Overview:
The Liberal Studies Program made significant strides toward achieving the recommendations from our previous review of 1998-1999 academic year. Following the suggestions of the previous review, the program made fundamental changes to the structure of the major, expanded our staff in order to more adequately meet student advising needs, and developed an accelerated program to enable selected students to earn both a BA in Liberal Studies and a multiple subject teaching credential from Teacher Education. During the past couple of years, however, the Liberal Studies Program also faced a notable decline in student enrollments. Our mission for the next review period, then, will be to address these significant developments by organizing both outreach and assessment devices. Projects to be completed will be establishing stronger connections between our office and local high-schools and community colleges, constructing a method of evaluating student competencies in identified skill sets, and assessing student dispositions toward the new major and accelerated program.

Curriculum:
Given the recent and comprehensive revision of the Liberal Studies major (effective Fall 2006), no significant changes are anticipated in the Liberal Studies curriculum over the next review period. While initial feedback on the program revision from the California Commission on Teacher Credentialing (CCTC) was positive, the formal review process has not been completed. For our next review period, we aim to complete the CCTC review process, though that process has been significantly delayed on CCTC’s end. As indicated in the self-study, we have sought direction on approval procedures from CCTC without response. This also seems to be the experience of other CSU Liberal Studies programs.

In addition to completing the CCTC review process, during the next review period we will also need to take part in developing the CSU-wide Lower Division Transfer Pattern for Non-Integrated Teacher Preparation (LDTP). Currently, our program monitors developments toward this goal proposed by Liberal Studies Programs throughout the CSU. As plans for the LDTP progress, we will actively take part.

Beyond these State- and System-wide objectives, we expect to spend much of the next review period in fine-tuning our program and assessing the new curriculum. To evaluate the effectiveness of our new curriculum in preparing students for life after university, we will need to develop a means of quantitatively and qualitatively assessing student competencies upon completion of degree in the learning outcomes identified in the Program’s Mission Statement; given the large proportion of our students who are interested in teaching as a career, student performance on the California Subject Examinations for Teachers (CSET) will be foremost among the indicators that we will
In completing the projects named above, it is our hope that the Liberal Studies Program will prove more effective in identifying and responding to student needs. By developing our assessment methods, we will enhance our ability to make informed decisions about new program goals and objectives.

Students:
This area will provide the program with its most significant challenge. Over the past few years the number of declared Liberal Studies majors has declined by 30%. This trend, however, is one we share with other Liberal Studies Programs throughout the CSU system (see attached 5-year trend document) and is due, at least in part, to the termination of the Liberal Studies waiver for the MSAT exam. We aim to halt and reverse these recent declines in student enrollment through a variety of methods. Most importantly, we intend to develop a more robust outreach/advising plan that integrates on-campus, off-campus, and on-line sources. For our current students, we will continue to provide scheduled and drop-in advising in an effort to assist students to degree completion. By further developing lines of communication between our program and local community colleges and high-schools, we hope to familiarize external advisors and potential students with the Liberal Studies major and the opportunities it provides. We currently meet regularly with advisors at our local community colleges, but we are making efforts to strengthen these connections. Finally, we will spend the next review period developing our Program’s web presence both on public web-pages accessed through the CSUEB website and on BlackBoard with the intent of making program materials and information more easily accessible to current and potential students. Achieving these goals should significantly raise the profile of Liberal Studies as a major option among our target student population.

In addition to these outreach activities, we also hope to increase our enrollments by expanding our Integrated Teacher Preparation Program (ITP) also called the Blended/Fast-Track program. The expansion of Fast-Track or ITP credential programs is also a current trend in Liberal Studies programs across the CSU. Currently, our Blended/Fast-Track program works with two student cohorts of up to 30 students each, beginning in their junior year, working toward both the B.A. degree and a Multiple Subject Teaching Credential at the Hayward and Concord campuses. By more actively recruiting students interested in becoming teachers, our immediate objective is to reach and sustain the full 120 student capacity of the program. Upon completion of this step, we hope to work closely with university departments to increase the number of course sections offered in required Blended/Fast-Track program classes with the ultimate goal of significantly expanding the program.

Faculty:
Does Not Apply
Resources:
In the 2005-2006 academic year, the staff of Liberal Studies was increased to three full time members including one ASA and two SSPs reporting to the Liberal Studies Director. This has allowed us to meet the program’s significant advising needs. Barring a significant growth in the number of Liberal Studies majors, we do not, at present, anticipate any significant increased demand for university resources.
Reviewer’s Report: Liberal Studies Program
California State University, East Bay

Report prepared by:
Shelley Stone, California State University, Bakersfield

The Liberal Studies Program (LIBS) at CSU East Bay was evaluated by the external reviewer on October 26 and 27, 2006. Prior to the review, documentation provided to the reviewer included: program data, program self-study and five year plan, essential background information including a concentration outline for the 2004-6 catalog. A longer review document that included advising materials given to students in the program, and current University catalog text would have been helpful. The latter was, however, available on-line. While on campus, I met with the two Liberal Studies faculty, the Liberal Studies staff, a number of students, the Dean and Associate Dean of Arts, Letters, and Social Sciences, and some campus faculty and staff with interest in the program. This provided me with a good picture of the East Bay program. I would like to especially thank Dr. Chester and Ms. Clark for their hospitality during my visit. I will comment below on my impressions of the program at CSU, East Bay.

Current Program

The reviewer’s opinion of the faculty and staff who serve the LIBS students was positive. The perception of unity of purpose and teamwork throughout the undergraduate program held true throughout the visit. There is clear feeling among the LIBS faculty and staff that they have an important educational mission, and that they are succeeding in fulfilling it. The students who attended both sessions with the reviewer indicated satisfaction with the program and they reported that faculty and staff provide support in preparing them to become future educators. The only exception to the accolades for the program and its staff came from the branch campus at Concord, but the student from the newly established “blended” program there seemed mainly to be reporting normal growing pains that should be corrected in the next few years. My overall feeling is of a good educational climate in the CSUEB Liberal Studies Program.

Staffing

Staffing for the program was increased after the last program review, and is similar to that in other Liberal Studies Programs throughout the CSU system, with two professional advisors (SSPs) and a secretary. It may be desirable over the next five years to work to designate the secretary, Ms. Clark, who is currently an ASA II, to a “Program Coordinator,” usually classed as an ASC. She will certainly gain added duties if she has to gather and analyze CSET data. Expansion of the program to include a General Track will also increase her responsibilities (see below on both of these recommendations).

The full time SSP staff advisors on the East Bay campus are the subject of student and faculty praise. Majors meet with staff advisors on a regular basis. If it continues to grow, the LIBS major at the Concord Center may be best served by a dedicated LIBS SSP.
advisor located at that campus who can provide not only advisement on course selection, but overall program planning as well.

Unusually, direction of the EB program is split between two faculty members, Dr. Chester, who is the current Program Director, and Dr. Rasmussen, who is in charge of the Integrated Program. It was unclear to me whether this division of responsibilities is transitional or would continue in the future.

Below are some useful comparanda from the Liberal Studies statewide meeting in Fullerton in March of 2006. They indicate that current staffing for LIBS at East Bay is normative.

**DEPARTMENT COMPOSITION**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Structure and faculty</th>
<th>Advisement Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
<td>Department; 8 full-time faculty</td>
<td>2 advisors, 1 full-time, 1 75%</td>
</tr>
<tr>
<td>LA</td>
<td>Department, 6 full-time faculty; 1 tenured, 5 untenured,</td>
<td>1 advisor/ 20 hours a week and all faculty have 2 hrs scheduled appointments and 2 hrs walk-in</td>
</tr>
<tr>
<td>Fresno</td>
<td>Program. Ass. Dean as administrator.</td>
<td>3 full-time advisors</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Department w joint appointments; 1 full-time faculty. Chair. RTP is a problem.</td>
<td>3 full-time advisors--2 at SSP1 and 1 at SSP</td>
</tr>
<tr>
<td>Northridge</td>
<td>Program. 1 faculty on loan (Chair, from English), asking for joint position with Geography</td>
<td>4 1/2 full-time advisors, one is Assistant Director</td>
</tr>
<tr>
<td>Cal Poly, SLO</td>
<td>Department, 1 full-time faculty (Chair), 1 Asst Professor in Liberal Studies (art ed), has asked to revert to non-tt. 3 part-time lecturers</td>
<td>Chair does all scheduling and reports 1 full-time advisor (SSP) only 400 majors</td>
</tr>
<tr>
<td>Bakersfield</td>
<td>1 faculty/administrator (He also teaches 3 courses, 2 art, 1 equiv. in the Liberal Studies)</td>
<td>2 full-time advisors SSPs (a III and a I, who we are trying to reclass to II)</td>
</tr>
<tr>
<td>CSUSB</td>
<td>Program. 2 faculty from English have joint appointments (1 tenure track, 1 lecturer with MA. in liberal studies)</td>
<td>Peer Advising Center 8 peer advisors 1 full-time staff</td>
</tr>
<tr>
<td>San Diego</td>
<td>Program. 1 full-time administrator who also teaches 1/2 time.</td>
<td>2 staff advisors</td>
</tr>
<tr>
<td>Pomona</td>
<td>Department in College of Ed 2 full professors, 2 Assistant professors, 1 lecturer: 1 Science, 2 Social Studies, 2 Humanities Several part-time FERPs.</td>
<td>Students have strong identity with faculty, who have one course release to do advisement</td>
</tr>
<tr>
<td>CSUDH</td>
<td>Program now, will be a department in future, currently Half-time director</td>
<td>1 FERP Faculty advisor 3 peer advisors</td>
</tr>
</tbody>
</table>

Statewide, there has been noted a problem with Liberal Studies identity when students only relate to the advising personnel not the faculty.
**Number of Majors**

Both the LIBS staff and the East Bay administration were understandably concerned about the relatively precipitous fall in the number of their majors in the past three years. The reviewer feels that this is a cause for some concern, but is perhaps over-rated. All CSU Elementary Subject Matter Preparation Programs (ESMs now, formerly MSMPPs) have dropped in majors in the last five years. Dr. Chester correctly identifies the most likely reasons for this decline in his self study, but I would add a several other observations.

First, I suspect that the drop-off is ephemeral, caused by a recent perception on the part of potential candidates that teaching is a low reward, and high risk profession. It seems clear that the enormous rise in ESM majors discernable across the state around the year 2000 was in part due to a misconception that elementary teaching was an easy path to a secure job. There is going to be a real need for new teachers throughout the state soon, and student interest will increase when that happens, especially if ESM programs market the quality of their programs and the advantages of a teaching career (security, good benefits, and much vacation time).

I have seen no evidence that future elementary educators are pursuing other majors, now that they "just" have to pass the CSET. The test is not that easy, and most of my majors state that they chose Liberal Studies because they perceive that it prepares them best for their chosen vocation.

In general, the imposition of the CSET seems to have chased off a number of students whose heart was not in teaching. It behooves us, however, to be able to provide some positive figures on the success of our students on the CSET, and a positive picture of the teaching profession when we are recruiting majors.

A feature of adding professional advisors in Bakersfield has been a strong increase in student efficiency in completing the degree. We have declined in majors the last three years, while graduating record numbers of students in the same years. This might be true also at East Bay; if so, it shows the value of your advisors.

Declines in ESM enrollments have not been as steep in the Central Valley or in the Los Angeles area as in the Bay area. It is not clear why some campuses have suffered more than others. East Bay and SFSU, which are closely linked, both have dropped a great deal in LIBS majors. Northridge, Fullerton and Long Beach have all undergone slighter declines, despite being located in relatively expensive urban settings. In the Central Valley, teaching remains a relatively well paid career choice, especially given the benefits. But in the south, San Bernardino has declined as much as East Bay in the past five years (29.2%), San Diego State even more (40%). SDSU cites the same reasons as the Bay area campuses for their decline (no jobs, poor pay). But San Marcos directly to the north has declined only 20% in their LIBS majors.

It is perhaps worth noting that smaller campuses often had an unnaturally high percentage of LIBS majors during the height of the ESM boom about five years ago. This can be illustrated by looking at the statistics you provided in the self study (to which I have added Bakersfield, as an illustration of a Valley campus). If you look at the percentage of campus majors that are now majoring in LIBS, East Bay has achieved
parity with Northridge, even though Northridge’s number of majors has declined much less than EB’s in the past five years. An analysis of this type suggests to me that the rise in East Bay’s LIBS majors around 2001 may be a temporary crest that has since subsided (I don’t know how many LIBS majors Hayward had in the 90s, though).

**Loss of Majors**

**Liberal Studies Majors, 5-year Trend, at Select CSU Campuses, Fall 2001-Fall 2005**

<table>
<thead>
<tr>
<th>Year</th>
<th>Bake</th>
<th>EBay</th>
<th>SFSU</th>
<th>SJSU</th>
<th>DH</th>
<th>Full</th>
<th>Northr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1158</td>
<td>1084</td>
<td>907</td>
<td>349</td>
<td>1441</td>
<td>1503</td>
<td>2187</td>
</tr>
<tr>
<td>2002</td>
<td>1202</td>
<td>1026</td>
<td>840</td>
<td>335</td>
<td>1517</td>
<td>1687</td>
<td>2242</td>
</tr>
<tr>
<td>2003</td>
<td>1244</td>
<td>962</td>
<td>863</td>
<td>323</td>
<td>1523</td>
<td>1651</td>
<td>2206</td>
</tr>
<tr>
<td>2004</td>
<td>1121</td>
<td>876</td>
<td>791</td>
<td>339</td>
<td>1468</td>
<td>1539</td>
<td>2036</td>
</tr>
<tr>
<td>2005</td>
<td>1043</td>
<td>773</td>
<td>674</td>
<td>396</td>
<td>1263</td>
<td>1463</td>
<td>2057</td>
</tr>
</tbody>
</table>

5Yr change

| 2001 | -109 | -311 | -233 | +47  | -178| -40  | -130   |
| 2002 | -109 | -311 | -233 | +47  | -178| -40  | -130   |
| 2003 | -109 | -311 | -233 | +47  | -178| -40  | -130   |
| 2004 | -109 | -311 | -233 | +47  | -178| -40  | -130   |
| 2005 | -109 | -311 | -233 | +47  | -178| -40  | -130   |

% change

| 2001 | -8.8%| -28.7| -25.7| 13.5 | -12.4| -2.7 | -5.9   |
| 2002 | -8.8%| -28.7| -25.7| 13.5 | -12.4| -2.7 | -5.9   |
| 2003 | -8.8%| -28.7| -25.7| 13.5 | -12.4| -2.7 | -5.9   |
| 2004 | -8.8%| -28.7| -25.7| 13.5 | -12.4| -2.7 | -5.9   |
| 2005 | -8.8%| -28.7| -25.7| 13.5 | -12.4| -2.7 | -5.9   |

**Percentage of campus enrollment that are Liberal Studies majors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Bake</th>
<th>EBay</th>
<th>SFSU</th>
<th>SJSU</th>
<th>DH</th>
<th>Full</th>
<th>Northr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>16.4</td>
<td>8.2</td>
<td>3.1</td>
<td>1.2</td>
<td>11.2</td>
<td>4.95</td>
<td>6.95</td>
</tr>
<tr>
<td>2002</td>
<td>15.4</td>
<td>7.4</td>
<td>3.0</td>
<td>1.1</td>
<td>11.2</td>
<td>5.2</td>
<td>6.7</td>
</tr>
<tr>
<td>2003</td>
<td>15.7</td>
<td>7.1</td>
<td>2.9</td>
<td>1.1</td>
<td>11.4</td>
<td>5.1</td>
<td>6.6</td>
</tr>
<tr>
<td>2004</td>
<td>14.4</td>
<td>6.7</td>
<td>2.7</td>
<td>1.2</td>
<td>11.6</td>
<td>4.7</td>
<td>6.5</td>
</tr>
<tr>
<td>2005</td>
<td>13.7</td>
<td>6.2</td>
<td>2.3</td>
<td>1.3</td>
<td>10.2</td>
<td>4.2</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Some information on other campuses.

**NUMBERS IN LIBS PROGRAM**

<table>
<thead>
<tr>
<th>University</th>
<th>Peak</th>
<th>Current (2005-6)</th>
<th>Integrated / General Program nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
<td>1,100</td>
<td>900</td>
<td>25-50% integrated</td>
</tr>
<tr>
<td>LA</td>
<td>1,200</td>
<td>900</td>
<td>25% integrated, 80% elem; 20% general</td>
</tr>
<tr>
<td>Fresno</td>
<td>2,700</td>
<td>2,000</td>
<td>Most in program</td>
</tr>
<tr>
<td>LB</td>
<td>2,400</td>
<td>2,200</td>
<td>1,300, all integrated</td>
</tr>
<tr>
<td>Cal Poly</td>
<td>450</td>
<td>435</td>
<td>435 integrated; no general track hopes to go to 500</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>2,400, 3 years ago</td>
<td>1,700</td>
<td>Beginning integrated program</td>
</tr>
<tr>
<td>SDSU</td>
<td>2,000</td>
<td>1,200</td>
<td>Beginning integrated program</td>
</tr>
<tr>
<td>Pomona</td>
<td>950</td>
<td>850</td>
<td>Default integrated. 85% ed, 15% general</td>
</tr>
</tbody>
</table>

It seems to me that the plan presented for increasing East Bay’s LIBS program is sound. The program should try to maintain its present traditional track numbers or increase them slightly, and, as Dr. Chester suggests, build up the integrated numbers to
100+. This would stabilize the teaching track at around 850-900 majors. As I shall suggest below, there is a chance that establishing a General Track for students interested in a terminal BA could add an additional 100-150 majors to the program (see the figures listed above for the CSULA and Pomona general tracks). If that can be done, the program will return to around 1000 majors.

**Curriculum**

The current curriculum of the Liberal Studies Program includes all state-mandated standards and requirements. While the CCTC has not responded to Dr. Rasmussen’s response to the initial reading of his revised 2042 document, CCTC approval no longer has much validity after “No Child Left Behind” forced California to require CSET passage (multiple subjects) for the Preliminary Teaching Credential. The CCTC is currently rethinking its certification of subject matter programs (see www.ctc.ca.gov.commission/agendas/2005-10/2005-10-6C. **Warning:** this document is 52 turgid and highly repetitive pages in length, and comes to no conclusions). I would not seek further response from the CCTC, which is currently subsumed with evaluating single-subject proposals.

The East Bay LIBS curriculum is similar to that of most CSU ESM programs, and clearly prepares the student reasonably well to pass the CSET examination. The program needs, however, to collect some data illustrating how well the majors fare on the CSET.

The East Bay LIBS Program currently has two closely aligned tracks in the 2006 catalog: “traditional” for K-8 teacher preparation, which leads to a B.A.; and “blended” for K-8 teacher preparation, which includes the B.A. and the preliminary teaching credential; This review focuses on these teacher preparation program tracks, but I shall also recommend that the Program consider establishing a non-credential track for students who are pursuing a terminal BA.

**The Integrated Program and Units**

A problem with the EB blended/integrated program seems to be its unit count, which appears to be over the CSU mandated limit of 203 quarter units. The passage of SB81 (June version attached) in 2003 required integrated teacher preparation programs to be limited to 135 semester units (203 quarter units), including both subject matter and education coursework. This was written out of the law as enrolled in the Fall of 2003, because the CSU agreed to enforce the unit count that was originally in the statute. SB81 also requires each CSU campus to create 2+2 “blended” or integrated with their main community college “feeders.” These transfer programs also were capped at 203 units. See below on the Lower Division transfer Pathway (LDTP) to be used with this program.

It is difficult to calculate the exact units of the EB integrated track, because I was only given The integrated track is not closely defined in the 2006 catalog. If I am correct, the current integrated program at East Bay totals around 207 units, but only by requiring all candidates to complete a depth of study in Childhood Studies and by assigning no units to early field experience. This last needs to be corrected immediately because the Introduction to Education is part of the statewide LDTP for ESMs, and thus needs to be counted in the program’s units. If TED 3001 is added to the EB integrated program, it
totals 210 units. I also didn’t notice any freshman experience units or units for Information Competencies (area G in the EB catalog under Gen Ed) included in the integrated program outline I saw. Are these waived for integrated students? Adding those would seem to take the total units up to around 216. In either case, it seemed to me that one to three courses need to be cut from the program to get it down to the limit.

It looks to me like all cuts need to come from the subject matter coursework. The concentration outline for LIBS East Bay’s integrated program that I saw outlined an education program of 48 quarter units. Adding the three unit Early Field Experience course (TED 3001) brings the education units to 51; which is a reasonable number for Education units (according to CSU guidelines for integrated programs, the education courses should comprise around \( \frac{1}{5} \) of the total). That leaves Liberal Studies with 152 units to fulfill all university and subject matter requirements for graduation in its integrated program.

It might be advisable to list the Integrated Program as a separate degree option in the catalog, enumerating all of its required coursework to achieve both the B.A. and the preliminary teaching credential.

**Articulation**

I didn’t receive any information on articulation with area community colleges, which is particularly important for LIBS, where often around 60% of the students are transfers. It was thus unclear how East Bay’s LIBST curriculum aligns with the Statewide Lower Division Transfer Pattern (LDTP) for Integrated and Non-Integrated Teacher Preparation Programs. I looked at the EB webpage for the Concord Campus, which lists transfer packages for LIBs, and the listings there did not correspond to the LDTP. It will be important for Dr. Chester and Dr. Rasmussen to insure that the new statewide LDTP is closely aligned with and articulated with East Bay’s curriculum, because community colleges are being strongly encouraged by the CSU to offer this curriculum (and the community colleges will offer it, since a student can take the same fifteen courses and transfer them to CSUEB, San Jose State or SFSU). In addition, the community colleges are creating on-line versions of many courses that may have an impact on East Bay’s enrollments in LIBS in the near future.

The statewide LDTP will cause some problems with East Bay’s curriculum, because community college courses will transfer as 4.5 units, while the normative course at EB is 4 units. This becomes a problem with 2+2 integrated programs, often driving those programs over the 203 unit limit.

There are also potential problems in Science and Math. In Science, the LDTP has three lower division courses in place of EB’s four. It will be necessary to work out an agreement where the single course Introduction to Physics and Chemistry in the LDTP counts for East Bay’s introductory courses in Physics and Chemistry, if that has not already been done. In Math, it looks to me like the semester course covers around one and half of EB’s quarter courses.

Here is the statewide LDTP (http://www.calstate.edu/acadaff/docs/ITP_NITP_Revised(9-15-06)KH_Statewide.pdf).
CSU Statewide Agreement, Multiple Subject Integrated Teacher Preparation Programs. Initially ratified March 22, 2004, this is now certified for all Elementary Subject Matter Candidates, i.e. the LDTP for multiple subject preparation programs in the CSU. The final ratification of the Introduction to Education course took place on October 30, 2006.

The CSU Chancellor’s Office, in collaboration with the Statewide Academic Senate, will establish the process for implementation of this agreement.

**GE Certification Pattern:**

| A.1 Oral Communication | A certified A.1 Course, Public Speaking Preferred (3 units) |
| A.2 Written Communication | A certified A.2 Course (3 units) |
| A.3 Critical Thinking | A certified A.3 Course (3 units) |
| B.1 Physical Science | Survey of Chemistry & Physics (3 units) AND Survey of Earth Science (3 units) |
| B.2 Life Science | Introduction to Biology (3 units) |
| B.3 A lab associated with a B.1 or B.2 course | (1 unit) |
| B.4 Mathematics | Math for Elementary Teachers (3 units) |
| C.1 Art | A survey of art, music, dance or theatre; or, a C.1 course that combines 2 or more areas. (3 units) |
| C.2 Humanities | Survey of literature course with either a cultural or geographic scope; must cover multiple genres (3 units). Children’s lit not acceptable. |
| **Additional C.2 course** | Early World History to 1500 (3 units) |
| Area D Courses: | |
| U.S. History | American History to 1877 (3 units) |
| Government | U.S. Government (3 units) |
| World Geography | (3 units) |
| Area E: CAN FCS 14* or equivalent | Human Development Childhood through Adolescence (3 units) |
| **Non GE Certification Course** | Introduction to Education** (3 units) |

I am also providing Dr. Chester with the CSU’s descriptors for the required courses. These will be submitted for approval. to discipline-specific panels coordinated from Long Beach.

East Bay must designate an additional 14+ units to articulate to form a 60 unit package, if this has not already been done. The local courses can differ from integrated to non-integrated degree options.

**Field Experience**

Title V mandates that an Elementary Subject Matter Preparation program include a minimum of 45 contact hours in diverse public school settings under the tutelage of a credentialed teacher. This is only an issue with your traditional track (integrated programs have many contact hours). I notice that TED 3001 requires twenty hours of contact time, but also was told that many students satisfy field experiences through volunteering in area schools. Since the Introduction to Education course in the LDTP (apparently equivalent to TED 1500) requires a minimum of 30 hours of contact time in
an elementary classroom, most ESM programs in the CSU system have built at least 15 hours of activities in elementary classrooms into their upper division curriculum in order to insure that all students achieve the minimum contact time. Dr. Rasmussen’s document labeled Appendix A (Liberal Studies Major Modification) seems to suggest that achieving the required 45 hours is the student’s responsibility at CSUEB. I recommend that your program insure that all credential candidates fulfill this requirement as part of their major coursework, including field experiences in vital subjects such as reading, mathematics, and science, if possible.

Assessment

East Bay Liberal Studies learning outcomes focus on the knowledge and comprehension of subject matter that is the foundation of California K-8 curriculum standards. Majors are prepared for multiple subject credential programs by the coursework. The Program philosophy and learning objectives are imbedded in its coursework. Subject matter competencies are based on State Frameworks, but need to be assessed by some internal vehicle, rather than just by CSET passage. A portfolio is mentioned in Dr. Rasmussen’s document labeled Appendix A (Liberal Studies Major Modification) in the materials given to me, but I heard nothing about it while I was in Hayward. The portfolio would be an apt means for internal summative assessment. Whatever is done for internal assessment needs to be coordinated with EB’s School of Education, since the CCTC now sees the preparation of teachers at the undergraduate and professional level to be a “seamless” unit, and whatever LIBS uses for assessment should feed into the School of Education’s assessment procedures (particularly for integrated majors).

As Dr. Chester notes in his self-study, CSET passage rates are now ultimately the measure of an ESM’s success. Liberal Studies needs to begin collecting data on their students’ success in the three CSET (multiple subjects) subtests. A credentials analyst in EB’s School of Education (or perhaps another staff member) receives a report detailing the CSET scores of candidates for admission to the Multiple Subject’s Program every couple of months, and should be willing to provide you with the (electronic) list for each test. This can be used to compute LIBS majors’ pass rates by identifying the EB LIBS majors on the list of individuals reporting scores to the School of Education, and computing the percentage of majors who pass each of the three subtests.

This information is useful, but also somewhat frustrating, since each subtest covers multiple areas in the program’s curriculum, and the information provided tells you simply whether the student passed or failed.

Whatever means is devised for internal assessment, then, should also provide some means to assess the success of your curriculum in each of the basic areas covered by the three CSET subtests (English and Social Studies, Science and Math, Human development PE and Arts).

Supplemental Authorization Tracks?

I would encourage LIBS at East Bay to consider developing California Supplemental Degree Authorization options in Math, Sciences, and English. The authorizations defined
by the California Commission on Teacher Credentialing (attached) will provide LIBS majors the opportunity to extend their teaching options to middle and junior high schools throughout the state. Mathematics especially is a popular option for those campuses that have developed those authorization degrees. Teachers with multiple subjects experience will prove especially appropriate for schools with a heavy percentage of students who need remediation.

The supplementary authorizations now require a minimum of 48 quarter units and replace the depth of experience. If these degree programs are constructed, EB will have to build them onto the cut-down integrated curriculum to have enough units free to reach 48 units. In these, you are allowed to “double-count” required coursework in the major in the supplementary authorization “major”-thus Math would use the 16 units in the major, and add 32 units of further coursework to achieve the supplementary authorization.

Creation of these degree tracks might force a reconsideration of EB LIBS curriculum, and lead to some cuts that likely will make the program more desirable to students.

**General Track**

It became clear in discussions with the administration and the advisor from the PACE Program that there is sufficient interest to warrant a general or non-Teaching Track within the Liberal Studies major. This track would service mainly returning students who wished to complete a B.A. degree while working full time. CSULA currently has around 160 majors of this type, and I cannot see why LIBS cannot soon have around 100 majors in its general track, if such is created. Generally, a General track takes the form of a super-General Education program, with courses required in many academic areas to give the major a broad sampling of learning. Dr. Rasmussen’s document labeled Appendix A in the self study mentions a General Track, and defines its course requirements, but the current EB catalog does not list a General Track option. A number of CSUs have this type of degree option, and may be consulted as models.

**Summary and Recommendations**

Based upon the 2006 review of the Liberal Studies Program at CSU East Bay, the following recommendations are offered:

- Recommend adding an additional LIBS staff advisor at the Concord Center to provide the same one-on-one advising sessions for LIBS majors living in that area, if enrollments at the center grow. Students deserve the same long-term planning advice as those majors at the main campus.
- Recommend that the integrated program be clearly brought into compliance with the 203 unit limit mandated by the Chancellor and the CSU academic senate.
- Recommend that the program be brought into compliance with the system-wide LDTP.
- Recommend that LIBS insure that its credential track majors have 45 documented hours of contact time in elementary schools, preferably by building some experiences into upper division classes as a supplement to the student’s early field experience.
CSUEB Liberal Studies Review 10-30-06

- Recommend that the program devise an internal means of assessment, as well as its majors’ CSET passage rates.
- Recommend development of Subject Matter Degree Authorization options within the LIBS major. This is an excellent and timely idea that could be an asset in attracting new students.
- Recommend development or reinstitution of a General Track for students interested in a terminal B.A. This should be marketed through PACE.

Final Observations

The CSU East Bay Liberal Studies Program is basically in compliance with state and system mandates. Students seem well advised and positive about their experiences in the program. Overall, the review experience was positive and the quality of the CSUEB Liberal Studies Program confirmed. The direction of the program needs to be stabilized, and the program’s teacher preparation curriculum brought into conformity with both the CSU requirements for integrated program and the LDTP. It is also recommended that the program create supplemental authorization degree tracks in Math, Science and English to meet a likely demand for Middle School educators in the coming years. Finally, the LIBS program at East Bay should consider establishing a non-credential track for students who wish to pursue a terminal B.A., and the PACE program offers a ready source of students for this program.

Additional Observation

I have one final observation, based on five years experience running a Liberal Studies Program. East Bay probably should, in the next five years, consider closely the success rate of its students in the CSET examination, and evaluate the need for a significant revision of LIBS from a Program into a Department. The data on CSET passage that exists is limited, but seems to indicate that students that come from a Liberal Studies Major Department with Liberal Studies courses (as opposed to a Program), have greater success on the CSET than those students in a Program where the curriculum is defused. In addition, LIBS students in departments are happier, since they feel like they belong to a “real” academic unit.

In 2003, the administrative arrangement of CSU Cal State Liberal Studies units was as follows (source is a tract by V. Bennett and R. Yamashita (CSUSM), Report on the Organization and Leadership of Elementary Subject Matter (ESM) Preparation for Prospective K-8 Teachers (aka Liberal Studies) in the California State University System):

<table>
<thead>
<tr>
<th>Unit</th>
<th>in an Undergrad college</th>
<th>in School of Ed/Prof Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. of Lib Studies (with dedicated faculty)</td>
<td>6 (Fullerton, SLO, LA, SJSU, CSUSM, CSUS)</td>
<td>3 (CSUMB, Pomona, CSULB)</td>
</tr>
<tr>
<td>Program Lib Studies (with administrator and staff, no dedicated faculty)</td>
<td>8 (CSUB, CSUSB, Chico, SFSU, SDSU, East Bay, Sac State, CSUN)</td>
<td>3 (Humboldt, Dom Hills, Fresno)</td>
</tr>
</tbody>
</table>

There is also a stand-alone program at Sonoma State, a School of Liberal Studies with 400 majors and its own Provost!!
Recently, Dominguez Hills, San Francisco, and Fresno have announced plans to move from LIBS programs to LIBS departments with dedicated faculty. There seems little reason to doubt that this is actuated by a desire to maximize CSET passage by have LIBS courses that prepare students for test content. There are thus now seven LIBS departments, and seven programs in undergrad colleges, and four departments and two programs in Schools of Ed/Prof Studies.

Revision into a department would be a shock to East Bay curricular patterns, since it would necessitate creating or moving courses to create a major of around thirty units (i.e. nine or ten LIBS courses). If this were to be done, it might be appropriate also to move PACE into LIBS. I would suggest that LIBS at East Bay consider this idea, with the possible goal of implementing such a revision after the next Program Review.

Consideration of this idea should be based on the success of SFSU’s new LIBS department. Dr. Chester needs to be in contact with that program, which is currently headed by Ms. Eva Chuck (a SSP IV). Beyond being in the same general urban area, SFSU has an overlap in students with East Bay. A 2003 study on regions within the CSU’s Elementary Subject Matter Programs states: “San Francisco and Hayward share three major feeders: Diablo Valley College, Laney College, and Contra Costa College.” If SFSU’s Liberal studies Department is perceived as preparing the students better for a teaching career, the students will transfer there.
GENERAL RESPONSE:
The Director and Staff of the Liberal Studies program are pleased with the external reviewer’s report. Dr. Shelley Stone, Chair of Liberal Studies at Cal State Bakersfield, visited our campus on October 26th and 27th of 2006. We received Dr. Stone’s report on November 15th. In his report, Dr. Stone states that there exists “a perception of unity of purpose and teamwork throughout the undergraduate program.” He further characterizes the program as “a good educational climate.” Though Dr. Stone’s report does indicate some shortcomings and areas for improvement (discussed below) the document as a whole describes the program as “basically in compliance with state and system mandates” and declares that “the review experience was positive and the quality of the CSUEB Liberal Studies Program confirmed.” The Liberal Studies Program Director, Staff, and Students thank Dr. Stone for his very thorough and informative review. Like Dr. Stone, we thought the experience was positive. We also feel that his suggestions have opened up significant possibilities for the future development of the Liberal Studies Program.

REVIEWER COMMENTS AND SUGGESTIONS:
The review document contained comments and suggestions on four primary topics: curriculum, assessment, staffing, and areas for development.

1. Curriculum: The reviewer’s comments suggest changes of the “fine tuning” sort described in the Liberal Studies Program Plan (Document #2). In particular, the reviewer notes three primary areas for correction:
   a. The program’s need to come into compliance with state-mandated unit counts for Elementary Subject Matter Preparation Programs (ESMs). Specifically, Dr. Stone states that our unit count in the integrated program is too high and we must trim some courses from our Major requirements to come within a 203 unit limit.
   b. The program’s need to come into accord with the Lower Division Transfer Pathway (LDTP) and other articulation agreements between CSUEB’s Liberal Studies Program and community colleges both locally and statewide.
   c. The program’s need to more effectively integrate at least 15 hours of activities in elementary classrooms into the upper-division curriculum of the Major.
2. Assessment: Dr. Stone notes the program's need to create an effective means of assessing student achievement of stated program outcomes, a conclusion also reached in the Liberal Studies Program Plan. The reviewer's comments focus on two key topics:
   a. Dr. Stone states that however the program's assessment develops, it must include the capture of information indicating Major performance on the CSET and must be coordinated with CSUEB's School of Education.
   b. Dr. Stone also suggests exploration of a portfolio-type capstone project for graduating seniors as a means of summative assessment that would complement CSET scores.

3. Staffing: Dr. Stone's comments suggest a slight increase in Liberal Studies Program staffing over the next review period. His report addresses two specific staffing issues:
   a. In response to his interviews with students from the Concord Campus, Dr. Stone suggested that the program provide full-time advising staff at that location. Currently, students receive part time advisement on the Concord Campus from Marcie McDaniels, the Concord Campus's Director of Enrollment Services.
   b. Partially in response to an increased need for information collection brought on by new assessment duties, and partially in order to bring CSUEB's Liberal Studies Program into parity with other CSU Liberal Studies Programs, the reviewer suggests the eventual reclassification of Linda Clark, the department's current Office Manager, from ASA II to a "Program Coordinator," usually classed as an ASC.

4. Areas for Development: Dr. Stone's report suggests several potential areas for improvement in both the short-term and the long-term. The reviewer indicated three primary areas for development:
   a. Dr. Stone suggests that the Liberal Studies Program develop Supplementary Authorization Tracks within its Integrated Program. Developing these tracks, he argues, will attract students interested in broadening the range of their teaching credential to include California middle-schools. Any development of a program of this sort would further affect the Integrated Program's unit count issue described in 1a above.
   b. Dr. Stone also suggests that the Liberal Studies Program revise its major to include 2-3 tracks including an Integrated Track leading to a BA and a Teaching Credential, a Traditional Track leading to a BA and focusing on students interested in careers in education, and a General Track for students not interested in teaching, but looking for a multi-disciplinary degree that allows them a broad interaction with the Liberal Arts.
   c. Finally, Dr. Stone suggests an exploration into the possible growth of Liberal Studies at CSUEB from a Program into a Department. Dr. Stone provides several arguments in favor of this change and suggests that it is the direction in which most other CSU Liberal Studies programs are moving.
SPECIFIC RESPONSES:
As previously stated the Director and Staff of the Liberal Studies Program are generally happy with Dr. Stone’s review. We wish, however, to respond to two specific points as described below:

1. Number of Majors: We note happily Dr. Stone’s assessment of our Program’s recent declines in the number of majors. As was similarly indicated in the Liberal Studies Program’s Self-Study (Document #1), Dr. Stone asserts that the declines are of a kind with other Liberal Studies Programs across the CSU. Furthermore, Dr. Stone agrees that developing our outreach and recruitment at local community colleges and high-schools and more actively promoting our Integrated Program will play important roles in reversing major enrollment trends.

2. On pp. 2 of the Reviewer’s Report, Dr. Stone expresses some confusion regarding the organization of the Liberal Studies Program. We regret this confusion and hope to clarify. The Directorship of the Liberal Studies Program is currently held by Dr. Dennis Chester. It is not a joint-position held by both Drs. Chester and Xeno Rasmusson. As the most recent former Director and creator of the Liberal Studies Program’s self-study, Dr. Rasmusson is closely engaged with the recent changes to the major and, therefore, assisted in the external review process. Furthermore, Dr. Rasmusson continues to be a colleague the Liberal Studies Program relies upon. However, as of Fall 2006, Dr. Chester became the Program Director in charge of both the Integrated and non-credential Liberal Studies programs.

GOALS:
After a careful consideration of Dr. Stone’s report, the Liberal Studies Program has identified the following specific goals for the next review period:

1. Adjust the Program’s unit count to fit into the state-mandated limit of 203 units
2. Confirm Major adherence to LDTP and state-wide community college articulation patterns
3. Revise Major to include 15 hours of activities in elementary classrooms as part of upper division curriculum
4. Develop a robust recruitment program
5. Develop Supplemental Authorization Tracks within the Integrated Program
6. Develop a robust assessment plan that includes the capture of student CSET scores and the exploration of a portfolio project as a potential means for summative assessment
7. Explore expansion of staff in terms of new hires at the Concord Campus and reclassification of current staff from ASA II to ASC
8. Explore restructuring of major into three tracks
9. Explore development of major from Program to Department
The Liberal Studies Program at Cal State East Bay

FIVE YEAR REVIEW

2006-2007
Overview:
The Liberal Studies Program made significant strides toward achieving the recommendations from our previous review of 1998-1999 academic year. Following the suggestions of the previous review, the program made fundamental changes to the structure of the major, expanded our staff in order to more adequately meet student advising needs, and developed an accelerated program to enable selected students to earn both a BA in Liberal Studies and a multiple subject teaching credential from Teacher Education. During the past couple of years, however, the Liberal Studies Program also faced a notable decline in student enrollments. Our mission for the next review period, then, will be to address these significant developments by organizing both outreach and assessment devices. Projects to be completed will be establishing stronger connections between our office and local high-schools and community colleges, constructing a method of evaluating student competencies in identified skill sets, and assessing student dispositions toward the new major and accelerated program.

Curriculum:
Given the recent and comprehensive revision of the Liberal Studies major (effective Fall 2006), no significant changes are anticipated in the Liberal Studies curriculum over the next review period. While initial feedback on the program revision from the California Commission on Teacher Credentialing (CCTC) was positive, the formal review process has not been completed. For our next review period, we aim to complete the CCTC review process, though that process has been significantly delayed on CCTC’s end. As indicated in the self-study, we have sought direction on approval procedures from CCTC without response. This also seems to be the experience of other CSU Liberal Studies programs.

In addition to completing the CCTC review process, during the next review period we will also need to take part in developing the CSU-wide Lower Division Transfer Pattern for Non-Integrated Teacher Preparation (LDTP). Currently, our program monitors developments toward this goal proposed by Liberal Studies Programs throughout the CSU. As plans for the LDTP progress, we will actively take part.

Beyond these State- and System-wide objectives, we expect to spend much of the next review period in fine-tuning our program and assessing the new curriculum. To evaluate the effectiveness of our new curriculum in preparing students for life after university, we will need to develop a means of quantitatively and qualitatively assessing student competencies upon completion of degree in the learning outcomes identified in the Program’s Mission Statement; given the large proportion of our students who are interested in teaching as a career, student performance on the California Subject Examinations for Teachers (CSET) will be foremost among the indicators that we will...
attempt to capture, but we will also research and develop other means of assessment such as surveys of student dispositions toward the major.

In completing the projects named above, it is our hope that the Liberal Studies Program will prove more effective in identifying and responding to student needs. By developing our assessment methods, we will enhance our ability to make informed decisions about new program goals and objectives.

Students:
This area will provide the program with its most significant challenge. Over the past few years the number of declared Liberal Studies majors has declined by 30%. This trend, however, is one we share with other Liberal Studies Programs throughout the CSU system (see attached 5-year trend document) and is due, at least in part, to the termination of the Liberal Studies waiver for the MSAT exam. We aim to halt and reverse these recent declines in student enrollment through a variety of methods. Most importantly, we intend to develop a more robust outreach/advising plan that integrates on-campus, off-campus, and on-line sources. For our current students, we will continue to provide scheduled and drop-in advising in an effort to assist students to degree completion. By further developing lines of communication between our program and local community colleges and high-schools, we hope to familiarize external advisors and potential students with the Liberal Studies major and the opportunities it provides. We currently meet regularly with advisors at our local community colleges, but we are making efforts to strengthen these connections. Finally, we will spend the next review period developing our Program’s web presence both on public web-pages accessed through the CSUEB website and on BlackBoard with the intent of making program materials and information more easily accessible to current and potential students. Achieving these goals should significantly raise the profile of Liberal Studies as a major option among our target student population.

In addition to these outreach activities, we also hope to increase our enrollments by expanding our Integrated Teacher Preparation Program (ITP) also called the Blended/Fast-Track program. The expansion of Fast-Track or ITP credential programs is also a current trend in Liberal Studies programs across the CSU. Currently, our Blended/Fast-Track program works with two student cohorts of up to 30 students each, beginning in their junior year, working toward both the B.A. degree and a Multiple Subject Teaching Credential at the Hayward and Concord campuses. By more actively recruiting students interested in becoming teachers, our immediate objective is to reach and sustain the full 120 student capacity of the program. Upon completion of this step, we hope to work closely with university departments to increase the number of course sections offered in required Blended/Fast-Track program classes with the ultimate goal of significantly expanding the program.

Faculty:
Does Not Apply
Resources:
In the 2005-2006 academic year, the staff of Liberal Studies was increased to three full
time members including one ASA and two SSPs reporting to the Liberal Studies Director.
This has allowed us to meet the program's significant advising needs. Barring a
significant growth in the number of Liberal Studies majors, we do not, at present,
anticipate any significant increased demand for university resources.
Reviewer's Report: Liberal Studies Program
California State University, East Bay

Report prepared by:
Shelley Stone, California State University, Bakersfield

The Liberal Studies Program (LIBS) at CSU East Bay was evaluated by the external reviewer on October 26 and 27, 2006. Prior to the review, documentation provided to the reviewer included: program data, program self-study and five year plan, essential background information including a concentration outline for the 2004-6 catalog. A longer review document that included advising materials given to students in the program (such as roadmaps), and current University catalog text would have been helpful. The latter was, however, available on-line. While on campus, I met with the two Liberal Studies faculty, the Liberal Studies staff, a number of students, the Dean and Associate Dean of Arts, Letters, and Social Sciences, and some campus faculty and staff with interest in the program. This provided me with a good picture of the East Bay program. I would like to especially thank Dr. Chester and Ms. Clark for their hospitality during my visit. I will comment below on my impressions of the program at CSU, East Bay.

Current Program

The reviewer's opinion of the faculty and staff who serve the LIBS students was positive. The perception of unity of purpose and teamwork throughout the undergraduate program held true throughout the visit. There is clear feeling among the LIBS faculty and staff that they have an important educational mission, and that they are succeeding in fulfilling it. The students who attended both sessions with the reviewer indicated satisfaction with the program and they reported that faculty and staff provide support in preparing them to become future educators. The only exception to the accolades for the program and its staff came from the branch campus at Concord, but the student from the newly established "blended" program there seemed mainly to be reporting normal growing pains that should be corrected in the next few years. My overall feeling is of a good educational climate in the CSUEB Liberal Studies Program.

Staffing

Staffing for the program was increased after the last program review, and is similar to that in other Liberal Studies Programs throughout the CSU system, with two professional advisors (SSPs) and a secretary. It may be desirable over the next five years to work to designate the secretary, Ms. Clark, who is currently an ASA II, to a "Program Coordinator," usually classed as an ASC. She will certainly gain added duties if she has to gather and analyze CSET data. Expansion of the program to include a General Track will also increase her responsibilities (see below on both of these recommendations).

The full time SSP staff advisors on the East Bay campus are the subject of student and faculty praise. Majors meet with staff advisors on a regular basis. If it continues to grow, the LIBS major at the Concord Center may be best served by a dedicated LIBS SSP.
advisor located at that campus who can provide not only advisement on course selection, but overall program planning as well.

Unusually, direction of the EB program is split between two faculty members, Dr. Chester, who is the current Program Director, and Dr. Rasmussen, who is in charge of the Integrated Program. It was unclear to me whether this division of responsibilities is transitional or would continue in the future.

Below are some useful comparanda from the Liberal Studies statewide meeting in Fullerton in March of 2006. They indicate that current staffing for LIBS at East Bay is normative.

### DEPARTMENT COMPOSITION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Structure and faculty</th>
<th>Advisement Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
<td>Department; 8 full-time faculty</td>
<td>2 advisors, 1 full-time, 1 75%</td>
</tr>
<tr>
<td>L.A</td>
<td>Department, 6 full-time faculty; 1 tenured, 5 untenured.</td>
<td>1 advisor/ 20 hours a week and all faculty have 2 hrs scheduled appointments and 2 hrs walk-in</td>
</tr>
<tr>
<td>Fresno</td>
<td>Program, Ass. Dean as administrator.</td>
<td>3 full-time advisors</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Department w joint appointments; 1 full-time faculty.</td>
<td>3 full-time advisors--</td>
</tr>
<tr>
<td></td>
<td>Chair. RTP is a problem.</td>
<td>2 at SSP II and 1 at SSP I</td>
</tr>
<tr>
<td>Northridge</td>
<td>Program. 1 faculty on loan (Chair, from English), asking for joint position with Geography</td>
<td>4 1/2 full-time advisors, one is Assistant Director</td>
</tr>
<tr>
<td>Cal Poly, SLO</td>
<td>Department, 1 full-time faculty (Chair), 1 Asst Professor in Liberal Studies (art ed), has asked to revert to non-tenure positions, 3 part-time lecturers</td>
<td>Chair does all scheduling and reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 full-time advisor (SSP)-only 400 majors</td>
</tr>
<tr>
<td>Bakersfield</td>
<td>1 faculty/administrator (He also teaches 3 courses. 2 art, 1 equiv. LIBS)</td>
<td>2 full-time advisors SSPs (a III and a I, who we are trying to reclass to II)</td>
</tr>
<tr>
<td>CSUSB</td>
<td>Program. 2 faculty from English have joint appointments (1 tenure track, 1 lecturer with MA in liberal studies).</td>
<td>Peer Advising Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 peer advisors, 1 full-time staff</td>
</tr>
<tr>
<td>San Diego</td>
<td>Program. 1 full-time administrator who also teaches 1/2 time.</td>
<td>2 staff advisors</td>
</tr>
<tr>
<td>Pomona</td>
<td>Department in College of Ed 2 full professors, 2 Assistant professors, 1 lecturer. 1 Science, 2 Social Studies, 2 Humanities Several part-time FERPs.</td>
<td>Students have strong identity with faculty, who have one course release to do advisement</td>
</tr>
<tr>
<td>CSUDH</td>
<td>Program now, will be a department in future, currently Half-time director</td>
<td>1 FERP Faculty advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 peer advisors</td>
</tr>
</tbody>
</table>

Statewide, there has been noted a problem with Liberal Studies identity when students only relate to the advising personnel, and not to faculty.
Number of Majors

Both the LIBS staff and the East Bay administration were understandably concerned about the relatively precipitous fall in the number of their majors in the past three years. The reviewer feels that this is a cause for some concern, but is perhaps over-rated. All CSU Elementary Subject Matter Preparation Programs (ESMs now, formerly MSMPPs) have dropped in majors in the last five years. Dr. Chester correctly identifies the most likely reasons for this decline in his self study, but I would add a several other observations.

First, I suspect that the drop-off is ephemeral, caused by a recent perception on the part of potential candidates that teaching is a low reward, and high risk profession. It seems clear that the enormous rise in ESM majors discernable across the state around the year 2000 was in part due to a misconception that elementary teaching was an easy path to a secure job. There is going to be a real need for new teachers throughout the state soon, and student interest will increase when that happens, especially if ESM programs market the quality of their programs and the advantages of a teaching career (security, good benefits, and much vacation time).

I have seen no evidence that future elementary educators are pursuing other majors, now that they “just” have to pass the CSET. The test is not that easy, and most of my majors state that they chose Liberal Studies because they perceive that it prepares them best for their chosen vocation.

In general, the imposition of the CSET seems to have chased off a number of students whose heart was not in teaching. It behooves us, however, to be able to provide some positive figures on the success of our students on the CSET, and a positive picture of the teaching profession when we are recruiting majors.

A feature of adding professional advisors in Bakersfield has been a strong increase in student efficiency in completing the degree. We have declined in majors the last three years, while graduating record numbers of students in the same years. This might be true also at East Bay: if so, it shows the value of your advisors.

Declines in ESM enrollments have not been as steep in the Central Valley or in the Los Angeles area as in the Bay area. It is not clear why some campuses have suffered more than others. East Bay and SFSU, which are closely linked, both have dropped a great deal in LIBS majors. Northridge, Fullerton and Long Beach have all undergone slighter declines, despite being located in relatively expensive urban settings. In the Central Valley, teaching remains a relatively well paid career choice, especially given the benefits. But in the south, San Bernardino has declined as much as East Bay in the past five years (29.2%), San Diego State even more (40%). SDSU cites the same reasons as the Bay area campuses for their decline (no jobs, poor pay). San Marcos, directly to the north of SDSU, has declined only 20% in their LIBS majors.

It is perhaps worth noting that smaller campuses often had an unnaturally high percentage of LIBS majors during the height of the ESM boom about five years ago. This can be illustrated by looking at the statistics you provided in the self study (to which I have added Bakersfield, as an illustration of a Valley campus). If you look at the percentage of campus majors that are now majoring in LIBS, East Bay has achieved
parity with Northridge, even though Northridge's number of majors has declined much less than EB's in the past five years. An analysis of this type suggests to me that the rise in East Bay's LIBS majors around 2001 may be a temporary crest that has since subsided (I don't know how many LIBS majors Hayward had in the 90s, though).

### Loss of Majors

**Liberal Studies Majors, 5-year Trend, at Select CSU Campuses, Fall 2001-Fall 2005**

<table>
<thead>
<tr>
<th>Year</th>
<th>Bake</th>
<th>EBay</th>
<th>SFSU</th>
<th>SJU</th>
<th>DH</th>
<th>Full</th>
<th>Northr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1158</td>
<td>1084</td>
<td>907</td>
<td>349</td>
<td>1441</td>
<td>1503</td>
<td>2187</td>
</tr>
<tr>
<td>2002</td>
<td>1202</td>
<td>1026</td>
<td>840</td>
<td>335</td>
<td>1517</td>
<td>1687</td>
<td>2242</td>
</tr>
<tr>
<td>2003</td>
<td>1244</td>
<td>962</td>
<td>863</td>
<td>323</td>
<td>1523</td>
<td>1651</td>
<td>2206</td>
</tr>
<tr>
<td>2004</td>
<td>1121</td>
<td>876</td>
<td>791</td>
<td>339</td>
<td>1468</td>
<td>1539</td>
<td>2036</td>
</tr>
<tr>
<td>2005</td>
<td>1043</td>
<td>773</td>
<td>674</td>
<td>396</td>
<td>1263</td>
<td>1463</td>
<td>2057</td>
</tr>
<tr>
<td>5Yr change</td>
<td>-109</td>
<td>-311</td>
<td>-233</td>
<td>+47</td>
<td>-178</td>
<td>-40</td>
<td>-130</td>
</tr>
<tr>
<td>% change</td>
<td>-8.8%</td>
<td>-28.7</td>
<td>-25.7</td>
<td>13.5</td>
<td>-12.4</td>
<td>-2.7</td>
<td>-5.9</td>
</tr>
</tbody>
</table>

### Percentage of campus enrollment that are Liberal Studies majors

<table>
<thead>
<tr>
<th>Year</th>
<th>Bake</th>
<th>EBay</th>
<th>SFSU</th>
<th>SJU</th>
<th>DH</th>
<th>Full</th>
<th>Northr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>16.4</td>
<td>8.2</td>
<td>3.1</td>
<td>1.2</td>
<td>11.2</td>
<td>4.95</td>
<td>6.95</td>
</tr>
<tr>
<td>2002</td>
<td>15.4</td>
<td>7.4</td>
<td>3.0</td>
<td>1.1</td>
<td>11.2</td>
<td>5.2</td>
<td>6.7</td>
</tr>
<tr>
<td>2003</td>
<td>15.7</td>
<td>7.1</td>
<td>2.9</td>
<td>1.1</td>
<td>11.4</td>
<td>5.1</td>
<td>6.6</td>
</tr>
<tr>
<td>2004</td>
<td>14.4</td>
<td>6.7</td>
<td>2.7</td>
<td>1.2</td>
<td>11.6</td>
<td>4.7</td>
<td>6.5</td>
</tr>
<tr>
<td>2005</td>
<td>13.7</td>
<td>6.2</td>
<td>2.3</td>
<td>1.3</td>
<td>10.2</td>
<td>4.2</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Some information on other campuses.

### NUMBERS IN LIBS PROGRAM

<table>
<thead>
<tr>
<th>University</th>
<th>Peak</th>
<th>Current (2005-6)</th>
<th>Integrated /General Program nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
<td>1,100</td>
<td>900</td>
<td>25-50% integrated</td>
</tr>
<tr>
<td>LA</td>
<td>1,200</td>
<td>900</td>
<td>25% integrated, 80% elem; 20% general</td>
</tr>
<tr>
<td>Fresno</td>
<td>2,700</td>
<td>2,000</td>
<td>Most in program</td>
</tr>
<tr>
<td>LB</td>
<td>2,400</td>
<td>2,200</td>
<td>1,300, all integrated</td>
</tr>
<tr>
<td>Cal Poly</td>
<td>450</td>
<td>435</td>
<td>435 integrated; no general track hopes to go to 500</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>2,400, 3 years ago</td>
<td>1,700</td>
<td>Beginning integrated program</td>
</tr>
<tr>
<td>SDSU</td>
<td>2,000</td>
<td>1,200</td>
<td>Beginning integrated program</td>
</tr>
<tr>
<td>Pomona</td>
<td>950</td>
<td>850</td>
<td>Default integrated, 85% ed, 15% general</td>
</tr>
</tbody>
</table>

It seems to me that the plan presented for increasing East Bay's LIBS program is sound. The program should try to maintain its present traditional track numbers or increase them slightly, and, as Dr. Chester suggests, build up the integrated numbers to
100+. This would stabilize the teaching track at around 850-900 majors. As I shall suggest below, there is a chance that establishing a General Track for students interested in a terminal BA could add an additional 100-150 majors to the program (see the figures listed above for the CSULA and Pomona general tracks). If that can be done, the program will return to around 1000 majors.

**Curriculum**

The current curriculum of the Liberal Studies Program includes all state-mandated standards and requirements. While the CCTC has not responded to Dr. Rasmussen’s response to the initial reading of his revised 2042 document, CCTC approval no longer has much validity after “No Child Left Behind” forced California to require CSET passage (multiple subjects) for the Preliminary Teaching Credential. The CCTC is currently rethinking its certification of subject matter programs (see www.ctc.ca.gov.commission/agendas/2005-10/2005-10-6C. **Warning:** this document is turgid and highly repetitive pages in length, and comes to no conclusions). I would not seek further response from the CCTC, which is currently subsumed with evaluating single-subject proposals.

The East Bay LIBS curriculum is similar to that of most CSU ESM programs, and clearly prepares the student reasonably well to pass the CSET examination. The program needs, however, to collect some data illustrating how well the majors fare on the CSET.

The East Bay LIBS Program currently has two closely aligned tracks in the 2006 catalog: “traditional” for K-8 teacher preparation, which leads to a B.A.; and “blended” for K-8 teacher preparation, which includes the B.A. and the preliminary teaching credential. This review focuses on these teacher preparation program tracks, but I shall also recommend that the Program consider establishing a non-credential track for students who are pursuing a terminal BA.

**The Integrated Program and Units**

A problem with the EB blended/integrated program seems to be its unit count, which appears to be over the CSU mandated limit of 203 quarter units. The passage of SB81 (June version attached) in 2003 required integrated teacher preparation programs to be limited to 135 semester units (203 quarter units), including both subject matter and education coursework. This was written out of the law as enrolled in the Fall of 2003, because the CSU agreed to enforce the unit count that was originally in the statute. SB81 also requires each CSU campus to create 2+2 “blended” or integrated programs with their main community college “feeders.” These transfer programs also were capped at 203 units. See below on the Lower Division transfer Pathway (LDTP) to be used with this program.

It is difficult to calculate the exact units of the EB integrated track, because I was only given an advising outline for the 2003-4 catalog (I think). The (revised?) integrated track is not closely defined in the 2005-6 catalog. If I am correct, the current integrated program at East Bay totals around 207 units, but only by requiring all candidates to complete a depth of study in Childhood Studies and by assigning no units to early field experience. This last needs to be corrected immediately because the Introduction to
Education (including early field experience) is part of the statewide LDTP for ESMs, and thus needs to be counted in the program's units. If TED 3001 is added to the EB integrated program, the integrated program totals 210 units (but it taken at a community college will transfer as 4.5 units). I also didn't notice any freshman experience units or units for Information Competencies (area G in the EB catalog under Gen Ed) included in the integrated program outline. Are these waived for integrated students? Adding those would seem to take the total units up another six units for in-house candidates. In either case, it seemed to me that one to three courses need to be cut from the program to get it down to the limit.

It looks to me like all cuts need to come from the subject matter coursework. The concentration outline for LIBS East Bay's integrated program that I saw outlined an education program of 48 quarter units. Adding the three unit Early Field Experience course (TED 3001) brings the education units to 51; which is a reasonable number for Education units (according to CSU guidelines for integrated programs, the education courses should comprise around 1/4 of the total). That leaves Liberal Studies with 152 units to fulfill all university and subject matter requirements for graduation in its integrated program.

It might be advisable to list the Integrated Program as a separate degree option in the catalog, enumerating all of its required coursework to achieve both the B.A. and the preliminary teaching credential.

Articulation

I didn't receive any information on articulation with area community colleges, which is particularly important for LIBS, where often around 60% of the students are transfers. It was thus unclear how East Bay's LIBST curriculum aligns with the Statewide Lower Division Transfer Pattern (LDTP) for Integrated and Non-Integrated Teacher Preparation Programs. I looked at the EB webpage for the Concord Campus, which lists transfer packages for LIBs, and the listings there did not correspond to the LDTP. It will be important for Dr. Chester and Dr. Rasmussen to insure that the new statewide LDTP is closely aligned with and articulated with East Bay's curriculum, because community colleges are being strongly encouraged by the CSU to offer this curriculum (and the community colleges will offer it, since a student can take the same fifteen courses and transfer them to CSUEB, San Jose State or SFSU). In addition, the community colleges are creating on-line versions of many courses that may have an impact on East Bay's enrollments in LIBS in the near future.

The statewide LDTP will cause some problems with East Bay's curriculum, because community college courses will transfer as 4.5 units, while the normative course at EB is 4 units. This becomes a problem with 2+2 integrated programs, often driving those programs over the 203 unit limit.

There are also potential problems in Science and Math. In Science, the LDTP has three lower division courses in place of EB's four. It will be necessary to work out an agreement where the single course Introduction to Physics and Chemistry in the LDTP counts for East Bay's introductory courses in Physics and Chemistry, if that has not already been done. In Math, it looks to me like the semester course covers around one and half of EB's quarter courses.
Here is the statewide LDTP (http://www.calstate.edu/acadaff/docs/ITP_NITP_Revised(9-15-06)KH_Statewide.pdf).

**CSU Statewide Agreement, Multiple Subject Integrated Teacher Preparation Programs.** Initially ratified March 22, 2004, this is now certified for all Elementary Subject Matter Candidates, i.e. the LDTP for multiple subject preparation programs in the CSU. The final ratification of the Introduction to Education course took place on October 30, 2006.

The CSU Chancellor’s Office, in collaboration with the Statewide Academic Senate, will establish the process for implementation of this agreement.

**GE Certification Pattern:**

<table>
<thead>
<tr>
<th>A.1 Oral Communication</th>
<th>A certified A.1 Course, Public Speaking Preferred (3 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.2 Written Communication</td>
<td>A certified A.2 Course (3 units)</td>
</tr>
<tr>
<td>A.3 Critical Thinking</td>
<td>A certified A.3 Course (3 units)</td>
</tr>
<tr>
<td>B.1 Physical Science</td>
<td>Survey of Chemistry &amp; Physics (3 units) AND Survey of Earth Science (3 units)</td>
</tr>
<tr>
<td>B.2 Life Science</td>
<td>Introduction to Biology (3 units)</td>
</tr>
<tr>
<td>B.3 A lab associated with a B.1 or B.2 course</td>
<td>(1 unit)</td>
</tr>
<tr>
<td>B.4 Mathematics</td>
<td>Math for Elementary Teachers (3 units)</td>
</tr>
<tr>
<td>C.1 Art</td>
<td>A survey of art, music, dance or theatre; or, a C.1 course that combines 2 or more areas. (3 units)</td>
</tr>
<tr>
<td>C.2 Humanities</td>
<td>Survey of literature course with either a cultural or geographic scope: must cover multiple genres (3 units). Children’s lit not acceptable.</td>
</tr>
<tr>
<td>Additional C.2 course</td>
<td>Early World History to 1500 (3 units)</td>
</tr>
</tbody>
</table>

**Area D Courses:**

| U.S. History | American History to 1877 (3 units) |
| Government | U.S. Government (3 units) |
| World Geography | (3 units) |

**Area E:** CAN FCS 14* or equivalent (3 units) = Human Development Childhood through Adolescence

**Non GE Certification Course:** Introduction to Education** (3 units)

I am also providing Dr. Chester with the CSU’s descriptors for the required courses. These will be submitted for approval to discipline-specific panels coordinated from Long Beach.

East Bay must designate an additional 14+ units to articulate to form a 60 unit package if this has not already been done. The local courses can differ from integrated to non-integrated degree options.

**Field Experience**

Title V mandates that an Elementary Subject Matter Preparation program include a minimum of 45 contact hours in diverse public school settings under the tutelage of a credentialed teacher. This is only an issue with your traditional track (integrated
programs have many contact hours). I notice that TED 3001 requires twenty hours of contact time, but also was told that many students satisfy field experiences through volunteering in area schools. I am curious if your students all complete the required 45 hours. Since the Introduction to Education course in the LDTP (apparently equivalent to TED 1500) requires a minimum of 30 hours of contact time in an elementary classroom, most ESM programs in the CSU system have built at least 15 hours of activities in elementary classrooms into their upper division curriculum in order to insure that all students achieve the minimum contact time. Dr. Rasmussen’s document labeled Appendix A (Liberal Studies Major Modification) seems to suggest that achieving the required 45 hours is the student’s responsibility at CSUEB. I recommend that your program insure that all credential candidates fulfill this requirement as part of their major coursework, including field experiences in vital subjects such as reading, mathematics, and science, if possible.

Assessment

East Bay Liberal Studies learning outcomes focus on the knowledge and comprehension of subject matter that is the foundation of California K-8 curriculum standards. Majors are prepared for multiple subject credential programs by the coursework. The Program philosophy and learning objectives are imbedded in its coursework. Subject matter competencies are based on State Frameworks, but need to be assessed by some internal vehicle, rather than just by CSET passage. A portfolio is mentioned in Dr. Rasmussen’s document labeled Appendix A (Liberal Studies Major Modification) in the materials given to me, but I heard nothing about it while I was in Hayward. The portfolio would be an apt means for internal summative assessment. Whatever is done for internal assessment needs to be coordinated with EB’s School of Education, since the CCTC now sees the preparation of teachers at the undergraduate and professional level to be a “seamless” unit, and whatever LIBS uses for assessment should feed into the School of Education’s assessment procedures (particularly for integrated majors).

As Dr. Chester notes in his self-study, CSET passage rates are now ultimately the measure of an ESM’s success. Liberal Studies needs to begin collecting data on their students’ success in the three CSET (multiple subjects) subtests. A credentials analyst in EB’s School of Education (or perhaps another staff member) receives a report detailing the CSET scores of candidates for admission to the Multiple Subject’s Program every couple of months, and should be willing to provide you with the (electronic) list for each test. This can be used to compute LIBS majors’ pass rates by identifying the EB LIBS majors on the list of individuals reporting scores to the School of Education, and computing the percentage of majors who pass each of the three subtests.

This information is useful, but also somewhat frustrating, since each subtest covers multiple areas in the program’s curriculum, and the information provided tells you simply whether the student passed or failed.

Whatever means is devised for internal assessment, then, should also provide some means to assess the success of your curriculum in each of the basic areas covered by the three CSET subtests (English and Social Studies, Science and Math, Human development PE and Arts).
Supplemental Authorization Tracks?

I would encourage LIBS at East Bay to consider developing California Supplemental Degree Authorization options in Math, Sciences, and English. The authorizations defined by the California Commission on Teacher Credentialing (attached) will provide LIBS majors the opportunity to extend their teaching options to middle and junior high schools throughout the state. Mathematics especially is a popular option for those campuses that have developed those authorization degrees. Teachers with multiple subjects experience will prove especially appropriate for schools with a heavy percentage of students who need remediation.

The supplementary authorizations now require a minimum of 48 quarter units and replace the depth of experience. If these degree programs are constructed, EB will have to build them onto the cut-down integrated curriculum to have enough units free to reach 48 units. In these, you are allowed to “double-count” required coursework in the major in the supplementary authorization “major”-thus Math would use the 16 units in the major, and add 32 units of further coursework to achieve the supplementary authorization.

Creation of these degree tracks might force a reconsideration of EB LIBS curriculum, and lead to some cuts that likely will make the program more desirable to students.

General Track

It became clear in discussions with the administration and the advisor from the PACE Program that there is sufficient interest to warrant a general or non-Teaching Track within the Liberal Studies major. This track would service mainly returning students who wished to complete a B.A. degree while working full time. CSULA currently has around 160 majors of this type, and I cannot see why LIBS cannot soon have around 100 majors in its general track, if such is created. Generally, a General track takes the form of a super-General Education program, with courses required in many academic areas to give the major a broad sampling of learning. Dr. Rasmussen’s document labeled Appendix A in the self study mentions a General Track, and defines its course requirements, but the current EB catalog does not list a General Track option. A number of CSUs have this type of degree option, and may be consulted as models.

Summary and Recommendations

Based upon the 2006 review of the Liberal Studies Program at CSU East Bay, the following recommendations are offered:

- Recommend adding an additional LIBS staff advisor at the Concord Center to provide the same one-on-one advising sessions for LIBS majors living in that area, if enrollments at the center grow. Students deserve the same long-term planning advice as those majors at the main campus.
- Recommend that the integrated program be clearly brought into compliance with the 203 unit limit mandated by the Chancellor and the CSU academic senate.
- Recommend that the program be brought into compliance with the system-wide LDTP.
- Recommend that LIBS insure that its credential track majors have 45 documented hours of contact time in elementary schools, preferably by building some experiences into upper division classes as a supplement to the student’s early field experience.
- Recommend that the program devise an internal means of assessment, as well as monitoring its majors’ CSET passage rates.
- Recommend development of Subject Matter Degree Authorization options within the LIBS major. This is an excellent and timely idea that could be an asset in attracting new students.
- Recommend development or reinstitution of a General Track for students interested in a terminal B.A. This should be marketed through PACE.

**Final Observations**

The CSU East Bay Liberal Studies Program is basically in compliance with state and system mandates. Students seem well advised and positive about their experiences in the program. Overall, the review experience was positive and the quality of the CSUEB Liberal Studies Program confirmed. The direction of the program needs to be stabilized and the program’s teacher preparation curriculum brought into conformity with both the CSU requirements for integrated program and the LDTP. It is also recommended that the program create supplemental authorization degree tracks in Math, Science and English to meet a likely demand for Middle School educators in the coming years. Finally, the LIBS program at East Bay should consider establishing a non-credential track for students who wish to pursue a terminal B.A., and the PACE program offers a ready source of students for this program.

**Additional Observation**

I have one final observation, based on five years experience running a Liberal Studies Program. East Bay probably should, in the next five years, consider closely the success rate of its students in the CSET examination, and evaluate the need for a significant revision of LIBS from a Program into a Department. The data on CSET passage that exists is limited, but seems to indicate that students that come from a Liberal Studies Major Department with Liberal Studies courses (as opposed to a Program), have greater success on the CSET than those students in a Program where the curriculum is defused. In addition, LIBS students in departments are happier, since they feel like they belong to a “real” academic unit.

In 2003, the administrative arrangement of CSU Cal State Liberal Studies units was as follows (source is a tract by V. Bennett and R. Yamashita (CSUSM), *Report on the Organization and Leadership of Elementary Subject Matter (ESM) Preparation for Prospective K-8 Teachers (aka Liberal Studies) in the California State University System)*:

<table>
<thead>
<tr>
<th>Unit in an Undergrad college</th>
<th>in School of Ed/Prof Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. of Lib Studies (with dedicated faculty)</td>
<td>6 (Fullerton, SLO, LA, SJSU, CSUSM, CSUS)</td>
</tr>
</tbody>
</table>
Program Lib Studies (with administrator and staff, no dedicated faculty) | 8 (CSUB, CSUSB, Chico, SFSU, SDSU, East Bay, Sac State, CSUN) | 3 (Humboldt, Dom Hills, Fresno)

There is also a stand-alone program at Sonoma State, a School of Liberal Studies with 400 majors and its own Provost!!

Recently, Dominguez Hills, San Francisco, and Fresno have announced plans to move from EJB programs to LIBS departments with dedicated faculty. There seems little reason to doubt that this is actuated by a desire to maximize CSET passage by have LIBS courses that prepare students for test content. There are thus now seven LIBS departments, and seven programs in undergrad colleges, and four departments and two programs in Schools of Ed/Prof Studies.

Revision into a department would be a shock to East Bay curricular patterns, since it would necessitate creating or moving courses to create a major of around thirty six units (i.e. nine or ten LIBS courses). If this were to be done, it might be appropriate also to move PACE into LIBS. I would suggest that LIBS at East Bay consider this idea, with the possible goal of implementing such a revision after the next Program Review.

Consideration of this idea should be based on the success of SFSU's new LIBS department. Dr. Chester needs to be in contact with that program, which is currently headed by Ms. Eva Chuck (a SSP IV). Beyond being in the same general urban area, SFSU has an overlap in students with East Bay. A 2003 study on regions within the CSU's Elementary Subject Matter Programs states: "San Francisco and Hayward share three major feeders: Diablo Valley College, Laney College, and Contra Costa College." If SFSU's Liberal studies Department is perceived as preparing the students better for a teaching career, the students will transfer there.
The Liberal Studies Program at Cal State East Bay
Five Year Review 2006-2007

Document #4
Program Response to External Reviewer’s Report

GENERAL RESPONSE:
The Director and Staff of the Liberal Studies program are pleased with the external reviewer’s report. Dr. Shelley Stone, Chair of Liberal Studies at Cal State Bakersfield, visited our campus on October 26th and 27th of 2006. We received Dr. Stone’s report on November 15th. In his report, Dr. Stone states that there exists “a perception of unity of purpose and teamwork throughout the undergraduate program.” He further characterizes the program as “a good educational climate.” Though Dr. Stone’s report does indicate some shortcomings and areas for improvement (discussed below) the document as a whole describes the program as “basically in compliance with state and system mandates” and declares that “the review experience was positive and the quality of the CSUEB Liberal Studies Program confirmed.” The Liberal Studies Program Director, Staff, and Students thank Dr. Stone for his very thorough and informative review. Like Dr. Stone, we thought the experience was positive. We also feel that his suggestions have opened up significant possibilities for the future development of the Liberal Studies Program.

REVIEWER COMMENTS AND SUGGESTIONS:
The review document contained comments and suggestions on four primary topics: curriculum, assessment, staffing, and areas for development.

1. Curriculum: The reviewer’s comments suggest changes of the “fine tuning” sort described in the Liberal Studies Program Plan (Document #2). In particular, the reviewer notes three primary areas for correction:
   a. The program’s need to come into compliance with state-mandated unit counts for Elementary Subject Matter Preparation Programs (ESMs). Specifically, Dr. Stone states that our unit count in the integrated program is too high and we must trim some courses from our Major requirements to come within a 203 unit limit.
   b. The program’s need to come into accord with the Lower Division Transfer Pathway (LDT) and other articulation agreements between CSUEB’s Liberal Studies Program and community colleges both locally and statewide.
   c. The program’s need to more effectively integrate at least 15 hours of activities in elementary classrooms into the upper-division curriculum of the Major.
2. Assessment: Dr. Stone notes the program's need to create an effective means of assessing student achievement of stated program outcomes, a conclusion also reached in the Liberal Studies Program Plan. The reviewer's comments focus on two key topics:
   a. Dr. Stone states that however the program's assessment develops, it must include the capture of information indicating Major performance on the CSET and must be coordinated with CSUEB's School of Education.
   b. Dr. Stone also suggests exploration of a portfolio-type capstone project for graduating seniors as a means of summative assessment that would complement CSET scores.

3. Staffing: Dr. Stone's comments suggest a slight increase in Liberal Studies Program staffing over the next review period. His report addresses two specific staffing issues:
   a. In response to his interviews with students from the Concord Campus, Dr. Stone suggested that the program provide full-time advising staff at that location. Currently, students receive part-time advisement on the Concord Campus from Marcie McDaniel, the Concord Campus's Director of Enrollment Services.
   b. Partially in response to an increased need for information collection brought on by new assessment duties, and partially in order to bring CSUEB's Liberal Studies Program into parity with other CSU Liberal Studies Programs, the reviewer suggests the eventual reclassification of Linda Clark, the department's current Office Manager, from ASA II to a "Program Coordinator," usually classed as an ASC.

4. Areas for Development: Dr. Stone's report suggests several potential areas for improvement in both the short-term and the long-term. The reviewer indicated three primary areas for development:
   a. Dr. Stone suggests that the Liberal Studies Program develop Supplementary Authorization Tracks within its Integrated Program. Developing these tracks, he argues, will attract students interested in broadening the range of their teaching credential to include California middle-schools. Any development of a program of this sort would further affect the Integrated Program's unit count issue described in 1a above.
   b. Dr. Stone also suggests that the Liberal Studies Program revise its major to include 2-3 tracks including an Integrated Track leading to a BA and a Teaching Credential, a Traditional Track leading to a BA and focusing on students interested in careers in education, and a General Track for students not interested in teaching, but looking for a multi-disciplinary degree that allows them a broad interaction with the Liberal Arts.
   c. Finally, Dr. Stone suggests an exploration into the possible growth of Liberal Studies at CSUEB from a Program into a Department. Dr. Stone provides several arguments in favor of this change and suggests that it is the direction in which most other CSU Liberal Studies programs are moving.
SPECIFIC RESPONSES:
As previously stated the Director and Staff of the Liberal Studies Program are generally happy with Dr. Stone’s review. We wish, however, to respond to two specific points as described below:

1. Number of Majors: We note happily Dr. Stone’s assessment of our Program’s recent declines in the number of majors. As was similarly indicated in the Liberal Studies Program’s Self-Study (Document #1), Dr. Stone asserts that the declines are of a kind with other Liberal Studies Programs across the CSU. Furthermore, Dr. Stone agrees that developing our outreach and recruitment at local community colleges and high-schools and more actively promoting our Integrated Program will play important roles in reversing major enrollment trends.

2. On pp. 2 of the Reviewer’s Report, Dr. Stone expresses some confusion regarding the organization of the Liberal Studies Program. We regret this confusion and hope to clarify. The Directorship of the Liberal Studies Program is currently held by Dr. Dennis Chester. It is not a joint-position held by both Drs. Chester and Xeno Rasmusson. As the most recent former Director and creator of the Liberal Studies Program’s self-study, Dr. Rasmusson is closely engaged with the recent changes to the major and, therefore, assisted in the external review process. Furthermore, Dr. Rasmusson continues to be a colleague the Liberal Studies Program relies upon. However, as of Fall 2006, Dr. Chester became the Program Director in charge of both the Integrated and non-credential Liberal Studies programs.

GOALS:
After a careful consideration of Dr. Stone’s report, the Liberal Studies Program has identified the following specific goals for the next review period:

1. Adjust the Program’s unit count to fit into the state-mandated limit of 203 units
2. Confirm Major adherence to LDTP and state-wide community college articulation patterns
3. Revise Major to include 15 hours of activities in elementary classrooms as part of upper division curriculum
4. Develop a robust recruitment program
5. Develop Supplemental Authorization Tracks within the Integrated Program
6. Develop a robust assessment plan that includes the capture of student CSET scores and the exploration of a portfolio project as a potential means for summative assessment
7. Explore expansion of staff in terms of new hires at the Concord Campus and reclassification of current staff from ASA II to ASC
8. Explore restructuring of major into three tracks
9. Explore development of major from Program to Department
MEMORANDUM

TO: Committee on Academic Planning and Review

FROM: Marilyn N. Silva, Associate Dean

SUBJECT: Liberal Studies Review

DATE: April 3, 2006

Attached is the self-study for the Five-year Review of the Program in Liberal Studies. The self-study comprises the following components:

1. The recommendations from the last review;
2. The progress toward implementing those recommendations;
3. The entire revised curriculum;
4. A comparison with other local CSU programs;
5. Data tables

We have not yet drafted a formal plan for the next five years. However, there are several goals that will be incorporated into such a plan. These include:

1. Working on assessment and implementing findings;
2. Improving outreach and advising;
3. Stabilizing the number of majors.

We hope to bring in an external reviewer during this spring quarter. Thank you for allowing us to submit this partial report.
Summary of last program review and plan

The prior Five Year Program Review of Liberal Studies was conducted in the 1998-1999 academic year. The review addressed the following issues:

1. **Staffing**
   Given the importance of the Liberal Studies mission and the high number of majors, the office staff, who make significant advising and service contributions, were seen as critical for student success. Therefore, the previous self-study, the external reviewer, and the CAPR report recommended that the two part-time Liberal Studies staff be increased to full time and reclassified to reflect their duties more accurately. The external reviewer recommended that the Director position also be augmented to full time status, but this recommendation was not part of the self-study, nor was it advanced in the CAPR final report.

2. **New Content Standards for the Major**
   The CAPR report addressed the new content standards for Liberal Studies subject matter competency programs to be used by the Commission on Teacher Credentialing (CTC) in December 2000 (in educational circles, these programs are known as elementary subject matter [ESM] programs). The program plan therefore included the revision of the Liberal Studies major to incorporate these content changes for future multiple subject (elementary grade) teachers, as well as a reduced list of options with reduced unit count for options, as was suggested in CAPR's final report. At the time, the ESM programs were expected to submit proposed programs of study for review during the 2002-2003 academic year.

3. **Development of an Accelerated Program**
   The prior program review described a plan to develop an accelerated teacher preparation program wherein students earn both a BA in Liberal Studies and a multiple subject teaching credential from Teacher Education.

Progress toward 1998-1999 Plan

1. **Staffing**
   The recommendations in the prior review regarding staffing have been implemented. The two previous part-time staff positions have been upgraded to full-time. In addition, the positions were successfully reclassified to ASA II and SSP II. Finally, a third staff position (a second SSP II) was added in lieu of the faculty assigned time previously used to provide academic advising to the Liberal Studies majors. Although the faculty contact
was a valuable aspect of advising in the Liberal Studies program, only a limited number of advising hours were available. By replacing the part-time faculty advisement with a full-time staff position, we are able to provide 40 hours of potential advising per week as compared to only 8-12 hours per week under the faculty assigned time plan.

2. **New Content Standards for the Major**

Under previous Liberal Studies program director Dr. Patricia Zajac, a proposal for a revised major program aligned with new content standards in teacher preparation was developed through extensive collaboration with department chairs and deans from across the university. Many of the prominent features of the major program remain stable, but the specific course requirements have undergone significant transformation. The major modification, attached to this self-study (see attachment A), has been approved by all relevant campus committees and is slated for implementation in Fall 2006.

The modification notwithstanding, the Liberal Studies program remains a broad-based liberal arts education program that also contains a depth of study requirement. The major is appropriate for both future elementary school teachers (grades K-6) and for those students seeking an enriched liberal arts education. A significant change since the last review is that the state no longer allows future teachers to complete approved ‘credential track’ programs to waive the multiple subject matter competency assessment test (the exam known as the Multiple Subject Assessment Test [MSAT], now discontinued). For this reason, even now before the implementation of the revised major, nearly all students complete the ‘general’ or ‘liberal arts’ track instead of the Credential Track, previously the choice of most students. Since all students planning a career in teaching must now pass a subject exam (the California Subject Examinations for Teachers [CSET]), the obvious choice is for students to complete the slightly less rigorous general track with its 12 fewer units and wider flexibility in meeting some requirements.

The major modification proposal was submitted to the California Commission on Teacher Credentialing (CTC) for review in September 2003, and feedback from reviewers was received via the CTC in July 2004. The overall response was quite positive, but a number of questions about the submission were raised by reviewers. Response to the reviewers’ concerns was prepared by new program director Dr. Xeno Rasmusson though a final report to CTC has not been submitted. A query to the CTC regarding process, format and content of resubmission has gone unanswered.

Because the CTC no longer authorizes any ESM program to serve as a waiver, or substitute, for summative assessment by exam, its confirmation of our program’s alignment with its standards is more a formality than a necessity. However, the purpose of the major as a route to prepare elementary school teachers remains unchanged, and so alignment with the standards remains a priority.

The major’s areas of study have been drastically reconfigured into ten CTC content areas including Area X, Depth of Study. The long list of thirty-five Options students previously could choose from has been reduced to thirteen. This new list includes some of the most
popular option choices student made in the past as well as those with content close to CTC recommendations for the preparation of future teachers. The total quarter units required for the Options was reduced to 20 (from 23-27) to be more consistent with both the requirements of the CTC and with practice at other CSUs. This reduction in the number of options and in unit count for options is in keeping with the suggestion in the previous CAPR final report.

Although final confirmation of the program’s alignment with CTC standards is forthcoming, the new major pattern is clearly consistent with the state-wide Lower Division Transfer Project (LDTP). Liberal Studies program directors from around the state met and agreed upon 45 transfer semester-units (15 classes) to meet both GE and major requirements at the lower division level that could be transferred into any CSU Liberal Studies program. Each campus is also allowed to have up to 15 units of local requirements specific to their program that the state-wide agreement might not cover.

3. Development of an Accelerated Program
In Fall 2000, the first cohort of juniors began the two-year accelerated program or “Blended Program.” Each Fall, 25-30 students—primarily transfer student—comprise a new cohort of students opting to complete their multiple subject teaching credential in this accelerated program. After two or three years of recruitment, an additional cohort of the program was launched on the Concord Campus under the title, ‘Fast Track Program.’ Although the names differ, the two programs have the same requirements and cohort features. Such an approach is formally known state-wide as an integrated teacher preparation program.

The “Blended Program” is described in the 2005-2006 University Catalog:

**Blended Liberal Studies/Credential Program**
The Blended Liberal Studies/Credential Program combines, with minor changes, two outstanding programs on the Hayward and Concord campuses designed for future elementary school teachers: the Liberal Studies B.A. major (Credential Track) and the Multiple Subject Credential Program. The Blended Program meets the requirements set by the California Commission on Teacher Credentialing for subject matter and professional preparation. A student who completes this program will be granted a B.A. degree major in Liberal Studies and, upon passage of the RICA examination, a Level I (Preliminary) Multiple Subject teaching credential.

*The Blended Program does not replace the existing Liberal Studies major or the traditional sequence of four years of undergraduate work and one year of graduate work in the Teacher Education Department. That degree/credential path continues to exist and is chosen by most of our students. Rather, the Blended Program is an alternative path that allows selected students to complete in four calendar years an academic and professional program that combines subject matter coursework with training in educational methods and experience in the elementary school classroom. Students will take courses in ethics, social policy, ethnic experience, language acquisition, American history, and science concurrently with sociological foundations of education, bilingual methods, math methods, social studies methods, and science methods. Students in the program are required to select Childhood Studies as their option in Area VII of the Liberal Studies major. The Blended Program incorporates General Education requirements, and all university graduation requirements can be completed within the structure of the Liberal Studies major.*
The lower division portion of the Blended Program can be completed in two years, but students are free to take a longer time if necessary. However, the upper division portion of the Blended Program is a full-time commitment for two years including the intervening summer. It is difficult to hold down a job during the junior and senior years. During those years, students are required to take 17 to 18 units a quarter. Final admission requirements for the Credential Program must be completed during the junior year. During the senior year, students are members of a Multiple Subject Team. Members of the Team take their courses together and finish together. Thus students are unable to move through the program at their own pace.

Admission
Students must declare Liberal Studies as their major and then contact the Liberal Studies office to apply for admission to the Blended Program. Admission is a two stage process: (1) provisional admission during the summer prior to the student's junior year, and (2) final admission at the end of the junior year.

Provisional admission requirements are: completion of a minimum of 21 courses to a maximum of 25 courses in the Liberal Studies major; a minimum GPA of 2.90; completion of T ED 1500 or equivalent course which requires a minimum of 20 hours of field experience in an elementary school classroom; and three letters of recommendation, including one from a teacher or principal verifying experience in a K-8 classroom. (One letter may be from the instructor in T ED 1500 or equivalent course.) Final admission requirements are: passage of the CBEST examination; completion of 80% of the Liberal Studies major; a minimum GPA of 2.90 in coursework taken during the junior year; and an admission interview by the Multiple Subject Credential Team Leader.

What Still Remains to Be Done
The CCTC review process must be completed.

Outcomes Assessment
The Director of the Liberal Studies Program and the Associate Dean of the College of Letters, Arts, and Social Sciences have determined that the most efficient way of assessing program effectiveness is to use the CSET for outcomes assessment. The best measure of the program’s alignment with content standards will come from the rate at which Liberal Studies graduates pass the examination assessing mastery of multiple subjects. Results of the examination will be funneled into program refinement and improvement. The collection of this data will begin with the implementation of the new major. This plan to use the CSET for outcomes assessment is consistent with other CSU liberal studies/ESM programs.

Academic Performance Review Statistics from IRA
Please see the attached table, “CAPR Table 1.” We have seen a decline in majors over the past 5 years. This decline may be attributable to 3 factors:

1. An overall decline in University enrollments;
2. A decreased demand for teachers in school districts in our area;
3. Since students planning a career in teaching must pass an examination instead of completing a waiver program, students may be opting to choose other majors.
Clearly, this decline in numbers is a matter of some concern and merits further study.

**Comparison with other CSU and UC programs**

Our sister campuses, San Jose State and San Francisco State Universities, offer Liberal Studies majors of approximately the same size and scope of our own. Given the requirement to adhere to CCTC standards, the similarity in programs is hardly surprising. Please see Appendix B for an outline of the programs at these campuses.

**Achievements Since Last 5-Year Review**

1. A radical overhaul of the Liberal Studies major that has produced an ESM program consistent with SB 2042 begins in Fall 2006.
2. The program has participated in the LDTP project; the new curriculum follows those state-wide guidelines.
3. In Fall 2005, we added a cohort of students in the Blended Program at the Concord Campus.
4. Walnut Creek Honda Scholarship for Future Teachers awarded ten $1,000 awards to students in the Blended Program, 2005-2006.
5. Memorandum of understanding signed with Peralta Community College District to improve advising and facilitate transfer into Liberal Studies major, especially the Blended Program.
6. On-line community and advising center established through the Liberal Studies Major organization site at BlackBoard.

*For programs requiring more than the normal number of units (180), justify the need for the larger number of units.*

The revised major requires 172-192 quarter units that include university and general education requirements. The actual number of units will depend on the student’s choices for Areas V, VIII, and IX. Students would only exceed 180 units if selecting higher unit count minors to fulfill Area X Depth of Study requirement for the major.
REQUEST FOR APPROVAL OF MODIFICATION OF THE B.A.
MAJOR PROGRAM IN LIBERAL STUDIES

1. Definition of Proposed Change

1.1 Designation of Degree, Major
Bachelor of Arts in Liberal Studies

1.2 Evidence of approval of

1.2.1 Department (Program)
D.X. Rasmusson, Program Director Original signed by Xeno Rasmusson

1.2.2. College Dean
Marilyn N. Silva, Associate Dean Original signed by Marilyn Silva

1.2.3 College Faculty Review Body
Dee Andrews Original signed by Dee Andrews

1.3 Objectives of proposed revision

The Liberal Studies program seeks to become aligned with the California Commission on Teacher Credentialing. New standards for elementary subject matter preparation were adopted by the CCTC on September 6, 2001 based on the passage of California SB 2042. With such compliance and final approval of the CCTC, Liberal Studies will continue to be the preferred academic major for the training of highly qualified future elementary teachers (K-6).

The present proposal involves extensive reorganization of subject areas, the list of required/approved courses that meet the content specifications for elementary subject matter preparations, and the total number of units for the major. The existing program allows two possible tracks (Liberal Arts/General track', 153-166 units or Credential track, 164-182 units); the new major pattern allows only one track (169-188 units).

Details of the existing (through catalog year 2004-2005) and proposed major programs follow. The existing program and proposed program are listed in their entirety (beginning on pages 2 and 10 respectively). See Options Revision form attached to this document.

Although the major motivating force for this revision is CCTC approval, additional courses are integrated with the curriculum that do not necessarily pertain to the CCTC Content Specifications or Standards but are intended to meet General Education or other University requirements. That is, the LBST major requirements will continue to meet all university GE requirements as well. This curriculum will generate the next required course list (RCL). Compared to the existing RCL,
Appendix A—Liberal Studies Major Modification

F. Humanities (4): one Humanities course (History, Humanities, Literature, Modern Languages, or Philosophy) from the Class Schedule under Area C.2. May include a History course for U.S. history, U.S. Constitution, and state and local government requirement.

G. One course in the Arts or Humanities (4)

H. Social Science course (4)

I. Social Science course (4)

J. Social Science course (4)

Note: The three Social Science courses chosen to complete H, I, and J must be from at least two disciplines selected from Anthropology, Economics, Geography, History, Human Development, Political Science, Psychology, or Sociology. May include a Political Science course used for U.S. history, U.S. Constitution, state and local government requirement.

K. One Biological Science course (Anatomy, Biology, Botany, Ecology, Genetics, Microbiology, Marine Science, Physiology, Zoology) from the Class Schedule under G.E. Area B.2. (4-5)

L. One Physical Science course (astronomy, chemistry, geology, oceanography or physics) from the Class Schedule under Area B.1. (4-5)

M. Lab for one of the courses listed in (K) or (L) from the Class Schedule under Area B.3. (0-2)

Area II: Language and Communication (19–20 units)

A. ENGL 1002 (4)

B. ENGL 2030 or 2040 or 2050 or a course from the Required Course List (RCL). See "Liberal Studies Required Course List" at the end of this section. (4)

C. ENGL 3010 (4) for Credential Track students

• General Track students may select from ENGL 3005, 3010, 3015, or 3040 (4)

D. Upper division English literature (4)

E. Language Acquisition: either a third quarter foreign language course or a course from the RCL (See "Liberal Studies Required Course List" at the end of this section.) (3-4)

• General Track students may also select any upper division English or Speech Course.

Area III: Science and Environment (16–27 units)

A. Biology course (4)

Lab (0-1)

B. Physical Science course (4)

Lab (0-2)

• Credential Track: two courses in science to include a course in biology and a course in physical science selected from the RCL (8-11). Two labs are required. (Courses in Areas I and III must include three labs.)

• General Track: one course in either biological or physical science. One lab is required. (Courses in Areas I and III must include two labs.)

C. Environmental Perspectives: one course from the RCL (4)

D. Mathematics

• Credential Track requires MATH 4021, 4022, and 4023.

• General Track students can select any two Math, Statistics, or Computer Science courses numbered 100 and above. (CS 1020 satisfies the G.E. requirement in Information Literacy for CSUH students.)

Area IV: Individual Development (7–12 units)(Not required for General Track)

A. One course in Physical Development: KPE 1625, 3250, or DANC 3235 (4)

B. Social Development: an upper division course from the RCL. (3-5)

C. Field Experience: TED 1500 or 3001 or documented experience (40 hours) in an elementary (K-8) school classroom with children of elementary school age in positions such as a teacher's aide, tutor, or volunteer (0-3)

Area V: The Arts (12–16 units)

A. History, Theory, Appreciation: two courses from different departments selected from the RCL (8)

B. Arts Activities: course(s) selected from the RCL (4)

(Courses taken for Areas I and V must include an Art and a Music course.)

• General Track Only: One additional course selected from the two categories above (4)
Appendix A—Liberal Studies Major Modification

Area VI: The Social World (28 units)
(No more than 4 courses in any one department)
A. History
   • **Credential Track** students must take an upper division U.S. History course. (4) May be used to partially satisfy the U.S. history, U.S. Constitution, and state and local government requirement.
   • **General Track** students may use any upper division History course.
B. Western Heritage: a course from the RCL (4)
C. African, Asian, & Western Hemisphere Civilizations: one upper division course from the RCL (4)
D. Ethnic Experience in America: one upper division course from the RCL (4)
E. Women in Society: one upper division course from the RCL (4)
F. Ethics and Social Policy: one upper division course from the RCL (4)
G. Geography: one upper division course from the RCL (4)
   • **General Track** may take one upper division course from any of the following social science disciplines: Anthropology, Economics, Geography, History, Human Development, Political Science, Psychology, or Sociology

Area VII: The Option (23–29 units)
The Liberal Studies major requires that each student complete an option, an area of study in some depth. All options except Childhood Studies in the Blended Program involve coursework totaling 23-28 units, similar to a minor. Liberal Studies majors may substitute any regular minor offered by the university in place of the option. However, for those on Credential Track the choice should be made carefully, in consultation with an advisor, to be sure that it is appropriate future work as a teacher. An option (except Childhood Studies in the Blended Program) or a minor must include at least 23 units not counted in any other Area of the major; the same is true for additional options or minors. No course taken CR/NC may be used in the option. The following Liberal Studies options are available through the program:

Other Graduation Requirements
A. G.E. Areas E Capstone (4 units). One course selected from G.E. Area E list in the Class Schedule.
B. G.E. Area G1-3: GS 1010 (3 units). Three one-unit freshman activity courses (CSU Hayward students only).
C. G.E. Area G4 Information Literacy (1-4 units). (CSU Hayward students only). May be satisfied by CS 1020 (see Area I.D above) or other courses listed in the Class Schedule.
D. Cultural Groups/Women General G.E. requirement (3 units). One course selected from the list in the Class Schedule.
E. U.S. history, U.S. Constitution, California state and local government requirement (0-8 units). See list of approved courses in this Catalog and in the Class Schedule. (Also see Areas I.F and I.J above.)
F. University Writing Skills Requirement. (See B.A./B.S. Degree Requirements chapter.)

Summative Assessment
Liberal Studies majors beginning the Multiple Subject Preparation Program Fall 1991 and later must meet requirement set by the California Commission on Teacher Credentialing (CCTC) which include a “summative assessment” of subject matter competence. This applies only to students pursuing the Credential Track, beginning Fall quarter 1991 and later. It does not apply to students on the General Track.

Summative assessment means an overall evaluation of academic achievement, separate from and in addition to grades received in individual courses. It will be done by the Liberal Studies faculty on completion of all major requirements and when the student requests certification of completion of the Multiple Subject Preparation Program.
The main elements taken into account in summative assessment are:

1. **Basic Skills Proficiency**, demonstrated by passing scores on the following:
   a. University Writing Skills Test (WST), a graduation requirement for all Cal State Hayward students;
   b. California Basic Education Skills Test (CBEST), a requirement for admission to a credential program; and
   c. The Entry Level Mathematics Test (ELM), if originally required by the university as a condition for taking college-credit mathematics courses.

2. **Verification of Courses** taken in ten subject areas specified by the CCTC. These are Language, Literature, Mathematics, Science, Social Science, History, Humanities, Arts, Physical Education, and Human Development. This is automatically satisfied by fulfilling major requirements.

3. **A Minimum 2.5 GPA** in (1) all courses taken in the option or minor, and (2) core courses in the major. The nine core courses are ENGL 3010, SPCH 1000, MATH 4021, an upper division English literature course, a science course with lab, an arts appreciation course, an upper division American History course, an upper division Geography course, and a course taken to satisfy the Physical Development requirement in Area IV.

4. **Completion of the Field Experience Requirement** in Area IV, either by courses such as T ED 1500 or 3001 by documented experience. Satisfying this requirement in the major and for the Multiple Subject Matter Preparation Program is only a minimum, and may not be sufficient to meet admission standards for a teaching credential program. Students should be aware that it is to their advantage to obtain as much experience as possible through classroom service as a tutor, volunteer, or teacher’s aide. This experience should be carefully documented; guidelines for documentation are available from the Liberal Studies Office.

5. **A Portfolio of Student Work**, to be kept, compiled, and submitted by the student with the request for subject matter certification. The portfolio should include a reasonable sample of work from a range of courses in at least five of the CCTC-mandated subject areas as possible. Standard items would be examinations, term papers, field work, laboratory notebooks, and other written student projects, with instructor’s comments. Photos of art work and reviews of performances may also be included. The objective is not bulk, but demonstration of familiarity with required subject matter and of effective skills in writing, thinking, and speaking. A standard form will be used for the summative assessment, with a copy provided to the student. The student should pick up detailed guidelines for portfolio preparation from the Liberal Studies Office.

**REQUIRED COURSE LIST (RCL):**
Liberal Studies Major requirements in Areas II-VI are to be satisfied by courses selected from the following list current as of May 2003. For additions and deletions since then, students may check with the Liberal Studies Office.

**Area II. Language and Communication**

**B. Critical Writing**
- ENGL 1014 Ancient Literature, 2070 Beginning Workshop in Fiction, 2120 "Include Me Out," 2999 Literary Skills
- Cultural Responses to Technology, 3020 Advanced Expository Writing, 3077 Writing from Life to Video

**D. Upper Division English Literature**
- ENGL 3400, 3600, 3650, 3670, 3680, 3691, 3692, 3700, 3710, 3715, 3716, 3720, 3725, 3730, 3740, 3745, 3770, 3790, 4151, 4251, 4260, 4265, 4325, 4411, 4412, 4450, 4634, 4635, 4636, 4637, 4710, 4720, 4740, 4745, 4810-4876

**E. Language Acquisition** One foreign language course at the level of at least the third quarter of the first year, or one course selected from the following:

**Area III. Natural Sciences:** Two courses selected from the following, one from Life Sciences and one from Physical Sciences. The total of four science courses taken in Areas I and III must include at least three laboratory courses.

**A. Life Sciences**
- BIOL 1001 (or one of 1003, 1005, 2001, 2002, 2003, or 2004) and 1002 (or 1004 or 2005) Introduction to...
B. Physical Sciences

CHEM 1000 Popular Topics in Chemistry (or 2001 or 2002) (non-lab), 1100 Introduction to College Chemistry; 1101 General Chemistry, 3010 The Making of Wine; GEOL 1001 (or 1003 or 1004) and 1002 Introduction to the Earth Sciences/Environmental Geology Laboratory, 1201/1202 Introduction to Oceanography/Oceanography Laboratory, 2101 Physical Geology (or 2100), 3040 Fundamentals of Meteorology (non-lab), 3050/3051 Volcanoes and Plate Tectonics/Volcanoes Laboratory, 3100 Geology of the Western National Parks (non-lab), 3300 Principles of Geology (non-lab), 3400 General Oceanography

PHYS 1500/1780 How Things Work/Physics Lab, 1600/1880 Evolution of the Universe/Astronomy Lab, 1700/1780 Elementary Physics/Laboratory, 1800/1880 Astronomy/Laboratory, 2005 Science of Energy (lab), 2023/1780 Physics of Perception/Physics Lab, 2100/1780 Physics in the 21st Century/Physics Lab, 3700/1880 The Big Bang and Other Cosmologies/Astronomy Lab

C. Environmental Perspectives

One course selected from the following:

ANTH 1100 Introduction to Biological Anthropology, 3100 Human Evolution I, 3101 Human Evolution II, 3110 Primate Social Behavior; BIOL 3015 Natural History of Marine Organisms, 3020 Genetics, Evolution, and Humanity, 3031 Nature Study, 3035 Endangered and Threatened Species in Bay Area and California Habitats, 4010 Microbes and Humanity, 4020 Contemporary Biology; ECON 4306 Environmental Economics; ENVT 2000 Introduction to Environmental Studies, 4100 Environmental Impact Analysis

GEOG 3000 Resource Management, 3115 Physical Landscape Analysis, 3320 Geography of World Agriculture, 3330 Urban Geography, 3340 Urban Planning, 3400 Field Geography of the San Francisco Bay Region, 4320 Energy Resources and Management, 4325 Field Course in Cultural-Urban Geography, 4330 Sustainable Development, 4350 Water Resources and Management;

GEOG 2300 Natural Disasters, 3000 Conservation of Natural Resources, 3030 Earth and Life through Time, 3110 Principles of Geomorphology, 3300 Principles of Geology, 4320 Hydrogeology, HSC 3200 Environmental Health, HIST 3505 California Environmental History, PHIL 3151 Environmental Ethics; PC 3460 Environmental Law, 4171 Public Policy and the Environment; REC 4700 Environmental Recreation


D. Math

2011, 4012, 4013. (General track must take ANY two Math classes.)

Area IV. A. Physical Development. One course selected from the following:

DANC 3235 Dance for Children; KPE 1625 Nutrition and Performance, 3250 Kinesiological Foundations of Phys Education.

Area IV. B. Social Development. One upper division course (two if T ED 5351/5355 selected), at least 3–5 units, selected from the following:

ANTH 3700 Educational Systems in Cross-Cultural Perspective, 3740 Cross-Cultural Studies in Child-Rearing;

EPSY 5021 Introduction to Educating ALL Students in Diverse Classrooms; E S 3105 African American Identity

3180 The World of the Black Child; HDEV 3001-2-3 Behavioral and Biological Approaches in Human Development I, II, III; 3011-12-13 Sociocultural and Experiential Approaches in Human Development I, II, III, 3800 Human Development and Interaction, 4400 Adolescence, 4510 Cognitive Development, 4520 Language Acquisition and the Symbolic Function, 4700 Childhood Development, 4710 The Child in the Family and in the Community


Area IV. C. Field Experience

The subject matter preparation program requirement for experience in the classroom may be satisfied by one of the alternatives below. However students should be aware that admission requirements for a credential program may require additional school experience. For further information, consult the Department of Teacher Education.
Appendix A—Liberal Studies Major Modification

A. Completion of **T ED 1500** Introductory Field Experience or **3001** Exploring Education or their equivalent or
B. Documented experience (30 hours) in an elementary (K-8) school classroom with children of elementary school age, in positions such as teacher's aide, tutor, or volunteer. Especially recommended is experience in a culturally diverse setting and with children with disabilities. Degree requirements may be cleared by submitting a letter from the school principal or supervisor (on school letterhead) verifying completion of K-8 classroom experience. This letter is due in the Liberal Studies Office on or before the last day of classes of the student's last quarter. A jou
is to be included in the portfolio which is submitted when subject matter certification is requested, at the time of graduation or later.

**Area V. A. History, Theory, and Appreciation of the Arts**

Two courses, from different departments, selected from the following:

**ART** 1010 The Idea of Art History (or 1011) or any other Art History course; **COMM 3430** Women and Film; **COMM/ART 4620** History of Photography; **DANC 4200** Dance Through the Ages, 4201 Dance in Modern Society, 4202 Women in Dance; **ENGL 4745 Film Criticism**; **E S 2125 The Black Aesthetic**, 2300 Blacks in Film, 2410 Mexican American/Latino Perspectives in Film, 3145 African American Music, 3243 Mexican American/Latino Perspectives in Film; **HIST 4895** Architecture and Society;


**Area V. B. Arts Activities.** At least 4 units selected from the following:

**ART** 1020 *Introduction to World Art*, 1111 *The Art Experience or any other Art Studio course.*

*Any other Art course listed in G.E. Area F*

**ART/COMM 2701** Introduction to Photography, 3600 Intermediate Photography, 4600 Advanced Photography; **COMM 3101** Television Pre-production, 4183 Speech and Debate Activities Workshop (Forensics competition; **COMM/ART 2700** Introduction to Photography, 3340 Graphic Communication; **MUS 1015, 1016** Basic Musicianship Through Guitar for Non-Music Majors I, II; 1027, 1028, 1029 Sight-reading, 1111, 1112, 1113, 1311, 1312, 1314, 1315, 1316, 1317 Basic Class Piano I, II, III; 2314 Keyboard Sight-Reading, 2315 Keyboard Harmony, 2500 Chamber Music in the Public Schools, 3210-3270 Applied Music (individual instruments), 3515 University Oratorio Society. *Any other Music course listed in G.E. Area F*


**THEA 1012** Exploring Creativity in Theatre and Dance, 1020 Discover Acting, 2005 Acting Fundamentals: Improvisation, 2015 Acting Fundamentals: Stage Movement, 2188 Summer Theatre Workshop; 3189 Production Practicum; 3310 Interpretation of Women's and Ethnic Literature, 3610 Interpretation of Children's Literature and Story Telling, 3650 Dramatic Activities for Children, 3660 Children's Theatre Performance, 480 Topics in Theatre Performance. *Any other Theatre course listed in G.E. Area F*

**Area VI. The Social World**

**A. Upper Division U.S. History.** One course selected from the following: **HIST** 3400, 3411-3417, 3500, 3503, 3511, 3515, 3530, 3540, 3547, 3550, 3567, 3568, 3570, 3571, 3575, 3580

**B. Western Heritage.** One course selected from the following:

**ART 3035** Modern Art, 3040 Art in the United States, 3220 Art in the Ancient World, 3225 Renais
Appendix A—Liberal Studies Major Modification

European Art, 4071 Art Since 1945; COMM 4201 Comparative Traditions of Rhetoric; ECON 3170 History of Economic Thought; ENGL 3400 Masterworks of British Literature, 3600 Masterworks of American Literature, 3700 Classical Literature, 3710 Medieval Literature, 3715 Dante’s World I, 3716 Dante’s World II, 3720 Renaissance Humanism, 3725 Petrarch and Boccaccio, 3730 The Neo-Classical Tradition, 3744 The Romantic Era, 3745 The Gothic, 3760 Literature of the Twentieth Century, 4710 Bible for Students of Literature, 4720 Mythology, 4833 British Novel from 1914-1945, 4870 The American Novel, 1814-1945

HIST 1014 World Civilizations I, 1015 World Civilizations II, 1016 World Civilizations III, 4030 Historiography any upper division course in European history; HUM 1001 Humanities I, 1002 Humanities II, 1003 Humanities III, 3000 Literature of the Holocaust; INTD 3001 In Search of Self: The Mystery of Self and Other, 3003 In Search of Self: Truth and Reality

Modern European Languages: any upper division literature course, including those in English translation, except those in Brazilian-American literature

PHIL 3321 Philosophy of the Human Sciences, 3331 History of Science, 3332 Philosophy of Science, 3503 Philosophy of Law, 3601 Ancient and Medieval Philosophy, 3602 Modern Philosophy, 3603 Kant and Idealism, 3604 Roots of Contemporary Philosophy, 3605 Studies in Contemporary Philosophy

POSC 3704 Marxism in Theory and Practice, 3711 Greek, Roman, and Medieval Political Thought, 3712 Eastern Political Thought, 3713 Contemporary Political Thought, THEA 3201 Classical Greek and Roman Drama, 3202 European Medieval and Renaissance Drama, 3203 Modern European Drama, WOST 4922 Women of the Classics

C. African, Asian, and Western Hemisphere Civilizations. One upper division course selected from the following:

ANTH 3240 Archeology of North America, 3250 Prehistoric America: Aztec, Inca, Maya, 3280 Preconque Mexico, 3430 Ethnicity and Nationalism, 3510 South America, 3535 Southeast Asia, 3545 Anthropology: China, 3550 Modern Japan, 3560 India, 3580 Middle East, 3755 Culture, Conflict, and Law, 3780 The Anthropology of Production and Exchange; ART 3010 Latin American Art, 3055 Ancient American Art, 30 Far Eastern Art

ENGL 3790 Black Literature III (Africa, Mediterranean, Caribbean), ES 3800 Peoples of Central America;

GEOG 3510 Geography of Mexico, Central America, and the Caribbean Islands, 3515 Geography of Southeast Asia, 3540 Geography of Eastern Asia, 3550 Geography of Southeast Asia, HIST 3301 Modern East Asian History, 3302 Modern East Asia Through Film, 3311 Traditional China, 3312 Modern China, 3313 People’s Republic of China, 3322 Early Japan, 3323 Modern Japan, 3325 Postwar Japan, 3600 Colonial Latin America, 3601 Latin America: 1700-1900, 3602 Latin America in the 20th Century, 3605 Modern Latin America, 3620 The Cuban Revolution and Latin America, 3622 Mexico Since 1810, 3803 Topics in Asian History, 3804 Topics in Latin American History

LAST 3000 The Latin American World; MLL 3461 Introduction to Spanish-American Literature: 1492 to 1900, 3463 Introduction to Spanish-American Literature: from 1900 to the Present, 3495 Spanish-American Culture and Civilization, 3830 Japanese Literature and Culture, 3871 Topics in Brazilian Literature, 4495 Single Movement, Country or Theme: Spanish-American Literature PHIL 3214 Philosophy and Myth in Latin American Literature, 3403 Philosophy of the East, 3410 Comparative Themes in Eastern and Western Philosophy; POSC 3204 Political Systems of Asia, 3230 Government and Politics in the Middle East, 326 Government and Politics of Africa South of the Sahara, 3280 Political Systems of Latin America, 334: Seminar in World Development; THEA 3311 Filipino Theatre, 3423 Non-Western Costume

D. Ethnic Experience in America. One upper division course selected from the following:

ANTH 3500 North American Indians, 3505 Indians of California, 3520 Contact Period of California; ART 305 Ethnic Art; COMM 3400 The Ethnic Media in America, 4515 Critical Discourse in Multicultural America, 4 Intercultural Communication, 4860 Ethnic Public Address; ENGL 3660 Native American Literature, 3670 Asian/Filipino American Literature, 3680 Hispanic/Latino/U.S. Literature, 3691 Black Literature I, 3692 BI Literature II

FOOTNOTES:

1. By California Commission on Teacher Credentialing Directive, the Business Studies Option is not allowed for the Credential track.
2. Maximum of two Sociology courses allowed.
3. Prerequisite is ENGL 1001, required in Area I of the major.
4. Prerequisite is PSYC 1000 (or one of 1001, 1005, 2004, or 2009) which is an elective in the major.
5. Enrollment in SPPA 3852 or 3853 requires concurrent enrollment in at least one unit of SPPA 3856.
PROPOSED Liberal Studies Program (also submitted to CCTC to fulfill their Content Specifications):

<table>
<thead>
<tr>
<th>Area (Units)</th>
<th>Subject Matter Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I (32)</td>
<td>Reading, Language and Literature (includes 12 units in GE)</td>
</tr>
<tr>
<td>Area II (36-40)</td>
<td>History and Social Sciences (includes 20 units in GE)</td>
</tr>
<tr>
<td>Area III (16)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Area IV (24)</td>
<td>Science</td>
</tr>
<tr>
<td>Area V (20-22)</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Area VI (8)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Area VII (16)</td>
<td>Human Development</td>
</tr>
<tr>
<td>AREA VIII (0-7)</td>
<td>Additional Requirements (Health and Classroom Experience)</td>
</tr>
<tr>
<td>AREA IX (20 minimum)</td>
<td>Depth of Study - Option (20-27 units) or Minor (24-46 units)</td>
</tr>
</tbody>
</table>

TOTAL 172-192 quarter units (depends on choices for Areas V, VIII & IX)

Program Curriculum
The courses fulfilling the curriculum follow, and are listed in order of the subject areas above.

AREA I: READING, LANGUAGE & LITERATURE (32 units)
1. ENGL 1001 (4)    EXPOSITORY WRITING
2. ENGL 1002 (4)    EXPOSITORY WRITING II
3. COMM 1000 (4)    PUBLIC SPEAKING
4. One of the following courses (4):
   HDEV 4520    LANGUAGE ACQUISITION AND SYMBOLIC FUNCTION
   ANTH 3000    LANGUAGE & CULTURE
   ENGL 3005    STUDY OF LANGUAGE
5. One of the following courses (4):
   ENGL 2050    INTRO TO CRITICAL WRITING ON DRAMA
   ANTH 3410    FOLKLORE
   THEA 3201    CLASSICAL GREEK & ROMAN DRAMA
   THEA 3202    EUROPEAN MEDIEVAL & RENAISSANCE DRAMA
   THEA 3203    MODERN EUROPEAN DRAMA
   THEA 3207    MODERN AMERICAN THEATRE
   THEA 3233    MODERN PHILIPPINE DRAMATIC LITERATURE & STYLES
   THEA 4375    ETHNIC & IMMIGRANT THEATRE IN THE U.S.

The following 12 units fulfill G.E., University and/or major requirements.
6. Critical Thinking (4) (A3; PHIL 1000, PHIL 1001, PHIL 3010, PSYCH 1100, SOC 1100)
7. ENGL 3010 (4)    MODERN ENGLISH GRAMMAR
   or ENGL 2005 (4)    GRAMMAR FOR WRITERS
8. Upper Division English Literature (4) (Fulfills U.D. Humanities, C4)

AREA II: HISTORY & SOCIAL SCIENCES (36-40 units)
A. (20)
9. HIST 1014 (4)    WORLD CIVILIZATIONS I
10. HIST 1015 (4)    WORLD CIVILIZATIONS II
11. HIST 3400 (4)    AMERICA TO 1900
12. HIST 3500 (4)    HISTORY OF CALIFORNIA
13. One of (4):
   GEOG 3000    RESOURCE MANAGEMENT
   GEOG 3360    HISTORICAL GEOGRAPHY OF NORTH AMERICA

B. Social science perspectives; one course (4 units each) from each of the following (16-20 total):
14. ANTH 1300    INTRO TO CULTURAL ANTHROPOLOGY
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3000</td>
<td>ANTHROPOLOGY OF THE MODERN WORLD</td>
</tr>
<tr>
<td>ANTH 3290</td>
<td>OLD WORLD CIVILIZATIONS</td>
</tr>
<tr>
<td>ANTH 3750</td>
<td>WOMEN IN CROSS-CULTURAL PERSPECTIVE</td>
</tr>
<tr>
<td>GEOG 2300</td>
<td>CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 2400</td>
<td>GEOGRAPHY OF WORLD DEVELOPMENT</td>
</tr>
<tr>
<td>GEOG 3000</td>
<td>RESOURCE MANAGEMENT (If not taken in II.A.)</td>
</tr>
<tr>
<td>GEOG 3360</td>
<td>HISTORICAL GEOGRAPHY OF NORTH AMERICA (If not taken in II.A.)</td>
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<tr>
<td>GEOG 3505</td>
<td>GEOGRAPHY OF CALIFORNIA</td>
</tr>
<tr>
<td>POSC 1000</td>
<td>INTRODUCTION TO POLITICAL SCIENCE</td>
</tr>
<tr>
<td>POSC 1201</td>
<td>AMERICAN POLITICAL INSTITUTIONS</td>
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<tr>
<td>POSC 1202</td>
<td>PUBLIC POLICY/CALIFORNIA POLITICS</td>
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<tr>
<td>POSC 3201</td>
<td>POLITICAL SYSTEMS OF WESTERN EUROPE</td>
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<tr>
<td>POSC 3222</td>
<td>GOVT &amp; POLITICS OF EASTERN AND CENTRAL EUROPE</td>
</tr>
<tr>
<td>POSC 3230</td>
<td>GOVT &amp; POLITICS OF THE MIDDLE EAST</td>
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<tr>
<td>POSC 3260</td>
<td>GOVT &amp; POLITICS OF AFRICA</td>
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<tr>
<td>POSC 3280</td>
<td>POLITICAL SYSTEMS OF LATIN AMERICA</td>
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<tr>
<td>POSC 3470</td>
<td>INTERNATIONAL LAW</td>
</tr>
<tr>
<td>POSC 3550</td>
<td>UNITED NATIONS AND THE WORLD COMMUNITY</td>
</tr>
<tr>
<td>SOC 1000</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td>SOC 3720</td>
<td>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT</td>
</tr>
<tr>
<td></td>
<td>or any Sociology course not used in another area or in option or minor.</td>
</tr>
</tbody>
</table>

18. Upper Division CULTURAL GPS/WOMEN Requirement (0-4)

If not met by any other course in the major, choose a qualifying G.E. course from catalog.

**AREA III: MATHEMATICS (16 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>MATH 2011</td>
<td>NUMBER SYSTEMS</td>
</tr>
<tr>
<td>MATH 4012</td>
<td>GEOMETRY AND MEASUREMENT</td>
</tr>
<tr>
<td>MATH 4013</td>
<td>STATISTICS, DATA ANALYSIS AND PROBABILITY</td>
</tr>
<tr>
<td>MATH 4014</td>
<td>ALGEBRA AND FUNCTIONS</td>
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</tbody>
</table>

**AREA IV: SCIENCE (24 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>BIOL 1000</td>
<td>INTRODUCTION TO BIOLOGY/LAB</td>
</tr>
<tr>
<td>CHEM 1100</td>
<td>INTRODUCTION TO COLLEGE CHEMISTRY W/ LAB</td>
</tr>
<tr>
<td>PHYS 1700</td>
<td>ELEMENTARY PHYSICS</td>
</tr>
<tr>
<td></td>
<td>with PHYS 1780 (1) ELEMENTARY PHYSICS LABORATORY</td>
</tr>
<tr>
<td>GEOL 1000</td>
<td>EARTH SYSTEMS SCIENCE</td>
</tr>
<tr>
<td>U.D. Science</td>
<td>Choose course from catalog G.E. Area B6</td>
</tr>
</tbody>
</table>

**AREA V: VISUAL & PERFORMING ARTS (16-18 units)**

28. One course meeting GE requirement in fine arts, area C1 (4)

29. One of the following (3-4):
   - DANC 3021 (3) CULTURAL DANCE FORMS
   - DANC 3235 (4) DANCE FOR CHILDREN
   - DANC 3241 (3) THE DANCE EXPERIENCE

30. One of the following (3-4):
   - MUS 3002 (4) SURVEY OF MUSIC LITERATURE FOR NON-MAJORS
   - MUS 4445 (3) SEM IN ELEM CLASSROOM MUSIC TEACHING TECHNIQUES

31. One of (4):
Appendix A—Liberal Studies Major Modification

THEA 2310  ORAL INTERPRETATION OF LITERATURE
THEA 3310  INTERPRETATION OF WOMEN’S & ETHNIC LITERATURE
THEA 3610  INTERPRETATION OF CHILDREN’S LIT & STORY TELLING
THEA 3650  DRAMATIC ACTIVITIES FOR CHILDREN

32. ART 1020 (4)  THE CREATIVE PROCESS
33. ART 3440 (2)  VISUAL LITERACY

AREA VI: PHYSICAL EDUCATION (8 units)
34. KPE 3251 (4)  PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER: PHYSICAL CONSIDERATIONS
35. KPE 3252 (4)  PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER: SOCIAL CONSIDERATIONS

AREA VII: HUMAN DEVELOPMENT (15-16 units)
36. HDEV 4510 (4)  COGNITIVE DEVELOPMENT
37. HDEV 4710 (4)  CHILD IN THE FAMILY AND COMMUNITY*
38. One of (4):
   ANTH 3740  CROSS CULTURAL CHILD REARING
   HDEV 4700  CHILDHOOD DEVELOPMENT
39. One of (3-4):
   PSYCH 4440 (4)  CHILD PSYCHOPATHOLOGY
   TED 3500 (4)  INTRODUCTION TO CHILDHOOD STUDIES
   TED 5021 (3)  CHILD GROWTH & DEVELOPMENT

*Students who have completed a similar course at another college should consult with a Liberal Studies advisor; they may be able to substitute a lower division course for HDEV 4710.

AREA VIII: HEALTH; FIELD EXPERIENCE (4-7 units)
40. HSC 1100 (4)  HEALTH: MAINTENANCE OF WELLNESS
41. INTRODUCTORY FIELD EXPERIENCE (0-3 units). May be met by any of the following:
   TED 1500 (3)  INTRODUCTORY FIELD EXPERIENCE
   TED 3001 (3)  EXPLORING EDUCATION
   Self-directed (0)  Volunteer service (or employment) in K-8 classroom

AREA IX: DEPTH OF STUDY (20 units minimum)

Choose one of the following:

A. Approved Options (20-27 units). Select one from the following list:
   Anthropology
   Art
   Dance
   English
   Environmental Studies
   Ethnic Studies
   Global Studies (Geography)
   History
   Kinesiology and Physical Education
   Life Sciences
   Music
   Modern Languages and Literature
Appendix A—Liberal Studies Major Modification

1. Philosophy
2. Psychology
3. Recreation
4. Sociology
5. Special Education
6. Theater

B. Minor. Choose any minor offered in the University Catalog (24-46 units).

C. Special Option completed with approval from the Director of Liberal Studies (20 units minimum).

1.5 List of New Course, Course Modification, and Course Discontinuance Requests, if any, attached to this proposal.

None.

2. Need for the Proposed Change

In order to meet standards implemented on state (SB 2042) and federal (No Child Left Behind) levels, preparation of elementary school teachers must become more rigorously structured around subject matter. If CSUEB is to continue its tradition of preparing future teachers, our Liberal Studies major program of study must become aligned with these newer standards for elementary subject matter preparation set forth by the CCTC. The proposed curriculum makes optimal use of existing courses and new courses especially developed to meet the content specifications of the CCTC without watering-down university coursework to only meet content required for future teachers. Therefore, graduates of the program will be well-prepared to pass the multiple subject matter examination of the CSET in order to become credentialed teachers and productive citizens. The combination of approved subject matter preparation and summative assessment will not only prepare the ‘highly qualified’ teachers called for in new educational policy, but it will also secure state funding sources to Title 1 schools. Most other CSU campuses have implemented their SB 2042 compliant curriculum or are in the process of doing so and we should strive to remain on par with our sister campuses in such an important area of study.

3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities Resources for the Proposed Change

None directly anticipated. However, it is important to remark here on the likelihood of resource shifts. Some departments in and outside of ALSS will experience increases or decreases in FTES in the service of Liberal Studies majors. Some departments may receive the same FTES, but from different courses or in a different pattern. PACE will be affected as will the Concord Campus of CSUEB. Of course, so will our traditional transfer community colleges. However, this program revision has been in planning for several years and nearly every department and community college that will be affected has been consulted or even brought in as a collaborator under the leadership of former Liberal Studies Director Pat Zajac.

4. Relationship of Revised Program to Teaching Credentials or to Accreditation Organization

As described previously, this is an elementary subject matter (ESM) program for future elementary school teachers. This is the preferred B.A. degree for students hoping to enter a multiple subject credential program for elementary education. This curriculum has been reviewed by the CCTC and a response is being written.
for submission by approximately May 1.

5. Consultation.

This program modification document is/has been circulated among ALSS and others Chairs and Faculty of departments involved in its planning and who are likely to be impacted by its implementation. On the following pages is a list of collaborators who served as consultants and contributed to the planning of this program revision.
Appendix A—Liberal Studies Major Modification

College of Education and Allied Studies

Dr. Arthuriene Towner, Dean  
Dr. Emily Brizendine, Associate Dean  
Dr. Jean Easterly, Assistant Dean  
Dr. Phil Duran, Chair, Department of Teacher Education  
Dr. James Zarrillo, Professor and Assistant Chair  
Dr. Joan Davenport, Professor and Interim Assistant Chair  
Dr. Suzanne Sullivan, Teacher Education  
Dr. Lettie Ramirez, Teacher Education  
Dr. Ana Maria Rodriguez, Teacher Education  
Dr. Penny McCullough, Chair, Kinesiology

College of Science

Dr. Michael Leung, Dean  
Dr. Linda Kinrade, Former Associate Dean  
Dr. Alan Monat, Interim Associate Dean  
Dr. Steven Benson, Former Chair, Biology  
Dr. Richard Symmons, Chair, Biology  
Dr. Jeffrey Seitz, Assistant Professor, Geology  
Dr. Richard Luibrand, Chair, Chemistry  
Dr. Richard Good, Chair, Physics  
Dr. Edna Reiter, Chair, Mathematics  
Dr. Edward Keller, Former Chair, Mathematics  
Dr. Kathy Hahn, Professor, Mathematics  
Dr. Tom Roby, Professor, Mathematics  
Dr. Kevin Callahan, Professor, Mathematics  
Dr. Julie Norton, Chair Statistics and Chair, Academic Senate 2003-2004

Dr. Eric Suess, Professor, Statistics  
Dr. Maria Nieto, Professor, Biology and Liberal Studies Advisor  
Dr. Pauline Kelzer, Chair, Health Sciences  
Dr. Bette Felton, Health Sciences, Former Dean, Contra Costa Campus

Administration:

Dr. Carl Bellone, Associate Vice President, Academic Programs and Graduate Studies  
Michelle LaCentra, Articulation Officer  
Dr. Sally Murphy, General Education Coordinator

Academic Advisors from:

Chabot College  
Ohlone College  
Diablo Valley College  
Las Positas College  
Vista College  
Los Medanos College
## The Liberal Studies Major at Two of Our Sister Campuses

### SJSU Catalog

#### Humanities Department

#### BA - Liberal Studies, Preparation for Teaching

This major is designed for students interested in teaching in elementary school or middle school. The following course work satisfies San Jose State University's requirements for a BA in Liberal Studies. In addition, this program is approved by the California Commission on Teacher Credentialing (CCTC) as subject matter preparation for diversified subject matter preparation.

Maintaining a minimum grade point average (GPA) and completion of the program will not guarantee admission to the credential program. Like all other applicants, students must meet credential program standards and undergo screening for admission. See "Teaching: How to Become a Teacher in California" (see index) for information on application and admission to credential programs.

### Course Requirements

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>6-18</th>
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</thead>
<tbody>
<tr>
<td>Of the 51 units required by the university, 33-45 may be satisfied by specified major and support requirements. Consult major advisor for details.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Institutions</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the 6 units required by the university, all may be satisfied within general education requirements as specified in the schedule of classes.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Physical Education Requirements in the Major</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Language and Literature</td>
<td>18-21</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B and ENGL 112A (9); ENGL 103 or LLD 107 (3); LLD 108, COMM 045 and EDEL 106E (9) or CHAD 150 and CHAD 151 (6)</td>
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<table>
<thead>
<tr>
<th>History and Social Science</th>
<th>15</th>
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<tbody>
<tr>
<td>AAS 033A and AAS 033B (6) or HIST 015A and HIST 015B (6); SOCS 137, SOCS 138 and SOCS 139 (9)</td>
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<table>
<thead>
<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td>MATH 012, MATH 105 and MATH 106</td>
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</table>

<table>
<thead>
<tr>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>BIOL 021, CHEM 035, GEOL 103 and SCI 110</td>
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<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
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</thead>
<tbody>
<tr>
<td>CA 177 (3); Complete six units from: ART 039, ART 138, DANC 148, MUSC 010B, MUSC 185A, TA 131 (6)</td>
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<table>
<thead>
<tr>
<th>Physical Education and Health</th>
<th>3-6</th>
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<tr>
<td>KIN 177 and EDTE 190 (6) or CHAD 149 (3)</td>
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<th>Human Development</th>
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<tbody>
<tr>
<td>PSYC 082 and CHAD 067 (6) or CHAD 060</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B—Comparison with other programs

(3)
Introduction to Liberal Studies 1
HUM 085

Depth of Study 12
Choose One:
Western

Cultures
HUM 119A,
HUM 119B,
HUM 120A and
HUM 120B

American

Culture
AMS 169, AMS
179, RELS 162
and RELS 191

World

Cultures
HUM 114,
RELS 131,
MDES 145 and
AMS 159

Advanced Writing 3
HUM 100W

Field Study 3
HUM 185

Capstone Course 3
HUM 190

Electives 9-14
One year of second language or ASL recommended.

Total Units: 120

San Francisco State University

BACHELOR OF ARTS IN LIBERAL STUDIES

Each student must consult with an adviser to discuss the liberal studies major, selection of courses, and preparation of the planning worksheet.

Each student's planning worksheet must be approved by an adviser and the coordinator before the student has completed 100 units. The approved worksheet must be on file in the Liberal Studies Office before the graduation application will be signed.

First-time freshman liberal studies majors desiring to become elementary school teachers may begin a combined Liberal Studies B.A. and credential program. Call 415-338-6927 for more information about program requirements and eligibility.

Additional informational materials on the major and the additional subject matter preparation program are distributed at the liberal studies workshop or on the web.
**REQUIREMENTS FOR THE MAJOR**

<table>
<thead>
<tr>
<th>Core (All units must be upper division)</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>AREA I—Communication, Language, and Literature</td>
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</tr>
<tr>
<td>Literature</td>
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</tr>
<tr>
<td>Speech</td>
<td>4</td>
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<tr>
<td>AREA II—Life Science, Physical Science, and Mathematics</td>
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</tr>
<tr>
<td>Life Science</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science</td>
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</tr>
<tr>
<td>AREA III—Behavioral and Social Sciences</td>
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<tr>
<td>SS 300 Social Sciences Core I</td>
<td>3</td>
</tr>
<tr>
<td>SS 301 Social Sciences Core II</td>
<td>3</td>
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<tr>
<td>AREA IV—Creative Arts and Humanities</td>
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</tr>
<tr>
<td>HUM 425 Thought and Image I</td>
<td>3</td>
</tr>
<tr>
<td>CA 426 Thought and Image II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total for core</strong></td>
<td><strong>25</strong></td>
</tr>
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</table>

**Liberal Studies Emphasis Patterns**

Students select one of the following emphasis patterns. A minimum of twelve semester units must be taken, with at least six units at the upper division level.

**AREA I: COMMUNICATION, LANGUAGE, AND LITERATURE**

- English Language: Literature, Language, and Communication
- Literature and Oral Performance
- Languages and Literatures Other Than English

Chinese
Classical Languages
French
German
Italian
Japanese
Russian
Spanish
Appendix B—Comparison with other programs

AREA II: LIFE SCIENCE, PHYSICAL SCIENCE, AND MATHEMATICS

- Earth and Space Science
- Environmental Science
- Life Science
- Mathematics

K-8 Mathematics
Calculus-based Mathematics

- Physics and Astronomy

AREA III: BEHAVIORAL AND SOCIAL SCIENCES

- Anthropology
- Economics
- Ethnic Studies
- Family Studies
- Geography
- Health, Kinesiology, and Recreation
- History
- International Relations
- Political Science
- Psychology
- Sociology
- Urban Studies

AREA IV: CREATIVE ARTS AND HUMANITIES

- Creative Arts
- Humanities
- American Cultural Studies
- Asian Cultural Studies
- Cities Studies
- Cross-cultural Studies
- European Cultural Studies
- Philosophy
- Philosophy and Religion
INTEGRATED STUDIES

- Ancient Mediterranean Civilizations
- California Studies
- Gender, Culture, and Representation
- Jewish Studies
- Multidisciplinary Ethnic Studies
- NEXA

Units on Advisement

Students must select a minimum of nine additional units. These units may be either lower or upper division and must be approved by the adviser. There are three ways to choose these courses: (1) select three units in each area of knowledge outside the Emphasis for a total of nine units minimum; (2) complete at least nine units in a single foreign language (including ASL); or (3) select three courses from the additional subject matter preparation program.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Units</th>
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<tbody>
<tr>
<td>Core</td>
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<tr>
<td>Emphasis Pattern</td>
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<td>Units on Advisement</td>
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<td><strong>Total for major</strong></td>
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### CAPR Table 1

California State University, East Bay

MAJOR HEADCOUNT ENROLLMENT PROFILE

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<th>Postbaccalaureate</th>
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<tr>
<td></td>
<td>Fall 2001</td>
<td>Fall 2002</td>
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Source: CSU ERSS Statistical Extract
Location: Z:\en/psm/psm\projects\capr\capr.headcountsas
A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.
Document: Cal State East Bay Fact Book
Institutional Research and Assessment (03MAR06)
### CAPR Table 1

**California State University, East Bay**

**MAJOR HEADCOUNT ENROLLMENT PROFILE**


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*Source: CSU ERSS Statistical Extract*

Location: z:\sas\pgm\csu\system\project\capr\capr\headcount.sas

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