

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
NEW PROGRAM PROPOSAL – P Form Signature**

For Academic Programs Office Use Only
R.E. _____ Catalog _____ File _____

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Minor in Education

Discipline Education

This form is the signature sheet for new programs and new options/concentrations/emphases/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/emphases/tracks), use the Form P-2.

Check one: New Undergraduate Major or New Graduate Degree } Attach a completed New Program Template
 New Option/Concentration/Emphasis/Track } Attach a completed New Option/Concentration/Special Emphasis, Teaching Credential and Minor
 New Minor } Attach a completed New Certificate Template
 New Teaching Credential
 New Certificate

Does this proposal impact other disciplines? 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.

Term and Academic Year of intended implementation (e.g. Fall 2016): Fall 2018

Linguistics - ~~lost~~ Support Oppose
 Discipline #1
Kim Knowles Jay 9/26/17
 Signature Date

Math Support Oppose
 Discipline #2
See attached email
 Signature Date

Sociology Support Oppose
 Discipline #3
[Signature] 9/6/17
 Signature Date

Visual and Performing Arts Support Oppose
 Discipline #4
[Signature] 8/12/17
 Signature Date


Computer Science Support Oppose
 Discipline #5
[Signature] 7-6-2017
 Signature Date

Music Support Oppose
 Discipline #6
See attached email
 Signature Date

KINE
 See attached email



P-FORM PREPARATION

1b. 
Librarian Liaison for Library Report*

1a. Erika Daniels 5/24/17
Originator (Please print) Date

1c. 
IITS Liaison for IITS Report* 4/8/17
Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. Pat Staal 5/23/17
Program/Department - Director/Chair* Date


COLLEGE/SCHOOL-LEVEL REVIEW

3.  1/31/2018
College/School Curriculum Committee* Date

REVIEW (Signatures must be obtained by proposer)

4a.  7/12/17
Vice President for Student Affairs* Date

4b.  6/7/17
Dean of Library* Date

4c.  4/8/17
Dean of Information and Instructional Technology Services* Date

4d.  8/1/2017
Vice President for Finance and Administrative Services* Date

4e. _____
Dean of Graduate Studies (if applicable) * Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5.  1/31/18
College/School Dean/Director* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. _____
University Curriculum Committee^ Date

6b. _____
Budget and Long-Range Planning Committee^ Date

FACULTY APPROVAL

7. _____
Academic Senate Date

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost Date

9. _____
Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.
* May attach a memo on program impact on the unit and the ability of the unit to support it.
^ Attach a memo summarizing the curricular and/or resource deliberations.
o summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY
SAN MARCOS

**Procedure for Submitting Proposals for New Options, Concentrations, Special Emphases
and Minors**

1. Name of the campus submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, concentration, special emphasis, or minor.

CSU San Marcos
Minor in Education Studies
Minor

2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.

Not applicable

3. Options, concentrations, or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.

Not applicable

4. Department(s) to offer the aggregate courses.

School of Education in the College of Education, Health, and Human Services

Many of the courses on the menu, however, are offered through other departments because of the interdisciplinary nature of the Minor. We have spoken with each of the affected departments to ensure that the courses proposed for the Minor "menu" are taught on a regular basis and that additional students will not pose an undue burden. All departments whose classes appear on the menu below (#7) have given approval for their inclusion. This approval is indicated through either a signature on the P-form or through attached email documentation.

5. Purpose of the proposed aggregate of courses.

A primary goal of developing an Education Minor is to increase the diversity of School of Education teacher candidates with a secondary goal of establishing another pipeline into the teacher education program. We also believe that this Minor will also attract students who are not necessarily thinking about teaching as a career but instead want to work in informal learning environments such as libraries, museums, and after school programs. These students will benefit from learning about best educational practices, social justice & equity, and sociocultural issues across many disciplines.

6. Need for the proposed aggregate of courses.

Although California's population is highly diverse in terms of ethnicity, language, and socioeconomic status, K-12 teachers do not always reflect this diversity. There are

myriad reasons why the majority of candidates entering the teaching profession are white, middle class females, and the School of Education has been working diligently to diversify its candidate pool. CSUSM is a Hispanic serving institution whose student body mirrors the demographics of the region. We believe that a Minor in Education that reaches into many traditionally diverse majors will attract more students to the teaching profession.

7. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.

The Minor in Education will consist of 21 units from an interdisciplinary menu of courses. Three courses (EDUC 350, EDUC 364, and EDUC 422) are required, and students will choose an additional four from the following list.

REQUIRED COURSES

EDUC 350: Foundations of Teaching as a Profession
EDUC 364: The Role of Cultural Diversity in Schooling
EDUC 422: Technology Tools for Teaching and Learning

CHOICE OF 4 ADDITIONAL COURSES FROM THE CHOICES BELOW

EDUC 380: Applications of Child and Youth Development
EDUC 374: Introduction to International Comparative Education
EDUC 400: Children's Literature
EDUC 496: Special Topics in Education
EDUC 381: Differences, Not Disabilities: Educating all students in inclusive classrooms
KINE 310: Social and Emotional Health
LING 351: Language Acquisition
SOC 317: Youth and Society
MATH 210: Math for K-8 Teachers: Number Sense
MUSC 324: Survey of World Popular Music
SPAN 421: Viva el Teatro
VPA 321: Integrating the Arts in the Classroom
TA 300: Theater for Social Change
CS 305: Problem Solving with Java Programming

8. List of courses, by catalog number, title, and units of credit as well as total units to be required for the major in which the proposed aggregate of courses is to be included.

Not applicable

9. New courses to be developed. Include proposed catalog descriptions.

EDUC 381: Differences, Not Disabilities: Educating all students in inclusive classrooms
Introduction to the history of issues regarding and best practices in the education of children and youth with disabilities and other diverse academic, social/emotional, language, and communication learning needs. Focuses upon the philosophical and ethical underpinnings and contemporary practices for creating inclusive learning experiences and environments for all learners.

10. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.

Each course is already taught by a CSUSM tenure-track professor or lecturer in the relevant department or School. Education professors include:

Rong-Ji Chen, Associate Professor, Ph.D., Mathematics Education
Moses Ochanji, Associate Professor, Ph.D., Science Education
Jodi Robledo, Associate Professor, Ph.D., Special Education
Sinem Siyahhan, Assistant Professor, Ph.D., Educational Technology
Laurie Stowell, Professor, Ph.D., Literacy
Erika Daniels, Associate Professor, Ed.D. Literacy
Laura Wendling, Professor, Ph.D., Social Studies Education

11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

All of the courses on the Minor in Education menu are currently being taught at CSUSM with the majority also being General Education certified. Students will currently be CSUSM students and may be able to “double dip” so that many courses will count toward both the Minor and General Education requirements. As a result, no additional instructional resources are anticipated to be needed.

12. Proposed catalog description.

The Minor in Education, consisting of 21 units, offers students a program of interdisciplinary study in several aspects of education from its history and roots to culturally responsive pedagogy to youth development to mathematics and the arts. It is geared toward developing an understanding of what and how children and adolescents become well-rounded, thoughtful citizens and also serves as preparation for a variety of related careers. With three required courses serving as the Minor’s core, students also choose an additional four courses from an interdisciplinary menu.

The Minor in Education Studies is complementary to, but does not replace, the Liberal Studies degree. Students who plan to pursue a career in K-6 teaching should major in Liberal Studies, which is specifically designed to provide the curriculum needed for subject matter preparation in that career.

Student Learning Outcomes

Students who earn a Minor in Education Studies will:

- Describe the factors that lead to children and adolescents becoming well-rounded, thoughtful citizens and apply that knowledge in multiple disciplines
- Explain the development of educational philosophies over time as well as the role of schools in society
- Articulate the importance of fostering social justice and educational equity across a variety of contexts

- Describe effective teaching and learning processes and develop innovative practices in a variety of settings

EDUCATION STUDIES

MINOR IN EDUCATION STUDIES

Office:
UH 422

Telephone:
(760) 750-4300

Faculty:

Rong-Ji Chen, Associate Professor, Ph.D.,
Mathematics Education

Moses Ochanji, Associate Professor, Ph.D.,
Science Education

Jodi Robledo, Associate Professor, Ph.D.,
Special Education

Sinem Siyahhan, Assistant Professor, Ph.D.,
Educational Technology

Laurie Stowell, Professor, Ph.D., Literacy

Erika Daniels, Associate Professor, Ed.D.,
Literacy

Laura Wendling, Professor, Ph.D., Social
Studies Education

Program Offered:

The Minor in Education, consisting of 21 units, offers students a program of interdisciplinary study in several aspects of education from its history and roots to culturally responsive pedagogy to youth development to mathematics and the arts. It is geared toward developing an understanding of what and how children and adolescents become well-rounded, thoughtful citizens and also serves as preparation for a variety of related careers. With three required courses serving as the Minor's core, students also choose an additional four courses from an interdisciplinary menu. The Minor in Education Studies is complementary to, but does not replace, the Liberal Studies degree. Students who plan to pursue a career in K-6 teaching should major in Liberal Studies, which is specifically designed to provide the curriculum needed for subject matter preparation in that career.

Student Learning Outcomes

Students who earn a Minor in Education Studies will:

- Describe the factors that lead to children and adolescents becoming well-rounded, thoughtful citizens and apply that knowledge in multiple disciplines
- Explain the development of educational philosophies over time as well as the role of schools in society
- Articulate the importance of fostering social justice and educational equity across a variety of contexts
- Describe teaching and learning processes and develop innovative practices in a variety of settings

REQUIRED COURSES

EDUC 350 _____	3
EDUC 364 _____	3
EDUC 422 _____	3

CHOICE OF 4 ADDITIONAL COURSES FROM THE CHOICES BELOW

EDUC 380 _____	3
EDUC 374 _____	3
EDUC 400 _____	3
EDUC 496 _____	3
EDUC 381 _____	3
KINE 310 _____	3
LING 351 _____	3
SOC 317 _____	3
MATH 210 _____	3
MUSC 324 _____	3
SPAN 421 _____	3
VPA 321 _____	3
TA 300 _____	3
CS 305 _____	3

Total Units: 21



MEMORANDUM

DATE: June 6, 2017

TO: Erika Daniels, Ed.D
Associate Professor, Literacy Education

FROM: Kevin Morningstar, Dean & Chief Information Officer

SUBJECT: IITS Comments Related to Program Proposal for Minor in Education Studies

After carefully reviewing the aforementioned program proposal to establish a *Minor in Education Studies*, the following factors were considered relative to the established technology resources and support services provided by Instructional and Information Technology Services.

1. The proposal indicated that only two (2) new courses will be developed as part of the startup activities of this program. (p. 2)
2. Proposal did not indicate any additional demand for online and classroom/labs use as the proposal notes that “[m]any of the courses on the menu, however, are offered through other departments because of the interdisciplinary nature of the Minor”. (p. 3)
3. The proposal notes that “Each course is already taught by a CSUSM tenure-track professor or lecturer in the relevant department or School”. (p. 3)
4. The proposal did not indicate any specific student enrollment growth targets.
5. No specific Information Technology needs were noted throughout the proposal.

FINDING

IITS fully supports the proposal for *Minor in Education Studies* and looks forward to assisting in the growth and development of the program. No additional long term technical support, hardware resources, or operational impacts to IITS were identified including Instructional Design Services. Given the information available, IITS projects that there are adequate existing staff and technology resources available to support the program as documented in the proposal.



California State University
SAN MARCOS

Kellogg Library California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001
Tel: 760.750.4330 Fax: 760.750.3318 jfabbi@csusm.edu

Date: May 31, 2017
To: Dr. Erika Daniels
From: Dr. Jennifer Fabbi
Dean, University Library
Subject: Library Review of the Proposal for Minor in Education

Thank you for the opportunity to respond to the proposal for a Minor in Education. Toni Olivas, currently the Education and Sociology Librarian, has reviewed the program proposal. The capacity and probable needs of the CSUSM Library to support this program does not differ from current support of existing Education programs. No additional resources are requested.

cc: Arlene Martin
Janet Powell
Toni Olivas

The California State University

Bakersfield | Channel Islands | Chico | Dominguez Hills | East Bay | Fresno | Fullerton | Humboldt | Long Beach | Los Angeles | Maritime Academy
Monterey Bay | Northridge | Pomona | Sacramento | San Bernardino | San Diego | San Francisco | San Jose | San Luis Obispo | San Marcos | Sonoma | Stanislaus

Subject: Re: Math sign off on a proposed Education Minor
Date: Thursday, September 7, 2017 at 12:36:09 PM Pacific Daylight Time
From: Shahed Sharif
To: Erika Daniels
CC: Wayne Aitken

Wayne and I have discussed it, and this looks fine. Good luck with the program!

Best,

Shahed

Shahed Sharif | Associate Professor | Dept. of Mathematics
CSU San Marcos | (760) 750 8260 | public.csusm.edu/ssharif

On Thu, Sep 07 2017, Erika Daniels wrote:

> Thanks Shahed—I completely understand forgetting about things! :)
>
> We really do not have any idea how many students will decide to go for the
> Minor. We don't think it will be more than 50-60 in the beginning, and
> they will have to choose 4 courses from a menu of 11 (plus the 3 core
> courses). It does not seem as if will overburden any course tremendously
> because there are so many choices.
> That being said, we do understand if MATH 210 is too over-enrolled to take
> the chance with.
>
> Erika
>
>
> -- Erika Daniels, Ed.D
> Director, Alliance to Accelerate Excellence in Education
> Associate Professor, Literacy Education
> Co-Coordinator, Middle Level Education Program
> California State University San Marcos
> 760-750-8547
>
>
>
>
>
>
>
>
> On 9/7/17, 9:42 AM, "Shahed Sharif" <ssharif@csusm.edu> wrote:
>
> >Hi Erika,

Subject: Re: Music support for a proposed Education Minor
Date: Thursday, September 14, 2017 at 3:30:25 PM Pacific Daylight Time
From: Erika Daniels
To: Erika Daniels

From: Mtafiti Imara <mimara@csusm.edu>
Date: Wednesday, September 13, 2017 at 2:18 PM
To: Erika Daniels <edaniels@csusm.edu>
Subject: Re: Music support for a proposed Education Minor

Erika,

The first issue here is MUSC 322 is about to be changed to a lower division course/number. If that is not a problem for you, fine.

Second, MUSC 324 may not be in the scheduling rotation as frequently as it has been because of my course releases as department chair.

In either case, we will support your minor with these offerings.

Mtafiti

*Mtafiti Imara, Ph.D
Chair, Music Department
Associate Professor of Music
California State University San Marcos*

From: Erika Daniels
Sent: Wednesday, September 13, 2017 12:23 PM
To: Mtafiti Imara
Subject: Re: Music support for a proposed Education Minor

Thanks so much Mtafiti!

-- Erika Daniels, Ed.D
Director, Alliance to Accelerate Excellence in Education
Associate Professor, Literacy Education
Co-Coordinator, Middle Level Education Program
California State University San Marcos
760-750-8547

Subject: RE: KINE course in a proposed Minor in Education Studies
Date: Thursday, November 16, 2017 at 11:38:45 AM Pacific Standard Time
From: Jeff Nessler
To: Erika Daniels

Hi Erika,

This looks good to me - no questions or concerns.

Jeff

-----Original Message-----

From: Erika Daniels
Sent: Wednesday, November 15, 2017 4:31 PM
To: Jeff Nessler <jnessler@csusm.edu>
Subject: KINE course in a proposed Minor in Education Studies

Dear Jeff,

The School of Education has developed a Minor in Education Studies with the dual purpose of diversifying the students who enter our credential programs as well as deepening the way in which people think about education. The Minor will consist of 21 units<3 core courses and 4 electives that will be chosen from an interdisciplinary menu. After a review of the proposal, CAPC has recommended that we also add KINE 310.

After reading the course description, we are comfortable with this addition so I am writing to you to see if you support this as well.

The proposal is attached here so please let me know if you have any questions.

Thanks,
Erika

-- Erika Daniels, Ed.D

Director, Alliance to Accelerate Excellence in Education

Associate Professor, Literacy Education

Co-Coordinator, Middle Level Education Program

California State University San Marcos

760-750-8547