

ORIGINATOR'S SECTION:	
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input checked="" type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015
2. Current Course abbreviation and Number: ID 381 (Natural Science for Teachers)	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:	
3. Title:	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters):	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
5. Number of Units:	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
6. Catalog Description:	Number of Units:
<p>Provides the prospective K-6 teacher with some background in the nature of scientific inquiry, data interpretation, and fundamental concepts in both physical and life sciences. Based on an inquiry-oriented approach to learning. The content will be equally divided between life and physical science. <i>This course meets for four (4) hours per week. Two hours of lecture and two hours of activity. Prerequisites: GES 102 and GES 105. Recommended Preparation: ES 100. Enrollment restricted to students who have completed the Entry-Level Mathematics requirement and who are in the Integrated Credential Program.</i></p>	<p>Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</p> <p>Provides the prospective K-6 teacher with some background in the nature of scientific inquiry, data interpretation, and fundamental concepts in physical and/or life sciences. Based on an inquiry-oriented approach to learning. <i>This course meets for four (4) hours per week. Two hours of lecture and two hours of activity. Prerequisites: GES 102 and GES 105. Recommended Preparation: ES 100 or GEOG 110. Enrollment restricted to students who have completed the Entry-Level Mathematics requirement and who are in the Integrated Credential Program.</i></p>

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

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- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

Course Requires Consent for Enrollment?

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

11. Course Can be Taken for Credit More than Once?

- Yes No
- If yes, how many times (including first offering)

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- Yes No
- If yes, how many times (including first offering)

12. Is Course Cross Listed: Yes No

If yes, indicate which course

Is Course Cross-listed? Yes No

If yes, indicate which course and check "yes" in item #17 below.

13. Prerequisite(s):

Prerequisite(s):

14. Corequisite(s):

Corequisite(s):

15. Documentation attached:

- Syllabus Detailed Course Outline

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

This course satisfies the UDBB requirement for Liberal Studies majors, both ESM and ICP.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Chem see email 2/16/16 Support Oppose
 Biology
 Discipline please see email after memo 3/6/15 Support Oppose
 Signature _____ Date _____
 Physics
 Discipline [Signature] 2/23/15 Support Oppose
 Signature _____ Date _____

18. Reason(s) for changing this course:

This course was designed for students in the Integrated Credential Program (ICP), an Option within the Liberal Studies major, while the remaining Liberal Studies students could take any BB course. Given the effectiveness of the course for the ICP students, and given that Liberal Studies is making changes to the Program, they/we want to offer the same experience to all Liberal Studies students who want to become

CURRENT INFORMATION:

NEW INFORMATION:

effective teachers. The course is currently taught by instructors from BOTH Biology and Physics, including lecture and lab in both disciplines, within one course. This causes significant scheduling constraints (because two instructors are, in essence, splitting the class). Thus, it would immediately become a scheduling bottleneck because of the number of sections that would be required. This change gives departments flexibility in the course offering without substantially changing the curriculum. In the current model, each discipline has taken a full course and cut it in half to accommodate the time constraints. In the proposed model, each discipline would be able to deliver a full series of inquiry-based activities.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) See attached Date _____

2. Program Director/Chair See attached Date _____

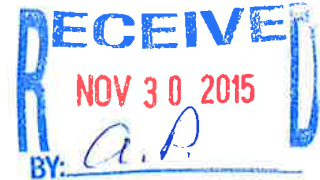
3. College Curriculum Committee Rebecca M. Just 11/16/15 Date _____

4. College Dean (or Designee) Marcus Stollan/Horne 11/19/15 Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



CURRENT INFORMATION:

NEW INFORMATION:

effective teachers. Given how the course is currently taught, by instructors from BOTH Biology and Physics, it would immediately become a scheduling bottleneck because of the number of sections that would be required. This change gives departments flexibility in the course offering without substantially changing the curriculum. In the current model, each discipline has taken a full course and cut it in half to accommodate the time constraints. In the proposed model, each discipline would be able to deliver a full series of inquiry-based activities.

Revised

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Jocelyn Ahlers 2/9/15
 1. Originator (Please Print) Date

[Signature] 2/9/15
 2. Program Director/Chair Date

 3. College Curriculum Committee Date

 4. College Dean (or Designee) Date

 5. UCC Committee Chair Date

 6. Vice President for Academic Affairs (or Designee) Date

 7. President (or Designee) Date

Subject: FW: LBST P-2 - ESM

From: Jose Mendoza
Sent: Tuesday, February 16, 2016 12:30 PM
To: Virginia Mann <vmann@csusm.edu>; Jacqueline Trischman <trischma@csusm.edu>

Subject: Re: LBST P-2 - ESM

Sorry, Virginia. I should have clarified that we support both: changes to the P-2 form of the LBST Program and to the C-2 form of ID 381.

Jose

From: Jose Mendoza
Sent: Tuesday, February 16, 2016 9:20 AM
To: Virginia Mann <vmann@csusm.edu>; Jacqueline Trischman <trischma@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: Re: LBST P-2 - ESM

Dear all,

Having a long history of working with LBST on preparing the teachers of tomorrow, the Department of Chemistry and Biochemistry applauds LBST's continuing work on improving the education of LBST students in the sciences. However, we hope that in the future, this working relationship continues at a high level. In that spirit we would take note of the following:

1) Because both ES 100 and ES 314 are taught through the Chemistry and Biochemistry Department, and because GEOG 110 will serve as a possible substitute for the same requirement met by ES 100, it would have been most appropriate to get the a signature from Chemistry and Biochemistry for this course. However, the Physics Department Chair invited members of the Chemistry and Biochemistry faculty to their discussions of this course , and we would have no problem signing off on this course at this point.

2) ID 381 and PHYS 307 – This is a major change to the curriculum that will likely result in only Physics being offered to future teachers, rather than a combination of Physics, Chemistry, and Biology, as the ID 381 course was originally designed for the ICP. In combination with the narrowing of choices for the UDJG BB course for other future K-8 teachers to only PHYS 307, it is obvious that these students will be prepared to teach Physics at the K-8 level. However, they will not be well prepared to teach any other scientific discipline. Based on testing results at the early high school level, Physics is already the subject that has the highest proficiency level in most North County school districts. Thus, it is questionable that students need deeper knowledge in this subject as compared to Biology, Chemistry, and Earth Science. Had this proposal been brought to us at an earlier stage, perhaps we could have developed curriculum or made other suggestions. However, at this stage, we can simply register our disapproval with the overall approach of only offering Physics education to K-8 teachers who are not intending to be science specialists. Especially with the integrated standards, this has the potential to set our schools even farther behind in disciplines other than Physics. We hope that we can work together in the future to make the K-8 teacher training stronger in Chemistry, and that LBST will work toward a more holistic approach to science education.

Jose

From: Virginia Mann
Sent: Tuesday, February 2, 2016 2:00 PM
To: Jose Mendoza; Jacqueline Trischman
Cc: Regina Eisenbach; Suzanne Moineau
Subject: LBST P-2 - ESM

Hello Jose,

The UCC is currently reviewing the LBST P-2 form which makes changes to the ESM Option. Jackie Trischman, who sits on UCC, suggested that CHEM should review and sign-off on this P-2 form, since Chemistry instructors teach ES 100, which is part of the program. In addition, it was also suggested that CHEM review ID 381, which is part of the LBST package. Below are links to both proposals.

[Liberal Studies Major: 3 Options](#)
[LBST Catalog Copy](#)

[ID 381](#) - Natural Science for Teachers

Please let me know if you have any comments or concerns regarding these changes. Thanks!

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

BIOL support

Subject: RE: Signature for LBST P2
Date: Friday, March 6, 2015 3:33:17 PM Pacific Standard Time
From: Tracey Brown
To: Jocelyn Ahlers

Hi Jocelyn,

Biology is supportive of these changes and wishes you well with the changes.

Tracey

Tracey K. Brown, Ph.D.
Professor and Chair
Dept. of Biological Sciences
California State University, San Marcos
San Marcos, California 92096
(760) 750-8017 traceyb@csusm.edu

From: Jocelyn Ahlers
Sent: Friday, March 06, 2015 2:34 PM
To: Tracey Brown
Subject: Signature for LBST P2

Dear Tracey,

I am writing to request your signature in support of the changes in LBST's P2 form. The changes that affect Biology have to do with ID 381, and can be seen in the C2 form that is part of the P2 packet (I have attached the memo outlining all the changes in the P2, the catalogue copy, and the C2 form for ID 381). The course will still only be required for students in the ICP major option; the change is that ID 381 can now be taught either in Physics, or in Biology, or in both (as is currently done), rather than always being taught jointly by both departments. If you approve of this, and could send an email that can serve as your signature for both the P2 and the C2 forms, that would be wonderful! Thank you so much for your input on these changes, and, as always, for working with us in support of our students.

Best,
Jocelyn

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Jocelyn C. Ahlers
Chair, Liberal Studies Department

Professor of Linguistics
Liberal Studies Department
California State University, San Marcos
760-750-8014; jahlers@csusm.edu