Goals established for the UG workgroup:

1. Organize our branch around a central concepts of Human Development, Diversity, and Learning
   a. Perhaps even as our name: HuDDLLe
2. Maintain the core principles of Social Justice and Equity in all the programs and coursework
3. Maintain the integrity of our core discipline-based programs as well as the Education undergraduate coursework.
   a. Child Development (CHDV)
   b. Deaf Studies (now DEAF formerly EDS)
   c. Education studies (EDU formerly EDTE/EDBM/EDS)
4. Streamline the pathway from other CSUS undergraduate majors to our credential programs and MA programs
   a. Develop a coherent package of Education courses for students exploring the field of teaching– GE, pre-Credential
   b. Similar to the Minor in Counseling leading to the MA in Counseling
   c. Build on the Integrated Pre-credential CHDV program
5. Attract students from across campus through a well-packaged set of GE courses that are well-marketed and identified in particular strands such as social justice, or literacy, or tutoring.
   a. For First-year students
   b. For transfer students
6. Service Learning, Community Engagement and Field Experience
   a. Organize a coherent and well-managed set of fieldwork experiences that ties course content to field experiences and provides exposure both to more advanced students in our other programs and to our community partners.
7. Develop next steps refining goals of the Branch and its disciplines connecting with Community Colleges, Community Agencies and Activist groups.

Points of Collaboration with other Branches:

1. Intellectual engagement – building academically rigorous programs
2. Undergraduate pre-requisites for our current and potential students to enter College of Education professional and academic post-baccalaureate programs.
3. Course sequencing – credential and grad branches need to examine our course sequencing and keep in communication about program pre-requisites
4. Advising our native CSUS students on pathways into the Bachelor’s majors of Child Development, Deaf Studies and Credential programs and Graduate programs
5. Outreach into the Bachelor’s majors of Child Development, Deaf Studies and Credential programs and Graduate programs to current CSUS students and potential students from other institutions.
6. Workload distribution – making sure that there is fair and equitable workloads for all individuals and particularly for those who float between branches, class sizes

Work Products and Resolutions

1. Goals above agreed to as guiding the content of our work
2. Models for organizing our branch explored. Model 3 that preserves the integrity of the 3 programs (Child Development, Deaf Studies, and Education Studies) adopted. See illustration 1 at the end of the document for the model adopted as our current working model.
3. Model serving our students adopted analogous to a tree with the students as the roots flowing through the trunk of the college in advising and on to the branches and leave to take various courses in different programs. See illustration 2.
4. Reviewed the CSUS Undergraduate Graduation Initiative and agreed to keep principles from this initiative at the forefront with what we are considering in terms of structure.

5. Data collected and examined
   a. Entire course listing of all undergraduate classes offered in the catalog
   b. Numbers of students served
   c. Numbers of instructors used
   d. Duties for current program coordinators

6. Course listings and codes examined. Chunks of numbers assigned to various programs. Certain course numbers will be moved so as to create a marketing tool having similarly themed courses located near each other. This primarily affects courses formerly EDTE, EDBM and EDS which will now merge into one program within Education.

7. Elisa Michals stepped down as convener effective at the end of the Sept 30th meeting. Ana-Garcia Nevarez, Jennifer Rayman, and Sherrie Carnici as Steering members will collaborate on convening the group for the time being.

Work in progress

1. Future meeting, EDTE, EDBM and EDS will examine and work on finalizing the sequencing.

2. Nov 3rd Our goal is to get all Education GE and electives program changes (form AsBs) to AAC (Deaf Studies is still working on more programmatic changes)

Participants

Steering Representatives: Ana Garcia-Nevarez (CHDV), Sherrie Carinci (EDTE), Jennifer Rayman (EDS/Deaf)

Past Convener (Spring 2011): Elisa Michals (EDTE)

Participants (2 or more meetings): Maggie Beddow/Peter Baird (alternating from BMED), Mimi Coughlin (EDTE), Karen Davis O’Hara (CHDV), Kay Moore (EDTE), Janet Hesch (EDTE), Pamela O’keefe (EDTE/CHDV), Lynda Stone (CHDV), Lynn Solari (EDTE), Susan Gomez (CHDV).

New or Occasional Participants: Lisalee Egbert (EDS/Deaf), Francie Dillon (EDTE), Kathryn Hayes (EDTE), Melina Bersamin(CHDV), Angela Shaw (EDTE), Jenna Porter (BMED)
Illustration 1: Branch Model

**Option 3:** keeps major coursework including GE and Education service courses under the umbrella of the separate major CHDV or DEAF and cross lists those courses under the potpourri of Service Courses, however they remain under the curricular purview of the major.
*Illustration 2: Model for serving our UG students*