the reading of texts in different genres, and the writing they do for different purposes. Students will be able to identify children's varying uses of language, and how, in particular, they use language to encapsulate and communicate knowledge, thoughts, and feelings.

##### Math:

- SLO1: A. Describe the general, stated and/or implicit goals of the Content/Common Core Standards for Mathematics in terms of knowledge, concepts and skills; B. Describe the organizational structure of the standards and the terminology used; C. Illustrate how areas of knowledge, conceptual understanding and skills are expected to develop longitudinally.
- SLO2: Reflect in depth on their own path towards mathematical mastery through problem solving
- SLO3: Be able to demonstrate a profound understanding of fundamental mathematics from an advanced perspective by connecting algebraic, geometric and numerical concepts in communicating their mathematical arguments.

- SLO4: Demonstrate their ability to solve problems by choosing appropriate mathematical representations and persevere in solving them, by reasoning abstractly and quantitatively, and by constructing and communicating viable arguments
- SLO5: Demonstrate their understanding of the mathematical thinking of K-6 children in realistic classrooms situations. They will be able to identify different ways that children learn mathematics and critically evaluate their reasoning.

#### **Social Science:**

- SLO1: A. Describe the general, stated and/or implicit goals of the Content/Common Core Standards for Social Science in terms of knowledge, concepts and skills; B. Describe the organizational structure of the standards and the terminology used; C. Illustrate how areas of knowledge, conceptual understanding and skills are expected to develop longitudinally.
- SLO2: Demonstrate a basic understanding of a variety of social science methodologies and analytical techniques.
- SLO3: Demonstrate their ability to provide their future students with a Standards-based, social science education
- SLO4: Demonstrate ability to frame questions that can be answered by chorological and historical research.

#### **Science:**

- SLO1: A. Describe the general, stated and/or implicit goals of the Content/Common Core Standards for Science in terms of knowledge, concepts and skills; B. Describe the organizational structure of the standards and the terminology used; C. Illustrate how areas of knowledge, conceptual understanding and skills are expected to develop longitudinally.
- SLO2: Be able to reflect in depth on their own path toward an in depth understanding of scientific methodology and inquiry.
- SLO3: Be able to demonstrate an advanced understanding of how scientific investigation and experimentation are applied to scientific questions and problems.
- SLO4: A. Demonstrate an ability to approach scientific questions and problems through sound experimental design, implementation, and analysis of data. B. Demonstrate an ability to objectively analyze scientific studies conducted by others.
- SLO5: Demonstrate their understanding of the processes by which children form scientific concepts as applied to learning and teaching science (borrowed from LRS 200F). They will be able to identify different ways of learning scientific concepts and be able to form strategies for working with these ideas to facilitate learning.

#### **Visual and Performing Arts**

- SLO1: A. Describe the general, stated and/or implicit goals of the Content/Common Core Standards for Visual and Performing Arts in terms of knowledge, concepts and skills; B. Describe the organizational structure of the standards and the terminology used; C. Illustrate how areas of knowledge, conceptual understanding and skills are expected to develop longitudinally.
- SLO2: Reflect in depth on ways of knowing through the four art forms of Dance, Music, Theatre, and Visual Art.
- SLO3: Distinguish the process, elements and product of each of the four art forms
- SLO4: Determine where the four art forms intersect in relationship to elements, process and product.
- SLO5: Apply the California Visual and Performing Arts Standards to learning segments.

### **9. Methods of Assessment for Measurable Student Learning Outcomes: *(Attach)***

#### **A. Assessment Tools**

Liberal Studies has developed a gateway/capstone assessment model for its ITEP Freshmen that evaluates entry and exit level performance relative to the Core SLOs of the program with the help of signature assignments in two classes (LRS 100/F and EED 480 for Track A, and LRS 100/F and SPED 416 or SPED 420 for Track B).

#### **B. Describe the procedure the dept/program will use to ensure the faculty will be involved in the assessment process. (Refer to the University's policy on assessment.)**

Students in the Teacher Preparation Programs complete their coursework in several departments. The ITEP Committee, which consists of faculty from key departments that serve the Program, has been actively involved in the assessment process through their professional experience and by creating a feedback loop with faculty who teach courses to our students. We expect this collaboration to continue.

**10. Record of Consultation:** *(Normally all consultation should be with a department chair or program coordinator. If more space is needed attach statement and supporting memoranda.)*

Date:	Dept/College:	Department Chair/Program Coordinator	Concur (Y/N)
12/12/16	English/HUM	Kent Baxter	Y
12/12/16	Elementary Education/MECOE	Joyce Burstein	Y
12/9/16	Art/AMC	Edward Alfano	Y
12/9/16	Music/AMC	Ric Alviso	Y
12/9/16	Theatre/AMC	Garry Lennon	Y
12/9/16	Kinesiology/HHD	Dino Vrongistinos	Y

12/12/16	Linguistics/ HUM	Ana Sanchez Munoz	Y
12/9/16	Math/ CSM	Rabia Djellouli	Y
12/9/16	Physics and Astronomy/CSM	Say-Peng Lim	Y
12/9/16	Chemistry and Biochemistry/CSM	Eric Kelson	Y
12/9/16	Biology/ CSM	Larry Allen	Y
12/9/16	Geology/ CSM	Kathie Marsaglia	Y

12/12/16	Asian American Studies/ HUM	Eunai Shrake	Y
12/9/16	Educational Leadership & Policy Studies/ MECOE	Jody Dunlap	Y
12/12/16	Chicana and Chicano Studies/ HUM	Gabriel Gutierrez	Y
12/12/16	Modern and Classical Languages and Literatures/HUM	Brian Castronovo	Y

12/9/16	Africana Studies/S&BS	Theresa White	Y
12/9/16	History/ S& BS	Susan Fitzpatrick	Y
12/12/16	Gender and Women's Studies/HUM	Breny Mendoza	Y
12/9/16	Geography/ S &BS	Edward Jackiewicz	Y

12/12/16	Queer Studies/ HUM	Greg Knotts	Y
12/12/16	Central American Studies/ HUM	Douglas Carranza	Y
12/12/16	American Indian Studies/ HUM	Brian Burkhart	Y
2/8/17	Health Sciences/ HHD	Lou Rubino	Y

12/2/16	Child and Adolescent Development/HHD	David Wakefield	Y
1/20/17	Special Education/ MECOE	Kathryn Peckham-Hardin	Y
1/20/17	Educational Psychology and Counseling/MECOE	Shari Tarver-Behring	Y
1/20/17	Credential Office/ MECOE	Tina Torres	Y

Consultation with the Oviatt Library is needed to ensure the availability of appropriate resources to support proposed course curriculum.

**Collection Development Coordinator**

Please send an email to: [collection.development@csun.edu](mailto:collection.development@csun.edu)

**Date**

[ 12/16/2016 ]

**11. Approvals:**

Department Chair/Program Coordinator:	Ranita Chatterjee	Date:	[ 12/2/2016 ]
College (Dean or Associate Dean):	Jackie Stallcup/Humanities	Date:	[ 12/12/2016 ]
College (Dean or Associate Dean):	Christine Hayashi/Education	Date:	[ 2/13/2017 ]
Educational Policies Committee:		Date:	[   ]
Graduate Studies Committee:		Date:	[   ]
Provost:		Date:	[   ]