

ATTENTION FACULTY

This publication contains proposed curriculum changes. This Curriculum Register conforms to the curriculum review process as described in the Spring 2001 Curriculum Review Guide. It now contains two sections, Campuswide Proposal Sharing, which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee or program faculty and University Curriculum Committee (UCC) Recommendations that includes completed information on proposals reviewed by UCC.

Every proposal must complete all stages of the curriculum review process:

1. **Submission of proposal(s) by originating department/program.**
2. **Review by every department/program in the school/college in which the program is housed.**
3. **Review by Department Curriculum Committee or Program Faculty.**
4. **Campuswide Proposal Sharing in the Curriculum Register.**
5. **Review by General Studies, Liberal Studies, or Graduate Council, when appropriate; preparation of impact statement.**
6. **Review by the Dean for school/college resource implication; preparation of resource impact statement.**
7. **Review by the Office of Academic Programs; preparation of university resource impact statement.**
8. **Review by the originating School/College Curriculum Committee.**
9. **Review by the University Curriculum Committee (UCC).**
10. **UCC recommendations posted in the Curriculum Register.**
11. **Review by Academic Affairs Program Effectiveness Committee, when appropriate.**
12. **Approval by Vice President for Academic Affairs or designee.**
13. **Approval by President, when appropriate.**
14. **Approval by Off Campus Approval bodies, when appropriate.**

Moratorium for Proposals in Campuswide Sharing Stage:

There will be a 10 working day moratorium, starting from the publication date of the Curriculum Register, during which departments, deans, or individual faculty may raise objections or concerns, in writing, to the proposing School or College Curriculum Committee or Program Faculty for proposals in the campuswide sharing stage. The Campuswide Sharing section of the Curriculum Register contains only a summary of the curriculum proposal. Please ask the Department Curriculum Committee or Program Faculty for a complete proposal packet if you have questions or concerns.

Moratorium Date: December 7, 2004

Once the moratorium date has passed for campuswide sharing and no objections are received, the proposal will continue through the stages of the curriculum review process.

The Curriculum Register is produced by the Office of Academic Programs. Any questions or comments should be directed to Tracey Haney at ext. 3308.

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CAMPUSWIDE PROPOSAL SHARING

The following proposal(s) have completed steps 1-3 of the Curriculum Review Process (see pg. 1 of Curriculum Register).

College of Business Administration and Public Policy

Program/Course: B.S. in Business Administration: General Business Concentration
Proposer: Richard Malamud
Type of Change: Modify Program

Summary of Changes: The proposal is to add ACC 433, Federal Income Taxation II to the current list of elective courses (11 courses) for the General Business Concentration. The total elective courses needed for the concentration will remain unchanged (six courses = 18 units).

Program/Course: ACC 433
Proposer: Richard Malamud
Type of Change: Modify Course

Summary of Changes: The proposal is to add the B.A. in Business Administration: General Business Concentration to the course utilization of ACC 433, Federal Income Taxation II.

Program/Course: CJA 341
Proposer: Gus Martin
Type of Change: New Course

Summary of Changes: The Public Administration Department proposes a new course, CJA 341, Statistics in Criminal Justice Administration. This course fulfills a need to include instruction on statistics in the existing Criminal Justice Administration concentration of the Public Administration major, the existing Minor in Criminal Justice Administration, and the proposed Bachelor of Science degree in Criminal Justice Administration. It also fulfills a need to promote statistical analysis of criminal justice data and policy making to the general student body. With the adoption of this new course, undergraduates will have a truly in-depth Criminal Justice Administration Concentration, Minor, and eventual Major. In addition, other academic disciplines will be able to engage in broad cross-course instruction in Public Administration and Criminal Justice Administration.

College of Health and Human Services

Program/Course: M.S. in Health Science: Professional Studies Option
Proposer: Ellen Hope-Kerns
Type of Change: Modify Courses

Summary of Changes: The Division of Health Sciences is requesting to change the method of grading for eight courses in its Master of Science in Health Science Professional Studies Option. We wish to change the grading method from the current "A-B/NC" to "A-F, CR/NC by petition."

The courses affected are listed below.

- HSC 501 Advanced Research Methods in Health Science (3)
- HSC 502 Principles of Epidemiology (3)
- HSC 503 Health Promotion and Disease Prevention (3)
- HSC 504 Data Collection and Processing (3)
- HSC 505 Teaching Strategies for Health Professionals (3)
- HSC 506 Critical Assessment of Health Science Literature (3)
- HSC 598 Directed Research (1)
- HSC 599 Capstone Activity (1)

Eight courses in the Professional Studies Option of the Master of Science in Health Science were originally approved for the Physician Assistant Option, which is now being terminated. When these courses were created, they were given the "A-B/NC" grading option. We are now asking that the grading in these eight courses be changed to the "A-F, CR/NC by petition" option.

We find that the A-B/NC grading option is inappropriate for these courses. Seven of the courses are didactic in nature, and the last is the capstone course (thesis, project, or comprehensive examination). The inability of the instructor to assign grades below a B assures that no student can be dismissed from the program for poor grades in these courses. Students avoid academic probation where appropriate, and never become subject to academic dismissal even when incapable of achieving adequate grades. With the current grading option, students may repeat courses as often as they wish or need until they either loose heart, abandon the program, or grieve for failure to make progress.

The eleven other courses in the program were created for with the inception of the Professional Studies option, and are graded A-F with the exception of HSC 596 Practicum in Professional Studies which is graded CR/NC. The change we are seeking brings the older courses into conformity with the newer ones, and is consistent with our understanding of appropriate graduate program design.

Program/Course: M.S. in Health Science: Gerontology Option
Proposer: Sharon Raphael
Type of Change: New Option

Summary of Changes: The Division of Health Sciences is requesting approval of a new option in its Master of Science in Health Science degree. We are proposing an option in Gerontology to compliment the existing Professional Studies Option. The new option is a modification of the Gerontology Option previously housed in the Master of Arts in Behavioral Science. Changes in the Behavioral Science program are detailed below.

Two existing courses in Health Science will replace similar courses from Behavioral Science, namely HSC 501 *Advanced Research Methods* will replace BEH 507 *Research Design and Interpretation*, and HSC 515 *Organizational Theory and Behavior* will replace BEH 552 *Organizational Administration*.

Four courses in the former Behavioral Science program will be eliminated, including BEH 505 *Computer Applications in Behavioral Science*, a required course. Some of the content of BEH 505 is included in HSC 501 mentioned above. The other three courses to be eliminated are electives. They are BEH 555 *Social Policy & the Economics of Aging* which has been frozen, BIO 386 *Human Aging*, and REC 334 *Leisure Education and Gerontology*. The last two courses are being eliminated because they are 300-level courses inappropriate for graduate programs.

Three courses previously offered as special topics courses will be given fixed numbers and titles as new courses. SOC 595 *Special Topics in Sociology: The Older Woman*, will become GRN 541 *The Older Woman: Aging and Health*, SOC 595 *Special Topics in Sociology: Life Cycle of Lesbians and Gays* will become GRN 543 *Lesbian and Gay Aging and Health*, and BEH 595 *Seminar: Counseling the Older Adult* will become GRN 562 *Counseling the Older Adult*. One additional new course is being created, a zero-unit course to accommodate students taking the comprehensive examination, GRN 591 *Comprehensive Examination*.

SOC 561 *Seminar: Aging: Minorities & Special Groups* will appear in the new program without change.

The remainder of the courses will be retained with some modification of course number, title, prerequisites, mode of instruction, enrollment restrictions or utilization, with no change in content.

During the recent reorganization of Academic Affairs, the Gerontology program, formerly an option in the Master of Arts in Behavioral Science, was moved to the College of Health and Human Services. The program is being modified to become an option in the Master of Science in Health Science. The program has much in common with other programs in the College and within the Division of Health Science specifically, where it will become an alternative to the existing Professional Studies option. In the beginning it will share two courses from the Professional Studies option, but over time, it is expected that the two programs will share additional courses for the enrichment of both options. The future also promises some shared courses with the Gerontology program in Nursing.

The need for this modification arises out of the fact that the Master of Arts in Behavioral Science will terminate as one of the outcomes of the campus reorganization, forcing the Gerontology program and the Negotiation, Conflict Resolution and Peacebuilding program to find new homes.

For the present the program will continue to operate with the same resources available in previous years. Two courses previously shared with other programs, namely BEH 507 and SOC 529, will be offset with two courses shared with Professional Studies, HSC 501 and HSC 515.

When the program is approved, students will be offered the option of requesting to graduate with the new degree, Master of Science in Health Science. Students not choosing to make the change will graduate under their original degree, Master of Arts in Behavioral Science. As gerontology programs are commonly found within the Health Sciences, the change will have a positive effect on the recognition of the degree for the student entering his or her profession. In either case, continuing students will be advised regarding appropriate courses to complete their degree, and accommodations appropriate to previous catalogs will be permitted wherever possible to meet the student's interests.

College of Liberal Arts

Program/Course: BEH 507
Proposer: Marco Turk
Type of Change: Modify Course

Summary of Changes: The Negotiation, Conflict Resolution and Peacebuilding program proposes to modify BEH 507, Seminar: Research Design and Interpretation by changing the course prefix to NCR. The course is no longer used by the M.A. in Behavioral Science: Gerontology Option.

Program/Course: M.A. in Behavioral Science: Negotiation, Conflict Resolution and Peacebuilding Option
Proposer: Marco Turk
Type of Change: Modify Program

Summary of Changes: The Negotiation, Conflict Resolution and Peacebuilding program proposes to modify the M.A. in Behavioral Science by adding new course NCR 500, Graduate Writing (previously shared in the October 2004 Curriculum Register) as a required course taken as the first course in the sequence. This modification increases the total number of units from 30 to 33.

College of Natural and Behavioral Sciences

Program/Course: Certificate in Sport and Fitness Psychology
Proposer: Beverly Palmer
Type of Change: New Program

Summary of Changes: In conjunction with the College of Extended and International Education, the Psychology department proposes a new certificate in Sport and Fitness Psychology. The online Sport and Fitness Psychology Certificate Program addresses a growing demand for using psychological knowledge to enhance sports performance, teamwork, fitness and well-being. The target audience will be working adults who are already involved in sport and fitness who want an individual course or a certificate they can pursue anywhere, anytime. The certificate program was developed under a grant from the CSU Commission on Extended Education. The certificate program will bring in a new population of adult learners and addresses the CSUDH mission of "building on its core of liberal arts and sciences [to] offer programs in a variety of educational and technological modes that enable students to develop intellectually, personally, and professionally." The certificate program also responds to the CSUDH core values of maximizing learning opportunities for individuals from traditional and non-traditional backgrounds and an ethic of service, and economic, social and civic responsibility to the campus and our communities. The certificate program will conform to the guidelines of the Association for the Advancement of Applied Sport Psychology (AAASP) and will be assessed according to these guidelines.

Program/Course: PSY 480
Proposer: Beverly Palmer
Type of Change: Modify Course

Summary of Changes: The Psychology Department proposes to modify PSY 480, Sport Psychology, by changing the mode of instruction, online offering, and adding the proposed Certificate in Sport and Fitness Psychology to the course utilization.

Program/Course: PSY 481
Proposer: Beverly Palmer
Type of Change: New Course

Summary of Changes: The Psychology Department proposes a new course, PSY 481: Applied Sport and Fitness Psychology. This course will become part of the proposed Certificate in Sport and Fitness Psychology.

Program/Course: PSY 482
Proposer: Beverly Palmer
Type of Change: New Course

Summary of Changes: The Psychology Department proposes a new course, PSY 482: Psychology of Coaching and Team-Building. This course will become part of the proposed Certificate in Sport and Fitness Psychology.

Program/Course: PSY 483
Proposer: Beverly Palmer
Type of Change: New Course

Summary of Changes: The Psychology Department proposes a new course, PSY 483: Contemporary Issues in Sports and Fitness. This course will become part of the proposed Certificate in Sport and Fitness Psychology.

Program/Course: PSY 486
Proposer: Beverly Palmer
Type of Change: New Course

Summary of Changes: The Psychology Department proposes a new course, PSY 486: Internship in Sport Psychology. This course will become part of the proposed Certificate in Sport and Fitness Psychology.

Program/Course: B.S. in Physics: Electrical Engineering Option
Proposer: Kenneth Ganezer
Type of Change: New Concentration

Summary of Changes: The Physics Department proposes a new option in Electrical Engineering within the B.S. in Physics. The proposed concentration will further the academic mission of CSUDH by providing our first four-year and degree yielding Engineering program. Since students who complete this program will have satisfied all of the requirements needed for admission to an M.S. in Electrical Engineering at CSU, Fullerton by agreement between CSUF and CSUDH, the new concentration will provide additional options to our students for graduate education in natural science and technology.

The Electrical Engineering Option gives students a strong theoretical and experimental background in the rudiments of Electrical Engineering as well as in Physics. Those who complete this option have a range of educational, professional and vocational options in Electrical Engineering as well as physics, including masters and Ph.D. programs as well as employment as a scientist or member of the technical staff in electrical engineering, other fields in engineering, and physics as well as opportunities for teaching in these disciplines.

UNIVERSITY CURRICULUM COMMITTEE RECOMMENDATIONS

**The following proposal(s) have completed steps 1-11
of the Curriculum Review Process (see pg. 1 of the Curriculum Register).**

College of Education

[UCC 04-05-006]

Multiple Subject Credential Program

Modify program

Summary of Proposed Changes

1. Add new course TED 447
2. Increase the units in TED 437 from 6 to 9
3. Increase the supervision ratio from S-25 to S-26 in TED 445 and TED 434
4. Increase units in Student Teaching option from 41-46 to 44-49
5. Increase units in Intern option from 42-48 to 47-53

Justification for Proposed Changes

The program changes submitted are requested as cost saving moves to reduce the cost of supervision while reducing workload and maintaining sufficient supervision contact time. Student teaching II requires more units so that the costs associated with greater support for student teachers can be supported. For university interns the last semester of supervision and the assessment seminar are being combined to provide enough workload to provide support and review the video summative assessment.

Proposed Catalog Copy - 2005-07 University Catalog

A. Student Teaching Option (44-49 units)

NO CHANGES

1. Prerequisite Phase (12-17 units)
 - PED 425. Physical Education in the Elementary School (3)**
 - TED 400. Introduction to Education (2)
 - TED 402. Educational Psychology (3)
 - TED 408. Elementary Art and Music Methods (2)**
 - TED 411. Classroom Management Methods (2)
 - TED 415. Multicultural Education (3)
 - TED 420. Computer Literacy for Teachers (1)*
 - TED 444. Assessment Seminar (1)

** Waived for Liberal Studies Majors

* May be met by examination

Requirements for Advancement to Student Teaching

NO CHANGES

2. Phase One (15 units)
 - TED 403. Elementary Reading/Language Arts: K-3 (3)
 - TED 407. Language Learning (3)
 - TED 410. Elementary Math Methods (2)
 - TED 416. Elementary Science Methods (2)
 - TED 434. Elementary Student Teaching I (3)*
 - TED 436. Seminar: Elementary Student Teachers (1)
 - TED 444. Assessment Seminar (1)

3. Phase Two (17 units)

- TED 404. Elementary Reading/Language Arts: 4-8 (3)
- TED 412. Elementary Social Studies Methods (2)
- TED 437. Elementary Student Teaching II (9)
- TED 444. Assessment Seminar (1)*
- TED 470. Critical Perspectives in Urban Education (2)

B. University Intern Option (47-53 units)

NO CHANGES

1. Prerequisite Phase (12 units)

- TED 400. Introduction to Education (2)
- TED 402. Educational Psychology (3)
- TED 411. Classroom Management (2)
- TED 415. Multicultural Education (3)
- TED 420. Computer Literacy for Teachers (1)*
- TED 444. Assessment Seminar (1)

* May be met by examination

2. Phase One (13-16 units)

- TED 403. Reading/Language Arts I in Elementary Schools (3)
- TED 407. Language Learning (3)
- TED 445. Fieldwork: Elementary Interns (6)*
- PED 425. Physical Education in the Elementary School (3)*
- TED 444. Assessment Seminar (1)

* * Waived for Liberal Studies Majors

3. Phase Two (14 units)

- TED 404. Elementary Reading/Language Arts II: 4-8 (3)
- TED 410. Elementary Math Methods (2)
- TED 416. Elementary Science Methods (2)
- TED 445. Fieldwork: Elementary Interns (6)
- TED 444. Assessment Seminar (1)

4. Phase Three (8-10 units)

- TED 408. Elementary Art and Music Methods (2)*
- TED 412. Elementary Social Studies/Content Related Reading and Writing (2)
- TED 447. Intern Performance Assessment: Multiple Subject (4)†
- TED 470. Critical Perspectives in Urban Education (2)

* Waived for Liberal Studies Majors

C. Summary of Multiple Subject Preliminary Credential Requirements

NO CHANGES

D. Professional Clear Credential Requirements

NO CHANGES

† new course

* modified course

[UCC 04-05-011]

Single Subject Credential Program**Modify program****Summary of Proposed Changes**

1. Add new course TED 472
2. Increase the units in TED 457 from 6 to 9
3. Increase the supervision ratio from S-25 to S-26 in TED 454 and TED 465
4. Increase the units in TED 465 from 3 to 6
4. Increase units in Intern option from 41-42 to 48-49

Justification for Proposed Changes

The program changes submitted are requested as cost saving moves to reduce the cost of supervision while reducing workload and maintaining sufficient supervision contact time. Student teaching II requires more units so that the costs associated with greater support for student teachers can be supported. For university interns the last semester of supervision and the assessment seminar are being combined to provide enough workload to provide support and review the video summative assessment.

Proposed Catalog Copy - 2005-07 University Catalog**Single Subject Credential-
Student Teaching and
University Intern Options****A. Student Teaching Option (41-42 units)**

NO CHANGES

1. Prerequisite Phase (12-13 units)
 - TED 400. Introduction to Education (2)
 - TED 402. Educational Psychology (3)
 - TED 411. Classroom Management Methods (2)
 - TED 415. Multicultural Education (3)
 - TED 420. Computer Literacy for Teachers (1)*
 - TED 444. Assessment Seminar (1)
 - TED 460. Creating Supportive Healthy Environment for Secondary Learners (1)

*May be met by examination

2. Phase One (14 units)
 - TED 406. Content related Reading/Writing in Secondary Schools (3)
 - TED 407. Language Learning (3)
 - TED 444. Assessment Seminar (1)
 - TED 454. Student Teaching I (3)*
 - TED 456. Seminar: Secondary Student Teachers (1)
 - TED 467. Secondary Teaching Methods I (3)

3. Phase Two (15 units)

- TED 444. Assessment Seminar (1)
- TED 457. Student Teaching: Secondary II (9)*
- TED 468. Secondary Teaching Methods II (3)
- TED 470. Critical Perspectives in Urban Education (2)

B. University Intern Option (41-49 units)

NO CHANGES

1. Prerequisite Phase (11-12 units)

- TED 400. Introduction to Education (2)
- TED 402. Educational Psychology (3)
- TED 411. Classroom Management (2)
- TED 415. Multicultural Education (3)
- TED 420. Computer Literacy for Teachers (1)*
- TED 444. Assessment Seminar (1)

*May be met by examination

Requirements for Advancement to Fieldwork

NO CHANGES

2. Phase One (15 units)

- TED 407. Language Learning (3)
- TED 444. Assessment Seminar (1)
- TED 460. Creating Supportive Healthy Environment for Secondary Learners (1)
- TED 465. Fieldwork I: Secondary Interns (6)
- TED 467. Secondary Methods I (3)

3. Phase Two (13 units)

- TED 406. Content related Reading/Writing in Secondary Schools (3)
- TED 444. Assessment Seminar (1)
- TED 465. Fieldwork: Secondary Interns (6)*
- TED 468. Secondary Methods II (3)

4. Phase Three (9 units)

- TED 470. Critical Perspectives in Urban Education (2)
- TED 471. Secondary Teaching Methods III (3)
- TED 472. Intern Performance Assessment: Single Subject (4)†

C. Summary of Single Subject Preliminary Credential Requirements

NO CHANGES

D. Professional Clear Credential Requirements

NO CHANGES

†new course

*modified course

College of Health and Human Services

[UCC 03-04-219]

Master of Science in Occupational Therapy New Program

Summary of Proposed Changes

The proposed entry level Master of Science in Occupational Therapy is comprised of 96 units of professional didactic and clinical coursework offered in a trimester format including two 10 week summer sessions.

Justification for Proposed Changes

Beginning in January 2007, the MSOT program will be the only entry-level degree preparation acceptable for program accreditation by the Accreditation Counsel of Occupational Therapy Education (ACOTE). Students graduating with an MSOT will be qualified to take the National Certification Examination for Occupational Therapists (NBCOT) and having received a passing score will then be eligible to apply for a license to practice in the state of residence. Only those students who have completed a masters entry-level program will be eligible to take the NBCOT examination beginning in January 2007.

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Masters of Science in Occupational Therapy (96 units)

A. Semester One (16 units)

- OTR 500. Person, Environment, Occupation Interactions (2)
- OTR 502. History of Occupation (2)
- OTR 504. Activities Across the Lifespan (3)
- OTR 506. Interactive Reasoning and Group Leadership (3)
- OTR 508. Professional Development Seminar I - Portfolio (1)
- OTR 510. Introduction to Frameworks for Occupational Therapy Practice (2)
- OTR 512. Human Anatomy (3)

B. Semester Two (17 units)

- OTR 515. Occupation Across the Lifespan I - Adolescents (3)
- OTR 517. Occupation-Based Assessments I - Adolescents (1)
- OTR 519. Occupation -Based Interventions I - Adolescents (2)
- OTR 521. Conditions Affecting Health I - Adolescents (2)
- OTR 523. Case Seminar I - Adolescents (2)
- OTR 525. OT Research I - Introduction to Qualitative Research (2)
- OTR 527. Foundations for Kinesiology for Occupational Therapists (4)

- OTR 529. Level I Fieldwork - Adolescents (1)

C. Semester Three (16 units)

- OTR 535. Occupations Across the Lifespan II - Pediatrics (3)
- OTR 537. Occupation-Based Assessments II - Pediatrics (1)
- OTR 539. Occupation-Based Interventions II - Pediatrics (2)
- OTR 541. Conditions Affecting Health II - Pediatrics (2)
- OTR 543. Case Seminar II - Pediatrics (1)
- OTR 547. Neurological Foundations of Occupation (5)
- OTR 550. Level I Fieldwork - Pediatrics (1)
- OTR 552. Professional Development Seminar II - Portfolio (1)

D. Semester Four (15 units)

- OTR 553. Professional Development Seminar III - Portfolio (1)
- OTR 555. Occupations Across the Lifespan III - Adults (3)
- OTR 557. Occupation-Based Assessments III - Adults (1)
- OTR 559. Occupation-Based Interventions III - Adults (2)
- OTR 561. Conditions Affecting Health III - Adults (2)
- OTR 563. Case Seminar III - Adults (1)
- OTR 567. Administration and Management in Occupational Therapy (2)
- OTR 569. Applications of Adaptive and Assistive Technology in Occupational Therapy (2)
- OTR 571. Level I Fieldwork - Adults (1)

E. Semester Five (14 units)

- OTR 554. Professional Development Seminar IV - Portfolio (1)
- OTR 545. Occupational Therapy Research II - Evidence Based Practice (3)
- OTR 575. Occupation Across the Lifespan IV - Geriatrics (3)
- OTR 577. Occupation Based Assessments IV - Geriatrics (1)
- OTR 579. Occupation Based Interventions IV - Geriatrics (2)
- OTR 583. Case Seminar IV - Geriatrics (1)
- OTR 591. Level I Fieldwork - Geriatrics (1)

F. Semester Six (9 units)

- OTR 592. Fieldwork II A (9)

G. Semester Seven (9 units)

- OTR 593. Fieldwork II B (9)

H. Comprehensive Exam

General Education Program

[UCC 03-04-175]

General Education Program

Modify Program

Summary of Proposed Changes

- The present program places Quantitative Reasoning in the Basic Skills Area A. In the proposed modification, Quantitative Reasoning would become part of Area B, the Natural Sciences, which would be renamed Natural Sciences and Mathematics. This area would be configured to have four categories, from each of which students must take one course:
 - Quantitative Reasoning
 - Physical Science
 - Life Science
 - Science Laboratory
- The present program separates PHY 100 from the other Physical Sciences. Under the proposed modification, it would become one of the choices under Physical Science.
- The present program does not include the statutory requirements in U.S. History and U.S. and California Government. The proposed modification would place them in a re-configured Area D in the following manner, with Area D consisting of four categories, from each of which students must take one course:
 - Perspectives on Individuals, Groups and Society
 - Global and Historical Perspectives
 - Perspectives on U.S. History
 - Perspectives on U.S. and California Government

Justification for Proposed Changes

These modifications will bring the Dominguez Hills GE program into better alignment with programs at our sister CSU's and our feeder community colleges, virtually all of which require fewer courses than DH. It is perceived that this better alignment will make DH more competitive in attracting first-time freshmen and thus serve the long-term interests of the University more effectively. In arriving at these modifications, the GE Committee notified the campus community of its discussions and invited interested parties to attend two meetings at which these changes were discussed, seeking to gather a wide range of opinion and counsel.

Proposed Catalog Copy - 2005-07 University Catalog

General Education

Program Requirements (48-54 units)

General Education Residence Requirement: The California State University System requires all students to complete 9 semester units in general education at the campus from which they graduate. Following is the list of courses that are offered in the General Education program. These courses fulfill the objectives stated in the program description. For complete course descriptions, refer to those sections of the *University Catalog* that describe the programs offering the courses. In Area A all courses must be passed with a grade of "C" or higher. In all other areas of General Education, a grade point average of 2.0 calculated at graduation, is required.

A. Basic Skills (11-13 units) Area A, Basic Skills courses must be passed with a grade of "C" or higher.

- Composition (6 units)
 - ENG 110. Freshman Composition I (3) and
 - ENG 111. Freshman Composition II (3)
- Logic/Critical Reasoning (3 units)
 - PHI 120. Critical Reasoning (3) *or*
 - PSY 110. Critical Thinking and Problem Solving (3)
- Oral Communication (2 units)
 - THE 120. Fundamentals of Speech (2)
- Library Skills (0-2 units)
 - LIB 150. Library Skills and Strategies (2)

NOTE: The "Library Skills" category is optional. However, students are strongly encouraged to strengthen their library skills by taking this course.

B. Area of the Natural Sciences and Mathematics (10-12 units)

Select one course from each category below.

- Quantitative Reasoning (3-5 units)
 - MAT 105. Finite Mathematics (3) *or*
 - MAT 131. Elementary Statistics and Probability (3) *or*
 - MAT 153. College Algebra and Trigonometry (4) *or*
 - MAT 171. Survey Calculus for Management and Life Sciences (4) *or*
 - MAT 191. Calculus I (5) *or*
 - MAT 193. Calculus II (5)
- Physical Sciences (3 units)
 - CHE 102. Chemistry for the Citizen (3)
 - EAR 100. Physical Geology (3)
 - GEO 200. Physical Geography (3)
 - PHY 100. Patterns in Nature (3)

3. Life Science (3 units)
 - ANT 101. Introduction to Biological Anthropology (3)
 - BIO 102. General Biology (3)
4. Science Laboratory (1 unit)
 - BIO 103. General Biology Laboratory (1)
(concurrent enrollment in BIO 102 or prior life science course recommended)
 - EAR 101. Physical Geology Laboratory (1)
(concurrent enrollment in EAR 100 or prior earth science course recommended)

Students majoring or minoring in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.

C. Area of the Humanities (9 units)

NO CHANGES

D. Area of the Social Sciences (9 units): Select one course from each category below.

1. Perspectives on Individuals, Groups and Society
 - AFS 212. Introduction to Comparative Ethnic and Global Societies (3)
 - ANT 100. Introduction to Cultures (3)
 - ECO 200. Contemporary Economic Issues and Problems (3)
 - PSY 101. General Studies Psychology: Understanding Human Behavior (3)
 - SOC 101. The Individual in Society (3)
 - SOC 102. Understanding Social Relationships (3)
2. Global and Historical Perspectives
 - ANT 102. Ancient Civilizations (3)
 - GEO 100. Human Geography (3)
 - HIS 100. Perspectives on the Present (3)
 - HIS 120. World Civilizations I (3)
 - HIS 121. World Civilizations II (3)
 - POL 100. General Studies Political Science: World Perspectives (3)
3. Perspectives on U.S. History
 - HIS 101. History of the United States (3)
4. Perspectives on U.S. and California Government
 - POL 101. American Institutions (3)

E. The Whole Person (3 units): Select one course from the following.

NO CHANGES

F. Upper Division Integrative Studies (9 units): Select one course from each category. Courses in this category are to be taken after 60 semester units and ALL lower division General Education courses have been completed.

NO CHANGES

G. Cultural Pluralism Requirement (0-3 units)

Within their General Education selections or within other requirements, all students must take one course which addresses cultural pluralism (i.e. the impact of the integration of cultures).

NO CHANGES

COURSES (new or modified)

NEW

[UCC 03-04-176]

OTR 500 Person, Environment, Occupation Interaction (2) S.

Co-requisites: OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Emphasizes the importance of occupational engagement to health and the relationship that exists between individuals, occupations and environments. Students will be challenged to explore the person-environment-occupation model centered on persons and the occupations they fulfill within their everyday environment.

Footnotes: FN 11, FN 21

[UCC 03-04-177]

OTR 502 History of Occupation (2) S.

Co-requisites: OTR 500, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

A historical survey of the development of the profession and the study of the occupational nature of human beings. Review of how leaders of the profession have articulated occupation and the therapeutic applications across time.

Footnotes: FN 11, FN 21

[UCC 03-04-178]

OTR 504 Activities Across the Lifespan (2) S.

Co-requisites: OTR 500, OTR 502, OTR 506, OTR 508, OTR 510, OTR 512

Introduction to how activities used as meaningful occupations can be used as therapeutic interventions. Individual and group experience with media and how to identify, analyze and adapt activities for their potential as treatment modalities is emphasized.

Footnotes: FN 11, FN 21

[UCC 03-04-179]

OTR 506 Interactive Reasoning and Group Leadership (3) S.

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, OTR 510, OTR 512

Introduction to the historical, theoretical underpinnings and application of group work to populations spanning the lifespan.

Footnotes: FN 11, FN 21

[UCC 03-04-180]

OTR 508 Professional Development Seminar I - Portfolio (1) S.

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 510, OTR 512

Introduces process of professional portfolio development; orients students to the steps toward portfolio completion; introduces critical thinking and reflective learning methods; provides students with experiences in self-directed learning; reviews the development of a research proposal in planning research.

Footnotes: FN 11, FN 21

[UCC 03-04-178]

OTR 510 Introduction to Frameworks for Occupational Therapy Practice (3) S.

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 512

Introduction to fundamental theoretical concepts of occupational therapy practice; philosophy; terminology; professional roles delineation; ethics; scope and models of practice.

Footnotes: FN 11, FN 21

[UCC 03-04-182]

OTR 512 Human Anatomy (3) S.

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510

Advanced study of human body by means of review of Web based materials specific to dissection and identification of select specimens and structures of the body.

Footnotes: FN 11, FN 21

[UCC 03-04-183]

OTR 515 Occupation Across the Lifespan I - Adolescence (2) Su.

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Explores development of activity patterns associated with adolescent occupational choice, roles, routines, habit formation and attributed meaning. Focus is on adolescent development and life transition.

Footnotes: FN 11, FN 21

[UCC 03-04-184]

OTR 517 Occupational Assessment I - Adolescents (1) Su.

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Introduction to occupational therapy assessments used in the evaluation process with adolescent populations. Students will have experiences in administration, scoring of standardized and non-standardized assessments and interpretation of data.

Footnotes: FN 11, FN 21

[UCC 03-04-185]

OTR 519 Occupation Based Intervention I - Adolescents (2) Su.

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Introduction to the occupational therapy interventions most commonly utilized in treatment settings specific to adolescent populations.

Footnotes: FN 11, FN 21

[UCC 03-04-186]**OTR 521 Conditions Affecting Health I - Adolescents (2) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Theoretical approaches and models of practice commonly used with this population will be discussed in association with conditions that affect adolescents' ability to engage in meaningful occupations common to this development level.

Footnotes: FN 11, FN 21

[UCC 03-04-187]**OTR 523 Case Seminar I - Adolescents (1) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 525, OTR 527, OTR 529, OTR 530

Seminar format to provide opportunities for students to hear first-hand occupational profiles and personal narratives of adolescents and their families as they are engaged in discussions of issues relative to problems in domains of occupational engagement.

Footnotes: FN 11, FN 21

[UCC 03-04-188]**OTR 525 OT Research I - Introduction to Qualitative Research (2) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 527, OTR 529, OTR 530

Explores the role of qualitative research in developing a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed.

Footnotes: FN 11, FN 21

[UCC 03-04-189]**OTR 527 Foundations of Kinesiology for Occupational Therapy (4) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 529, OTR 530

The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations.

Footnotes: FN 11, FN 21

[UCC 03-04-190]**OTR 529 Fieldwork I - Adolescents (1) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings for adolescent. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

Footnotes: FN 11, FN 21

[UCC 03-04-191]**OTR 530 Professional development Seminar I - Ethics (1) Su.**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529

Introduction to ethics theory and principles as applied to common occupational therapy clinical situations and opportunities to analyze and solve ethical dilemmas. Overview of legal principles that may impact ethical decision-making.

Footnotes: FN 11, FN 21

[UCC 03-04-192]**OTR 535 Occupations Across the Lifespan II - Pediatrics (3) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

Provides the theoretical foundations and frames of reference to understand pediatric populations and their families occupations. Explores the developmental impact of contexts, family, and child factors that promote or limit engagement in occupations and co-occupations from infancy through school age.

Footnotes: FN 11, FN 21

[UCC 03-04-193]**OTR 537 Occupation-Based Assessment II - Pediatrics (1) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

A professional course that focuses on the assessment foundations and the tools of occupational therapy practice with the pediatric and adolescent populations (birth-12 years), including domains of concern, models of practice and frames of reference; the evaluation process and evaluation tools commonly seen in pediatric OT practice.

Footnotes: FN 11, FN 21

[UCC 03-04-194]**OTR 539 Occupation Based Intervention II - Pediatrics (2) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.

Footnotes: FN 11, FN 21

[UCC 03-04-195]**OTR 541 Conditions Affecting Health II - Pediatrics (2) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 543, OTR 547, OTR 550, OTR 552

Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.

Footnotes: FN 11, FN 21

[UCC 03-04-196]**OTR 543 Case Seminar II - Pediatrics (1) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 547, OTR 550, OTR 552

Seminar provides opportunities for students to hear first-hand from families and children with special needs and discuss issues relative to diagnosis, occupational therapy assessment and interventions, service delivery, as well as the contexts in which children and their families participate.

Footnotes: FN 11, FN 21

[UCC 03-04-197]**OTR 547 Neurological Foundations of Occupation (5) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 550, OTR 552

Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.

Footnotes: FN 11, FN 21

[UCC 03-04-198]**OTR 550 Level I Fieldwork Pediatrics (1) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 552

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with infants and toddlers. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

Footnotes: FN 11, FN 21

[UCC 03-04-199]**OTR 552 Professional Development Seminar II Portfolio (1) F.**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550

Independent and self-reflective learning fundamental to competent practice. Students mentored in completion of portfolio process including the development and approval of the learning contract, the role of a proposal in guiding activities, and selection of activities for the portfolio. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 03-04-200]**OTR 553 Professional Development Seminar III Portfolio (1) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, OTR 571

Portfolio III links student interests with co-requisites coursework and the development of a research proposal. Simultaneously, the student is mentored through planned portfolio activities by the faculty advisor. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 03-04-201]**OTR 555 Occupation Across the Lifespan III - Adult (3) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, OTR 571

Provides the theoretical foundations and frames of reference to understand adult populations and their families occupations. Explores the impact of contexts, family, and other factors that promote or limit engagement in occupations and co-occupations of adult populations.

Footnotes: FN 11, FN 21

[UCC 03-04-202]**OTR 557 Occupational Assessment III - Adults (1) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, OTR 571

Development of skills of assessment and evaluation of occupational performance in the context of current frames of reference, and the exploration of the impact that physical and psychosocial dysfunction can have on performance roles, tasks, and activities of adulthood.

Footnotes: FN 11, FN 21

[UCC 03-04-203]**OTR 559 Occupation-Based Interventions III - Adult (2) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 561, OTR 563, OTR 567, OTR 569, OTR 571

Synthesis and application of foundational content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for adult populations will be addressed through practical learning experiences with clinical cases.

Footnotes: FN 11, FN 21

[UCC 03-04-204]**OTR 561 Conditions Affecting Health II - Adults (2) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 563, OTR 567, OTR 569, OTR 571

A professional course that focuses on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in adults 18-55 years old.

Footnotes: FN 11, FN 21

[UCC 03-04-205]**OTR 563 Case Seminar III - Adult (1) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 567, OTR 569, OTR 571

Seminar format to provide opportunities for students to hear first-hand the life stories of adults living with disabilities acquired through illness, disability or trauma.

Footnotes: FN 11, FN 21

[UCC 03-04-206]**OTR 567 Administration and Management in Occupational Therapy (2) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 569, OTR 571

Presentation and discussion of current concepts and trends in the administration and management in occupational therapy practice. Challenges students to explore the various facets of occupational therapy management in a constantly changing health care environment.

Footnotes: FN 11, FN 21

[UCC 03-04-207]**OTR 569 Application of Adaptive and Assistive in Occupational Therapy (2) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 571

RESNA technology competencies for occupational therapists, state and federal laws effecting availability or acquisition of assistive technology, assessments used in evaluation for technology prescription, seating and wheelchair measurements, computer input devices, augmentative communication, environmental controls, use of universal design.

Footnotes: FN 11, FN 21

[UCC 03-04-208]**OTR 571 Fieldwork I - Adults (1) S.**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, 552

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Offers on-site clinical experiences with populations commonly served in OT practice settings with adult clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

Footnotes: FN 11, FN 21

[UCC 03-04-209]**OTR 554 Professional Development Seminar IV Portfolio (1) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591

Completion of the portfolio capstone project with opportunity to present written and oral summary of completed portfolio activities and proposal to faculty and students. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 03-04-210]**OTR 575 Occupation Across the Lifespan IV - Geriatrics (3) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591

Focused on theoretical foundations of occupational therapy used in working with the geriatric population. Explores the value and meaning of occupation to the health and wellbeing of elderly and frail elderly adults within cultural and temporal contexts.

Footnotes: FN 11, FN 21

[UCC 03-04-211]**OTR 545 OT Research II - Evidence Based Practice (3) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591

The evaluation, critical appraisal, and systematic review of evidence is highlighted as supporting best-practice in occupational therapy. Instruction in methods of finding, evaluating and using evidence in practice and outlines the concepts, methods, and strategies underpinning evidence-based rehabilitation.

Footnotes: FN 11, FN 21

[UCC 03-04-212]**OTR 577 Occupation-Based Assessment IV - Geriatrics (1) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 579, OTR 581, OTR 583, OTR 591

Focuses on the assessment of older adult and frail elderly served in occupational therapy practice, including person, environment, occupation interaction, domains of concern, models of practice and frames of reference seen in OT practice with adults.

Footnotes: FN 11, FN 21

[UCC 03-04-213]**OTR 579 Occupation Based Interventions IV - Geriatrics (2) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 581, OTR 583, OTR 591

Synthesis and application of foundational content from current courses to the OT process for intervention planning. Intervention implementation and intervention review. Evidence-based practice for geriatric populations will be addressed and students will have opportunities to engage in practical learning experiences.

Footnotes: FN 11, FN 21

[UCC 03-04-214]**OTR 581 Conditions Affecting Health IV - Geriatrics (2) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 583, OTR 591

A professional course focused on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in the elderly and frail elderly adult (older than 55 and 85 years respectively).

Footnotes: FN 11, FN 21

[UCC 03-04-215]**OTR 583 Case Seminar IV - Geriatrics (1) Su.**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 591

Life narratives of elders and frail elders and their family members will be facilitated to engage in discussions on issues relative to their personal life situations, occupational history and profile.

Footnotes: FN 11, FN 21

[UCC 03-04-216]

OTR 591 Level I Fieldwork - Geriatrics (1) Su.

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 03-04-217]

OTR 592 Fieldwork II A (9) F.

Prerequisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591

Completion of 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 03-04-218]

OTR 593 Fieldwork II B (9) S.

Prerequisites: OTR 592

Completion of 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

Footnotes: FN 11, FN 21

[UCC 04-05-005]

TED 447 Intern Performance Assessment: Multiple Subject (4)

Prerequisite: TED 404

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

[UCC 04-05-010]

TED 472 Intern Performance Assessment: Single Subject (4)

Prerequisite: TED 467

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

MODIFIED

[UCC 03-04-107]

Modify Mode of Instruction

TBE 518 Current Topics in Educational Technology

Mode of Instruction: Optional delivery by distance learning (online). May offer both traditional and online sections in the same semester.

[UCC 03-04-108]

Modify Mode of Instruction

TBE 540 Programming Applications for Educators (3)

Mode of Instruction: Optional delivery by distance learning (online). May offer both traditional and online sections in the same semester.

[UCC 03-04-109]

Modify Mode of Instruction

TBE 550 Computer-Managed Instruction (3)

Mode of Instruction: Optional delivery by distance learning (online). May offer both traditional and online sections in the same semester.

[UCC 03-04-110]

Modify Mode of Instruction

TBE 570 CAI Final Project (3)

Mode of Instruction: Change mode of instruction from supervision (S-25) to lecture (C-2).

[UCC 04-05-002]

Modify Mode of Instruction and Course Description

TED 434 Student Teaching Elementary I

Initial student teaching with a master teacher in an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. CR/NC grading.

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).

[UCC 04-05-003]

Modify Mode of Instruction and increase units

TED 437 Student Teaching Elementary II (9)

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).

[UCC 04-05-004]

Modify Mode of Instruction, Modify Course Description and increase units

TED 445 Fieldwork: Elementary Interns (6)

Consists of two semesters of supervised classroom practice.

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).

[UCC 04-05-007]

Modify Mode of Instruction and Course Description

TED 454 Student Teaching: Secondary I

Initial student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. CR/NC Grading.

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).

[UCC 04-05-008]

Modify Mode of Instruction and Unit Value

TED 457 Student Teaching: Secondary II (9)

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).

[UCC 04-05-009]

Modify Mode of Instruction and Course Description

TED 454 Student Teaching: Secondary I (6)

Consists of two semesters of supervised classroom practice.

Mode of Instruction: Change mode of instruction from supervision (S-25) to (S-36).