

PROGRAM MODIFICATION PROPOSALCollege: **[Humanities]**Department: **[Liberal Studies]****1. Program:** *(e.g. B.S. in ..., Option in ...)* **[B.A. Liberal Studies, Pre-Credential Program]****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:** ☐ **To:** ☐)☒ Decrease Total Units in Program (**From:** ☐ **105-106** ☐ **To:** ☐ **104-105** ☐)☐ Change Total Units to Degree (**From:** ☐ **To:** ☐)☐ Change in GE Requirements *(Describe Below)*☐☒ Other: *(Describe below)*☐ **Eliminate some courses and add 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, Pre-Credential 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 that do not change the total units in the program. Please see the justification for more details.

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

Current catalog copy:

Program Requirements

A. Lower Division Requirements (56-57)

1. Freshman Composition (3 units)

Select one course from:

[AAS 113B](#), [AAS 114B](#), [AAS 115](#) Approaches to University Writing (3)

[AFRS 113B](#), [AFRS 114B](#), [AFRS 115](#) Approaches to University Writing (3)

[CAS 113B](#), [CAS 114B](#), [CAS 115](#) Approaches to University Writing (3)

[CHS 113B](#), [CHS 114B](#), [CHS 115](#) Approaches to University Writing (3)

[ENGL 113B](#), [ENGL 114B](#), [ENGL 115](#) Approaches to University Writing (3)

☐ [QS 113B](#), [QS 114B](#), [QS 115](#) Approaches to University Writing (3)

2. Critical Thinking (3-4 units)

Select one course from:

[AAS 201 Race, Racism and Critical Thinking \(3\)](#)

[AFRS 204 Race, Racism and Critical Thinking \(3\)](#)

[CHS 202 Race, Racism and Critical Thinking \(3\)](#)

[COMS 225/L Argumentation and Lab \(2/1\)](#)

[PHIL 100 General Logic \(4\)](#)

[PHIL 200 Critical Reasoning \(3\)](#)

[PHIL 210 Reasoning in the Sciences \(3\)](#)

[RS 204 Religion, Logic and the Media \(3\)](#)

3. Speech Communication (3 units)

Select one course from:

[AAS 151 Fundamentals of Public Speaking \(3\)](#)

[AFRS 151 Freshman Speech Communication \(3\)](#)

[CAS 151 Fundamentals of Public Speaking \(3\)](#)

[CHS 151 Freshman Speech Communication \(3\)](#)

[COMS 151/L Fundamentals of Public Speaking and Lab \(2/1\)](#)

4. Mathematics (3 units)

[MATH 210 Basic Number Concepts \(3\)](#)

5. Biology (4 units)

Select one course from:

[BIOL 100/L Introductory Biology and Lab \(3/1\)](#)

[BIOL 101/L General Biology and Lab \(3/1\)](#)

[BIOL 102/L Biological Concepts and Lab \(3/1\)](#)

6. Physical Science (4 units)

[PHSC 170 Introduction to Physical Science \(4\)](#)

Proposed catalog copy:

Program Requirements

A. Lower Division Requirements (53-54 units)

1. Freshman Composition (3 units)

Select one course from:

[AAS 113B](#), [AAS 114B](#), [AAS 115](#) Approaches to University Writing (3)

[AFRS 113B](#), [AFRS 114B](#), [AFRS 115](#) Approaches to University Writing (3)

[CAS 113B](#), [CAS 114B](#), [CAS 115](#) Approaches to University Writing (3)

[CHS 113B](#), [CHS 114B](#), [CHS 115](#) Approaches to University Writing (3)

[ENGL 113B](#), [ENGL 114B](#), [ENGL 115](#) Approaches to University Writing (3) ☐

[QS 113B](#), [QS 114B](#), [QS 115](#) Approaches to University Writing (3)

2. Critical Thinking (3-4 units)

Select one course from:

[AAS 201 Race, Racism and Critical Thinking \(3\)](#)

[AFRS 204 Race, Racism and Critical Thinking \(3\)](#)

[CHS 202 Race, Racism and Critical Thinking \(3\)](#)

[COMS 225/L Argumentation and Lab \(2/1\)](#)

[PHIL 100 General Logic \(4\)](#)

[PHIL 200 Critical Reasoning \(3\)](#)

[PHIL 210 Reasoning in the Sciences \(3\)](#)

[RS 204 Religion, Logic and the Media \(3\)](#)

3. Speech Communication (3 units)

Select one course from:

[AAS 151 Fundamentals of Public Speaking \(3\)](#)

[AFRS 151 Freshman Speech Communication \(3\)](#)

[CAS 151 Fundamentals of Public Speaking \(3\)](#)

[CHS 151 Freshman Speech Communication \(3\)](#)

[COMS 151/L Fundamentals of Public Speaking and Lab \(2/1\)](#)

4. Mathematics (3 units)

[MATH 210 Basic Number Concepts \(3\)](#)

5. Biology (4 units)

Select one course from:

[BIOL 100/L Introductory Biology and Lab \(3/1\)](#)

[BIOL 101/L General Biology and Lab \(3/1\)](#)

[BIOL 102/L Biological Concepts and Lab \(3/1\)](#)

6. Physical Science (4 units)

[PHSC 170 Introduction to Physical Science \(4\)](#)

7. 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 \(3\)](#)

8. Performing and Visual Arts (3 units)

Select one course from:

[ART 100/L Introduction to Art Processes and Lab \(1/2\)](#)
[ART 110 World Arts: The Western Tradition \(3\)](#)
[ART 112 World Arts: Africa, Oceania and the Americas \(3\)](#)
[ART 114 World Arts: Asia \(3\)](#)
[CAS 202 Survey of Central American Visual, Installation and Performance Arts \(3\)](#)
[CHS 111 The Chicana/o and the Arts \(3\)](#)
[MUS 105 Understanding Music \(3\)](#)
[MUS 107 Music Today \(3\)](#)
[TH 110 Introduction to Theatre: Text/Drama/Performance \(3\)](#)
[TH 111 Actors and Acting \(3\)](#)

9. Probability and Statistics (3 units)

[MATH 211 Statistics and Probability for Elementary and Middle School Teachers \(3\)](#)

10. World Geography (3 units)

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

11. Earth Science (3 units)

Select one course from:

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

12. World History (3 units)

[HIST 110 World History to 1500 \(3\)](#)

13. 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 \(3\)](#)

14. 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 \(3\)](#)

7. 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 \(3\)](#)

8. Performing and Visual Arts (3 units)

Select one course from:

[ART 100/L Introduction to Art Processes and Lab \(1/2\)](#)
[ART 110 World Arts: The Western Tradition \(3\)](#)
[ART 112 World Arts: Africa, Oceania and the Americas \(3\)](#)
[ART 114 World Arts: Asia \(3\)](#)
[CAS 202 Survey of Central American Visual, Installation and Performance Arts \(3\)](#)
[CHS 111 The Chicana/o and the Arts \(3\)](#)
[MUS 105 Understanding Music \(3\)](#)
[MUS 107 Music Today \(3\)](#)
[TH 110 Introduction to Theatre: Text/Drama/Performance \(3\)](#)
[TH 111 Actors and Acting \(3\)](#)

9. Probability and Statistics (3 units)

[MATH 211 Statistics and Probability for Elementary and Middle School Teachers \(3\)](#)

10. World Geography (3 units)

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

11. Earth Science (3 units)

Select one course from:

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

12. World History (3 units)

[HIST 110 World History to 1500 \(3\)](#)

13. 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 \(3\)](#)

14. 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 \(3\)](#)

15. Urban Education (3 units)

[ELPS 203 Urban Education in American Society \(3\)](#)

Note: Students planning to pursue an Education Specialist Credential should take [SPED 400](#) instead of ELPS 203.

16. Child Development (3 units)

Select one course from:

[CADV 150 Foundations of Child and Adolescent Development \(3\)](#)

[FCS 330 Child Growth and Development I \(3\)](#)

17. Linguistics (3 units)

[ENGL 301 Language and Linguistics \(3\)](#)

May be taken after the completion of 45 units.

18. Interdisciplinary Specialization Course 1 (3 units)

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

~~B. Upper Division Requirements (49 units)~~

~~Students should complete most, if not all, lower division coursework before taking upper division requirements. Upper division courses are listed in the order in which they should be taken, whenever possible.~~

19. Gateway Experience (3 units)

[LRS 300 Liberal Studies Gateway Experience \(3\)](#)

20. Intermediate Composition (3 units)

[ENGL 305 Intermediate Expository Writing \(3\)](#)

24. Psychological Foundations (3 units)

[EPC 315 Psychological Foundations of Learning and Teaching \(3\)](#)

Note: Students planning to pursue an Education Specialist Credential should take [SPED 402](#) instead of EPC 315.

~~22. Visual/Performing Arts and the Child (3 units)~~

~~[ART 380/L Children's Art and Lab \(2/1\)](#)~~

~~23. California Geography/History (3 units)~~

Select one course from:

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

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

~~24. Structure of English (3 units)~~

~~[ENGL 302 Introduction to Modern Grammar \(3\)](#)~~

25. Physical Education for Children (3 units)

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

15. Urban Education (3 units)

[ELPS 203 Urban Education in American Society \(3\)](#)

NOTE: Students planning to pursue an Education Specialist Credential should take [SPED 400](#) instead of ELPS 203.

16. Child Development (3 units)

Select one course from:

[CADV 150 Foundations of Child and Adolescent Development \(3\)](#)

[FCS 330 Child Growth and Development I \(3\)](#)

17. Interdisciplinary Specialization Course 1 (3 units)

See List of Specializations in the ITEP-Freshman Option

B. Upper Division Requirements (51 units)

Students should complete most, if not all, lower division coursework before taking upper division requirements. Upper division courses are listed in the order in which they should be taken, whenever possible.

18. Gateway Experience (3 units)

[LRS 300 Liberal Studies Gateway Experience \(3\)](#)

19. Intermediate Composition (3 units)

[ENGL 305 Intermediate Expository Writing \(3\)](#)

20. Psychological Foundations (3 units)

[EPC 315 Psychological Foundations of Learning and Teaching \(3\)](#)

NOTE: Students planning to pursue an Education Specialist Credential should take [SPED 402](#) instead of EPC 315.

21. Visual Arts, Performing Arts, and the Child (12 units)

[ART 380/L Children's Art and Lab \(2/1\)](#)

[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 \(2/1\)](#)

22. California Geography/History (3 units)

Select one course from:

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

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

23. Introduction to Language, Grammar, and Linguistics for Teachers (3 units)

[ENGL 303/L Introduction to Grammar and Linguistics for Teachers \(1/2\)](#)

24. Physical Education for Children (3 units)

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

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

27. Basic Algebraic Concepts (3 units)
[MATH 312 Basic Algebraic Concepts \(3\)](#)

28. Language Development and Acquisition (3 units)
[LING 417 Language Development and Acquisition \(3\)](#)

29. Health Science (2 units)
[HSCI 365LS Health Science for Liberal Studies ITEP \(2\)](#)

30. 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 The Armenian American Child \(3\)](#)
[CAS 410 The Central American Child](#) ☐
[CHS 430 The Chicana/o Child \(3\)](#)

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

32. Interdisciplinary Specialization 2 (3 units)
 See list of approved Specializations under the Teacher Preparation Option.

33. Visual/Performing Arts and the Child (3 units)
 Select one course 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 \(2/1\)](#)

34. Science Experience Course (1 unit)
[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#)

35. Interdisciplinary Specialization Course 3 (3 units)
 See list of approved Specializations under the Teacher Preparation Option.

36. Social and Cultural Context: The Community (3 units)
 Select one course from:
[AAS 340 Asian American Women \(3\)](#)
[ANTH 360 Immigration and Ethnicity \(3\)](#) ☐
[GWS 300 Women as Agents of Change \(3\)](#)
[GWS 320 Women and Urban Life/Urban Space \(3\)](#)
[GWS 350 Gender, Race, Class and Sexuality \(3\)](#)
[QS 302 L.A. in Transit: Communities, Organizations and Politics \(3\)](#)
[SOC 411 Sociology of Education \(3\)](#)

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

26. Basic Algebraic Concepts (3 units)
[MATH 312 Basic Algebraic Concepts \(3\)](#)
 NOTE: Students who plan to move into the ITEP-Junior Option should wait to take MATH 312 until admitted to the Credential Program because MATH 312 must be taken concurrently with EED 472.

27. Language Development and Acquisition (3 units)
[LING 417 Language Development and Acquisition \(3\)](#)

28. Health Science (1 unit)
[HSCI 465ELM Teaching Health in the Elementary School Classroom \(1 unit\)](#)

29. 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 The Armenian American Child \(3\)](#)
[CAS 410 The Central American Child](#) ☐
[CHS 430 The Chicana/o Child \(3\)](#)

30. Children's Literature (3 units)
[ENGL 428 Children's Literature \(3\)](#)
 NOTE: Students who plan to move into the ITEP-Junior Option should wait to take ENGL 428 until admitted to the Credential Program because ENGL 428 must be taken concurrently with EED 477A.

31. Interdisciplinary Specialization 2 (3 units)
 See List of Specializations in the ITEP-Freshman Option

32. Science Experience Course (1 unit)
[GEOL 406LRS Liberal Studies Science Experience Capstone \(1\)](#)

33. Interdisciplinary Specialization 3 (3 units)
 See List of Specializations in the ITEP-Freshman Option

- ~~a. Students who plan to move into ITEP Junior Option should wait to take MATH 312 until admitted to the Credential Program. It must be taken concurrently with EED 472.~~
- ~~b. Students who plan to move into ITEP Junior Option should wait to take ENGL 428 until admitted to the Credential Program. It must be taken concurrently with EED 477A.~~

C. Liberal Studies Teacher Preparation Specializations

Note: the catalog lists multiple specializations here, from “A Language Arts/LSLA down to E. The Arts. All of the current specialization will be listed in the ITEP freshman catalog page and should be deleted from here. To save space, we are not going to list them all here and put strike-through through them, but they should all be deleted.

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. Course content in the Pre-Credential Option is aligned to the California Student Academic Content Standards and State Curriculum Frameworks for Grades K-8, so that students in the Pre-Credential Option will be able to teach this content in elementary and special education classrooms.

Many students in the Pre-Credential Program will enroll in a teaching credential after they earn their B.A. degree in Liberal Studies. Many more students will transfer to our ITEP- Junior Program (Integrated Teacher Education Program, Junior Option) from the Pre-Credential Program. For these reasons, all the proposed program modifications to the Pre-Credential Program are geared to ensure pedagogical integrity along with compliance with the CCTC's reauthorization requirements. As well, our proposed changes mirror the proposed changes for our two ITEP programs (Junior and Freshman Options).

CCTC requires at least two major changes: we must have subject matter capstones for the various areas of specialization from which all students choose one area (currently, some of our capstones have Liberal Studies—LRS—hegis codes); and all four visual and performing arts (Art, Music, Theatre and Dance offered through Kinesiology) have to be offered. All changes have been discussed and voted on by the various departments and programs involved in Liberal Studies:

- 1) ENGL 301 (3 units) and ENGL 302 (3 units) have been replaced with ENGL 303/L (3 units). This change is pedagogically in alignment with the CCTC's content requirements and also provides consistency with the ITEP-Junior Option students.
- 2) HSCI 365LS (2 units) has been replaced with HSCI 465ELM (1 unit). This change is also pedagogically in alignment with the CCTC's content requirements and provides consistency with the ITEP-Junior Option students.

3) The existing Category #36 “Social and Cultural Context: The Community” has been eliminated. This will not affect the GE offerings for our Pre-Credential students. Students must take six General Education units from the category “Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages.” In the proposed program modification, students can still fulfill their six units with “Social and Cultural Context: The Child” (#29) and “Language Development and Acquisition” (#27).

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.

Since we are replacing two English courses with one, there will be a considerable budgetary and staffing impact for the department of English. Liberal Studies, with the Dean of the College of Humanities, has discussed this with the department of English and will share the cost as outlined in a forthcoming MOU.

Since all four performing and visual arts will need to be offered every year, each of these departments will experience an increase in FTEs but also require more classroom space and more instructors.

As with the ITEP-Freshman and Junior Options, 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 for the Health Sciences department with the reduction of units in the class for our students. Finally, with the successful approval of our reauthorization package, our ITEP Junior Option students 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 and the Pre-Credential 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

For the Pre-Credential Program, we will assess LRS 300 and the student work in the capstone courses of the respective specializations.

B. Describe the procedure the dept/program will use to ensure the faculty will be

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 Pre-Credential Programs complete their coursework in several departments. The Liberal Studies 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
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1/20/17	Special Education/ MECOE	Kathryn Peckham-Hardin	Y
1/19/17	Educational Psychology and Counseling/MECO	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

Date
[12/16/2016]

11. Approvals:

Department Chair/Program Coordinator:	Ranita Chatterjee	Date:	[12/2/16]
College (Dean or Associate Dean):	Jackie Stallcup/Humanities	Date:	[12/12/16]
College (Dean or Associate Dean):	Christine Hayashi/Education	Date:	[2/13/17]
Educational Policies Committee:		Date:	[]
Graduate Studies Committee:		Date:	[]
Provost:		Date:	[]