

LBST

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 R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Liberal Studies

Discipline

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Liberal Studies Major: Elementary Subject Matter Preparation Option; Integrated Credential Program Option; Border Studies Option

This form is the signature sheet for a change to, or deletion of, an existing program.
 Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes No If yes, obtain signature(s).
 Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

School of Education	<u>M. Jorgensen</u> <input type="checkbox"/>	<u>2-18-15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
School of Arts	<u>M. Kilpatrick</u> <input type="checkbox"/>	<u>2-23-15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
History	<u>please see attached email memo</u> <input type="checkbox"/>	<u>3/2/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
Women's Studies	<u>Josie Kavots</u> <input type="checkbox"/>	<u>2/2/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
Sociology	<u>J. Glin</u> <input type="checkbox"/>	<u>2/6/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
Physics	<u>M. P.</u> <input type="checkbox"/>	<u>3/16/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
Biology	<u>please see attached email</u> <input type="checkbox"/>	<u>3/6/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
Kinesiology	<u>[Signature]</u> <input type="checkbox"/>	<u>4/20/15</u>	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline/Unit	Signature	Date	
<u>CHEM</u>	<u>see email</u> <input type="checkbox"/>	<u>2/16/16</u>	<input checked="" type="checkbox"/> Support

1. Jocelyn Ahlers _____ Date _____
 Originator (Please Print)

2. Liberal Studies/Jocelyn Ahlers _____ Date 2/2/15
 Program/ Department - Director/Chair

3. [Signature] 11/23/15
 College Curriculum Committee^ Date

4. [Signature] 11/23/15
 College Dean (or Designee)^ Date

5a. _____ _____ Date _____
 University Curriculum Committee^

5b. _____ _____ Date _____
 Budget and Long-Range Planning Committee (if applicable)^

6. _____ Date _____
 Academic Senate

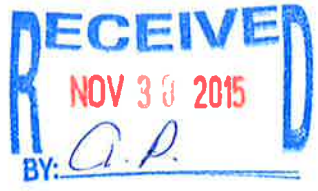
7. _____ Date _____
 Provost (or Designee)

8. _____
President

Date

9. _____
Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.
^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.





MEMORANDUM

DATE: 24 February 2015

TO: Chair, CHABSS Curriculum Committee

FROM: Jocelyn C. Ahlers, Professor
Chair, Liberal Studies Department

SUBJECT: Liberal Studies P2 Form

The purpose of this memo is to outline the proposed changes to the Liberal Studies major as put forward in the attached P2 form, and to explain the impetus for these changes.

The Liberal Studies major has three options: the Elementary Subject Matter preparation option (ESM); the Integrated Credential Program (ICP); and Border Studies (BRS). The department also offers the Elementary Subject Matter Preparation Certificate (ESMPC). While the most substantive changes outlined here affect the ESM and ICP, there is also one addition to BRS. The ESM and ICP were developed to provide subject matter preparation for students to teach K-8 curriculum in the state of California. Of importance in understanding the brief history of the department which follows is the fact that, because our program exists in large part to prepare students to teach in California, we are subject to statewide mandates regarding teacher preparation – these change over time, and while we have no input into those changes, we must respond to them and make sure that our curriculum is fully aligned with the state standards for teacher preparation at all times.

At the time that the Liberal Studies major was developed here at CSUSM (1990), the California Commission on Teacher Credentialing (CCTC) had determined that, when structured appropriately and approved by them, elementary subject matter preparation programs like ours could serve as waiver programs for the Multiple Subject Assessment Test (MSAT) - later superseded by the California Subject Examinations for Teachers (CSET) - tests that students must pass prior to admission into any post-baccalaureate teacher credential program in California. Thus, students had a choice of majoring in Liberal Studies or choosing another major and taking the MSAT. With the passage of SB 2042 and the approval of new state standards in 2001, subject matter preparation programs such as ours were required to revamp their curricula, which our department did. In 2004, under No Child Left Behind, all future teachers were required to pass the CSET and the CCTC was forced to end the waiver program for elementary subject matter preparation programs like ours. Now the landscape has shifted yet again with the state's move to accept the Common Core State Standards (CCSS) in 2010, and its acceptance of the Next Generation Science Standards (NGSS) in 2013. In the wake of the changes to K-12 education demanded by the adoption of these standards, the CCTC is moving towards reinstating its waiver program; waivers would be predicated upon a given department's curriculum being approved by the CCTC.

Thus, the changes we outline here are part of a broader response on our part to the demands of the CCSS and NGSS, *because we must educate teachers who are prepared to teach the content required by these new standards, and because these changes are necessary for our Liberal Studies major (ESM and ICP Options) to become an approved waiver program with the CCTC as soon as they reinstate the waiver.* These changes take place within the context of a complex major which must instruct students in all of the core curricular areas in which they will need expertise in order to teach K-8 (multiple subject) curriculum in California: Reading, Language & Literature; History & Social Science; Mathematics; Science; Visual & Performance Arts; Human Development; and Physical Education. Note that because of the breadth of the subject matter expertise our students must acquire during their time here, GE courses are (and always have been) included in our major requirements. The breadth of our curriculum, while beneficial in preparing future K-8 teachers for the multiple subjects they will teach and in providing students with a broad liberal arts education more generally, also has the potential effect of seeming to our students like a disconnected menu of courses, something which we must address in order to prepare students to teach the Common Core curriculum, focusing as it does on showing K-8 students the inherent connections among the core disciplines.

With this in mind, broadly speaking, the changes we propose here are motivated by the following goals:

- To create more coherence across our curriculum by requiring an introductory level Liberal Studies course which will introduce students to the sociopolitical complexities of California's public education system;
- To give our students opportunities to experience California's K-8 classrooms earlier in their education – specifically, in their undergraduate years – rather than waiting until they are in a post-baccalaureate credential program to have their first clinical experience in a K-8 class. This, too, is a response to specific state mandates for undergraduate teacher preparation;
- To include more of our department's courses in the required curriculum, in order to enable us to have greater control over our Program Student Learning Outcomes and, concomitantly, to assess our program's success in achieving those outcomes (at this time, our students are required to take only between 9-12 units of their entire 93-96-unit package in our department).

The attached P2 form thus proposes the following changes or additions to our curriculum:

- The addition of LBST 100/LBST 300 as a major requirement. LBST 100 already exists, but its content is being further specified to serve our students' needs; a C2 form is included in this packet. LBST 300 does not currently exist; a C form is included in this packet. These courses will be dual-listed (following the recently-passed Senate policy which can be found [here](#)); they cover similar content, with additional requirements for the students enrolled in LBST 300. Creating this dual listing allows us to ensure that our transfer students have access to this key content without changing the lower-division transfer package or making transfer students take additional lower-division units (LBST 100) after transferring to CSUSM. This adds either 3 lower-division or 3 upper-division units (for native or transfer students respectively) to the major.
- The addition of a required course which gives students an opportunity to spend time in a K-8 classroom, meeting the state mandate for an early field experience; students will have the option of taking KINE 310 or LBST 307 (both extant courses). This adds 3 upper-division units to the major.
- Specification of courses to meet requirements in the major as follows (this represents a narrowing of lists of choices that already exist, and for which these courses already fulfill that requirement, thus adding no further units to the major):
 - UDGE BB:

- For ICP students: ID 381. This course is already required for all ICP students; a C2 form altering this course to reflect changing student and departmental needs is included in this packet
 - For ESM students: PHYS 307. This course has been developed with future teachers in mind; a C form and syllabus are included in this packet, but note: this class will be offered in CSM, and will undergo curricular review there – the forms are included here merely for information (therefore, these are the unsigned copies).
- UDGE CC: Either VPA 321: Learning Through the Arts, or VSAR 331: Arts, Science, and Technology
- Multicultural studies requirement/UDGE DD: ID 340: Diversity and Discrimination in the U.S.
- California History: GEOG 341: Nature and Society in California
- Integrative Studies (was called Interdisciplinary Studies): Reducing the list to courses offered in BRS, GEOG, LBST, LING. (A C2 form cross-listing WMST 303: Education, Gender, and Race as LBST 303 has also been included in this packet, to permit this class to count for the Integrative Studies requirement.) *(Withdrawn)*
- The addition of GEOG 110 as another option to fulfill the lower-division science requirement. This is a new course, and the C-form is included with this packet.
- **In total**, 3 lower-division units and 3 upper-division units are being added to the major for native students; 6 upper-division units are being added to the major for transfer students.

We have also adjusted the ESMPC to reflect these changes; this can be seen in the included catalogue copy.

At the same time, we are taking this opportunity to add a much-needed introductory course to the Border Studies major option and the Border Studies Minor. BRS 100 will introduce students to the content covered by the Border Studies major earlier in their careers, and will simultaneously serve as a beneficial LDGE D/D7 course option for students in other major tracks. The C-form for this class is included in this packet. This course adds 3 lower-division units to the major.

Taken as a whole, these changes allow us to address the needs as articulated above. Please feel free to contact me if there are any questions about the changes themselves or the reasons behind them.

NB: This memo was originally distributed for signatures with the P2 form on 2 February 2015. After consulting with various constituencies affected by the alterations included in the P2 form, a few modifications were made (to wit: the way ID 381 and PHYS 307 are handled in the current version), and these are reflected in the current version of this memo. Physics and Biology both gave their signatures after seeing the revised version presented here.



MEMORANDUM

DATE: 2 February 2015

TO: Chair, CHABSS Curriculum Committee

FROM: Jocelyn C. Ahlers, Professor
Chair, Liberal Studies Department

SUBJECT: Liberal Studies 100/300/305 clarification

The purpose of this memo is to clarify the changes that we are proposing to three courses: LBST 100, LBST 300, and LBST 305.

At this time in the catalogue, courses with the designations LBST 100 and LBST 300 exist. It is our intention to change the course title and description of LBST 100 in order to clarify the content covered in the class, per the C2 form included here.

The course which currently uses the designation LBST 300 is titled: Perspectives in Liberal Studies. While this is a useful topics course shell that we would like to maintain for use in our department, we would also like to use the LBST 300 course number for another course (explained below). Therefore, please find a C2 form which proposes changing the course LBST 300: Perspectives in Liberal Studies to LBST 305: Perspectives in Liberal Studies. Nothing but the course number is to change.

Finally, we would like to propose a new course with the course number LBST 300; the C form and syllabus for that course have been attached. This course is intended to be dual-listed with LBST 100 (per the explanation on the C form) in order to capture transfer students – this is why we have freed up the LBST 300 number, so that the two courses make a clear dual-listed pair: LBST 100 and 300.

It is probably best to read the course forms in this order for clarity: LBST 100's C2 form involves minor clarifications to course title and description; LBST 300's C2 form frees up the course number 300 by changing it to 305 for that particular course; and the new LBST 300 C form then takes up that course number to propose a new course to be dual-listed with LBST 100 in order to capture transfer students and to ensure that they, too, are exposed to the valuable information in the courses. This leaves us with three courses:

- LBST 100 (once Order and Change: Multiple Perspectives, now Introduction to Critical Education) (C2 form)
- LBST 300 (a new class, to be dual-listed with LBST 100) (C form)
- LBST 305 (once LBST 300: Perspectives in Liberal Studies, now LBST 305: Perspectives in Liberal Studies) (C2 form)

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 UEDGE 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
--

Jocelyn C. Ahlers
Chair, Liberal Studies Department

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

Hist support

Subject: Re: History's memo regarding LBST P2 form
Date: Monday, March 2, 2015 12:16:38 PM Pacific Standard Time
From: Jill Watts
To: Jocelyn Ahlers

Dear Jocelyn,

While we regret your decision, we appreciate hearing Liberal Studies thoughts. Please accept this email as our signature.

We ask that you include our original email in the submission of your packet.

Thank you,
Jill

Jill Watts
Professor and Chair
Department of History

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Tuesday, February 24, 2015 at 4:07 PM
To: Jill Watts <jwatts@csusm.edu>
Subject: History's memo regarding LBST P2 form

Dear Jill,

The LBST faculty had a chance to meet yesterday, and went over the memo from History that you sent to me. First and foremost, I want to convey to you how much our faculty appreciated the thoughtfulness of History's response, and the supportive and collegial attitude expressed throughout the memo.

The LBST faculty also agree wholeheartedly with the main messages of the memo, which we read as: it is important for future teachers to be exposed to the methodologies and thought patterns of historians; and that the History Department has been, and continues to be, an important resource and ally in the teaching and training of future teachers. We also believe that our proposed change keeps these important points in mind, and I would like to share with you our reasoning.

With regard to the question of exposing future teachers to the methodologies of history as an academic discipline, this is a point well-taken. If History 347 were the only history class that our students have the opportunity to take with the History Department, we would not have moved in the direction represented by the P2 form. However, our students have the benefit of taking HIST 101 and HIST 130 with your department; these courses are required of all of our students, and that will not change going forward.

Why make the change proposed in our P2 form, then? From our perspective, there are two key reasons. The first has to do with assessment. During the program review that took place for our department two years ago, our reviewers pointed out some weaknesses in our teacher-preparation programs as they currently stand: (1) they emphasized the difficulties we face in conducting meaningful assessments of our students' successes in achieving our Program Student Learning Outcomes given the fact that other departments teach so many of the courses that are graduation requirements for our majors (in fact, right now, we teach only nine units of our entire 120-unit package), and (2) they noted that to our students, the Liberal Studies major runs the risk of being a series of unconnected courses, once again because so many required courses are taught by non-Liberal Studies faculty. To

our mind, these weaknesses are tied to one another, and suggest an opportunity. It is very difficult for us to conduct useful assessments of our student outcomes when students take classes in other departments, especially when those same classes are taken simultaneously by students from other majors. As you know from our discussions, this is the case with the History classes currently required of our students. Narrowing the course options for fulfilling the California History requirement to GEOG 341 allows us to use that class for the assessments of PSLOs in a way that we just can't do when our students are scattered among classes, and scattered among students from other majors. (Just as an FYI, we are bringing courses currently taught by other departments back to Liberal Studies as well; HIST 347 is not the only such course and we don't want our History colleagues to think your department is being singled out.)

Furthermore, with the adoption of the Common Core State Standards, which have an emphasis on helping students to understand and engage in interdisciplinary inquiry and understanding, we are looking forward to opportunities to create synergistic assignments and content among at least some of our required classes. This is difficult to do in classes that are taught by rotating faculty (often adjunct faculty) in other departments, and which have students who are not all LBST majors.

Finally, in looking at the content specifications for history and social science, we see opportunities to give our students exposure to both the perspectives of History (as taught in the two still-required History courses) and Geography (which is emphasized in a number of the state standards regarding California and its history); we believe that the three classes, taken together, address the content standards in interesting and powerful ways.

While I know that this isn't the outcome that you and the History Department hoped for, it is our sincere hope that the strong relationship that has existed between History and Liberal Studies, and our mutual support in the training of excellent future teachers, will continue. I would be happy to meet with you to talk about this further, if you'd like, or to answer any other questions you may have about the P2 form.

All the best,
Lester

Subject: Re: Liberal Studies P2 form - seeking signature of support
Date: Monday, February 16, 2015 10:01:15 AM Pacific Standard Time
From: Jill Watts
To: Jocelyn Ahlers

Dear Jocelyn,

Attached please find a memo in response to the proposed changes in the Liberal Studies major. It represents our collective efforts and I appreciate your patience in letting us consider this.

To sum, as I said, we support all departments' rights to develop their own curriculum. However we also ask that Liberal Studies consider the points made in our memorandum in hopes that the department might reconsider its decision to drop History 347 from the major.

I would be glad to discuss this with you further along with some of the History faculty who have been involved with teacher prep.

Thank you,
Jill

Jill Watts
Professor and Chair
Department of History

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Monday, February 2, 2015 at 1:53 PM
To: Jill Watts <jwatts@csusm.edu>
Subject: Liberal Studies P2 form - seeking signature of support

Dear Jill,

The Liberal Studies Department has spent the last year developing a plan for a complete curricular overhaul in response to the Common Core State Standards. While some of that work can be done within the curricular framework that we already have in place, we also needed to make some changes to our curricular package as a whole in order to better meet the standards, and (as importantly, in this era of WASC) assess our success in meeting the state standards and preparing our students to teach in California's K-8 classrooms. We are also preparing ourselves to apply for a CSET waiver when that program becomes available again (something the CCTC is preparing to do). The attached P2 form represents our efforts to do this, and the attached memo explains what we are doing and why in more detail.

I am specifically writing to you as the Chair of History to seek your signature of support for these changes because one of the changes that we are making is to remove HIST 347 from the list of options within the major, leaving only GEOG 341. As you know, these two classes have both been options for fulfilling the California History requirement for some time – in our last few years of schedule-building, I think most of our students have moved to the GEOG 341 option (or at least, we're filling seats commensurate with the number of majors who need that class). Furthermore, the rights to the new catalogue will only begin with students who declare LBST beginning (we hope) in Fall 2015 – transfer students who have already declared at their community colleges will still operate under the old catalogue rights. This means, we hope, that the FTES impact on History will be minimal. We are also, of course, maintaining the HIST 101 and 130 requirements for all majors.

I would be happy to sit down and talk with you about this, if you have any questions or would like to hear more about our plans as we work towards matching the Common Core State Standards more closely. And, as you

know, I still think it would be a good idea to find some more curricular synergies between our ESM program and your waiver program, so we could encourage students consider completing both! Should you decide that you are able to sign the form, of course, I'm happy to run it to your office at your convenience.

See you soon!

Jocelyn

Jocelyn C. Ahlers
Chair, Liberal Studies Department

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

Memorandum

To: Jocelyn Ahlers
Chair, Department of Liberal Studies

From: Jill Watts
Chair, Department of History

Date: February 16, 2015

RE: Changes in the Liberal Studies Major

We are writing in response to Liberal Studies request for the Department of History to sign off on the changes to its major. First, we would like to affirm our general support for the goals of Liberal Studies, and note that our two departments are allies in working to improve teacher preparation. In the name of collegiality, we will sign the form requesting changes in program curricular requirements. Nonetheless, we regard the decision to discontinue crediting History 347 California history for the California history requirement in the liberal studies major, and the removal of History 364 from one of the options, with some great concern. We ask that Liberal Studies reconsider this decision, most importantly in the interests of teacher preparation, especially at a time when the move toward Common Core state standards is revising literacy and history social studies requirements.

The Department of History stands behind the right of each program and department in the college to develop and deliver its own curriculum. Yet given the long relationship with Liberal Studies and the History Department's commitment to educating future teachers, we must express our disappointment in seeing our active relationship in delivering California History to prospective teachers come to an end. While this will significantly impact the FTE in our California History courses, it is not numbers that concern us. Rather it is the positive role we play in preparing future teachers for the classroom. As specialists in the field of History, our training furnishes us with very specific analytical and problem-solving skills and content knowledge that are critical to shaping those who lead classrooms both in our region and around the nation. In sum, we would be disingenuous if we did not state that the best teacher of history is one who was trained by a historian.

We feel very much that now, as much as ever, our field remains both critical and relevant. Fortunately, the new Common Core standards recognize this as well. Rather than separating literacy skills from subject matter—an unfortunate practice that meant K-6 historical understanding was at times confined to “gold rush days” or missions built from sugar cubes--the standards now advocate that reading and writing be focused on narrative and informational texts as well as literary ones. For example, K-6 students are asked to “recount stories from diverse cultures and describe the relationship between a series of historical events” (grade 3) “explain events, procedures ideas in historical scientific or technical text, including what

happened and why” (grade 4) “and compare and contrast overall structure (e.g. chronology, comparison, cause/effect problem solution) of events ideas and information.” Similarly the writing standards stress the writing of “narratives to develop real or imagined experiences,” precisely the kind of writing best developed in a historical context.

We celebrate this emphasis in these reforms, because the public awareness of the historical past, in particular the American Historical past and the history of the region, has declined obviously and precipitously. In particular, some of this relates to the backlash within the political realm against the incorporation of Social History into the history classroom, which began in the 1960s and became more standard by the 1990s. The movement toward Social History permitted multiple voices to be heard, emphasized diversity, and explored both the nation’s great movements as well as its tremendous failures. It seems to us no coincidence that a stress on testing and a deemphasis of history in the K-12 classroom occurred at a time when history was questioning the privileging of certain groups and ideologies.

As historians ,our department can offer future teachers specific and vital analytical skills and understanding as they encounter diversity throughout their lives. With the utmost respect for our colleagues in Liberal Studies, it is nonetheless true that ,we have particular insights embedded within our historical training that are not duplicated in Liberal Studies, and that future teachers desperately need. Hist. 347 (California History) in particular is the site where a deep understanding of the roots of our complex social and political circumstances can be imparted at the most sophisticated level. This is why many Liberal Studies programs in California still greatly rely on History Departments to deliver this vital component of curriculum.

CSUSM’s Liberal Studies major originally grew out of the History Department and was organized by History’s founding faculty member, Joan Gundersen. Its roots are intertwined with the History Department’s roots because fundamentally we share the same goal—educating future teachers in both content and critical thinking. The History Department has always been willing to serve Liberal Studies and when the numbers of Liberal Studies majors sky-rocketed we devoted considerable FTES to running multiple sections of California History to ease the then bottleneck.

To that end, we would hope that in taking what we have to offer under review, Liberal Studies will consider continuing to include California History as an option for its major. From surveying past enrollment trends and with an awareness of the renewed acknowledgment of the importance of History in the Common Core standards, it is likely that there will be significant demand for California History. It is unclear from the documentation submitted for the revision of the Liberal Studies major how the increased demand would impact resources in the both programs or what additional needs the Liberal Studies’ changes would demand. The History

Department would be willing to work to continue to support that anticipated need for California History.

Still, as stated at the beginning of the memorandum, we support the right of each program to develop its own curriculum. The Department will agree to sign the form but we hope for reconsideration. If not, then we ask that this memorandum be included in the documentation.

LTWR support

Angela Baggett

From: Rebecca Lush
Sent: Thursday, October 01, 2015 8:25 AM
To: Angela Baggett
Cc: Martha Stoddard-Holmes
Subject: Fw: Signature on LBST P2
Attachments: LBST P2 catalogue copy.docx

Hi Angie,

Can you add the corrected pages to the LBST materials?

Email approval from LTWR in the email chain below.

Thanks!
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies
Film Studies Coordinator
Faculty Director of the Cougar Chronicle
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Wednesday, September 30, 2015 5:08 PM
To: Rebecca Lush; Aníbal Yáñez-Chávez
Subject: FW: Signature on LBST P2

Dear Rebecca and Anibal,

In the hope that this email will suffice for a signature from LTWR, I am forwarding it to you and attaching the amended catalogue copy. This catalogue copy is different from the one that is currently in the P2 packet in that LTWR 208A and LTWR 208B have been removed from the list of courses through which LBST students can fulfill the C2 requirement in the ESM, ICP, and the ESMPC.

Please let me know if you have any questions, and thank CAPC on our behalf for its patience with this late change.

Best,
Jocelyn

Jocelyn C. Ahlers
Chair, Liberal Studies Department

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

From: Salah Moukhliis <smoukhli@csusm.edu>
Date: Wednesday, September 30, 2015 5:04 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Cc: Rebecca Lush <rlush@csusm.edu>
Subject: Re: Signature on LBST P2

Hi Jocelyn,

Since we do not offer them regularly, I am fine with you dropping them.

However, I see that they still appear under Course Requirements of the ESMPC.

Best,
Salah

Salah M. Moukhliis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

On Sep 30, 2015, at 4:36 PM, Jocelyn Ahlers <jahlers@csusm.edu> wrote:

Dear Salah and Rebecca,

I am writing to you regarding some curriculum changes that LBST is making. We submitted a P2 form to CAPC at the end of the spring semester that had no changes affecting LTWR. However, it was recently brought to our attention that LTWR 208A no longer fulfills a C2 requirement, and LTWR 208B is not regularly offered. We would therefore like to remove them from the list of LTWR courses that LBST students can use to fulfill the C2 requirement; this leaves LTWR 100 and LTWR 210 as options for that requirement.

In consultation with Rebecca and Anibal as co-chairs of HAPC, I have revisited the catalogue copy (which I attach here), and am writing to you to request your signature. Rebecca, could an email confirming LTWR's willingness to allow us to remove these two courses from our curriculum be attached to the P2 packet and serve as approval?

Thank you for your consideration. Please let me know if you have any questions or concerns.

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

<LBST P2 catalogue copy.docx>