Curriculum Register

March 23, 2023

This publication contains proposed curriculum changes, organized into the following sections:

I.   **Request to Include Proposed Degree Program in Academic Master Plan,** which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee and program faculty, and new program proposals that have been approved by the Board of Trustees to appear on the CSUDH Academic Master Plan.

II.   **Campus-Wide Sharing,** which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee and program faculty, and new program proposals that have been approved by the Board of Trustees to appear on the CSUDH Academic Master Plan.

All proposals must complete each step in the curriculum review process:

New Degree Programs & Program Modifications

New & Modified Courses

Moratorium for Proposals in Campus-wide Sharing Stage:
The Campus-wide Sharing section of the Curriculum Register contains only a summary of the curriculum proposal. 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 to the proposing faculty and College Curriculum Committee.

After the College Curriculum Committee has been contacted with an objection, the objector has 10-working days to review the entire proposal and submit a formal objection in writing. Please review the Process for Objections to Curriculum Proposals for more information related to the objections process.

Moratorium Date: April 13, 2022
Once the moratorium date has passed for campus-wide sharing and no objections are received, the proposal will continue through the stages of the curriculum review process.

The Office of Academic Programs produces the Curriculum Register. Any questions or comments should be directed to the Office of Academic Programs at creview@csudh.edu or at (310) 243-3308.

2

4

Campus-Wide Proposal Sharing for Undergraduate Proposals

The following course and program proposals have been submitted for review to their department curriculum committee and program faculty.

College of Arts and Humanities

Program/Course Name: AMS 303 American True Crime
Proposer: Anne S. Choi
Type of Change: New Course
Course Description: This course examines true crime narrative in America by exploring the American fascination with violent crime and analyzes how race, gender, class, and sexuality are mediated in these narratives. By doing so, it allows us to examine the complex role of criminality in defining American culture.
Summary of Change and Rationale: This new course request is part of reorganizing the IDS curriculum in response to our recent program review. We are elevating the American Studies concentration into a stand-alone major. AMS 303: American True Crime is a major course. AMS would like to have the option to offer AMS 303 as an online and/or hybrid course for degree flexibility.

Program/Course Name: AMS 320 The Long 1980s
Proposer: Anne S. Choi
Type of Change: New Course
Course Description: The long 1980s as historical and cultural watershed, examining such themes as deregulations, rise of new technology, hip hop, civil rights, MTV, Japanese American redress, the AIDS crisis, rise of conservatism, growing social inequality, the end of the Cold War, and cultural products such as music, film, and art; and the era's conflicted legacies.
Summary of Change and Rationale: This is a new course on the cultural and social impact of the 'The Long 1960s;" the course will be part of the new major in American Studies. It is also a GE course.

Program/Course Name: AMS 332 Online in America
Proposer: Annemarie Perez
Type of Change: New Course
Course Description: This course exploration of the Americanization of online space and the digitization of Untied States politics and society by examining how culture and community are created and fostered online. We will consider different types of internet communities, and the role that digital writing and artwork plays in constructing these spaces.
Summary of Change and Rationale: This is a new course on the cultural and social impact of the internet in the United; the course will be part of the new major in American Studies.

Program/Course Name: COM 250 Newswriting for the Media
Proposer: Nancy Cheever
Type of Change: Course Modification
Course Description: Instruction and practice in the basics of reporting and writing news for print, electronic and digital media.
Summary of Change and Rationale: The COM Department proposes a name change of COM 250, a course shared by Journalism and AD/PR, from Newswriting for the Media to Writing for the Media to better represent the course outcomes and learning objectives.

5

Program/Course Name: DMA 310 Tools and Techniques in Digital Media Production
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Introduction and examination of the fundamental software and hardware tools used in the production of media for digital delivery. Emphasis on creative production techniques and the development of skills required in the digital media industry.
Summary of Change and Rationale: The department is adding a prerequisite of junior standing to this upper division course so that DMA majors do not take this course as freshmen or sophomores. With limited space in a specialized computer lab, the course needs to be restricted to DMA majors only.

Program/Course Name: DMA 320 TV Directing I
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Fundamental techniques in producing and directing multi-camera television productions in the studio, and single-camera, film-style programs on location. Emphasis on producer/director skills for performance-based productions in the studio and on location. Six hours of activity per week.
Summary of Change and Rationale: The department is adding co-requisites of DMA 323 and DMA 328 so that students will have simultaneous instruction and experience operating video camcorders and DSLR cameras that will be used for their production projects in DMA 320 TV Directing I. With limited space in specialized studios and labs, the course needs to be limited to Film & Television Production majors only.

Program/Course Name: DMA 322 TV Directing II
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Advanced techniques in producing and directing multi-camera television productions and single-camera, film-style programs in the studio and on location. Emphasis on producer/director skills for drama-based productions. Six hours of activity per week.
Summary of Change and Rationale: The department is adding prerequisites of DMA 310, DMA 320, DMA 323, and DMA 328 to ensure that students have the requisite software and hardware skills needed for success in the advanced production courses in the major. With limited space in specialized studios and labs, the course needs to be restricted to Film & Television Production majors only.

Program/Course Name: DMA 324 TV Titling & Animation
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week.
Summary of Change and Rationale: The department is adding a prerequisite of DMA 310 to ensure that students have the requisite software and hardware skills needed for success in a graphics for television and film course. DMA 310 provides the fundamental skills for this course. With limited space in specialized studios and computer labs, the course needs to be restricted to Film & Television Production majors only.

Program/Course Name: DMA 325 EFP Videography
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Application of professional-format video recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week.
Summary of Change and Rationale: The department is adding prerequisites of DMA 310, DMA 320, DMA 323, and DMA 328 to ensure that students have the requisite software and hardware skills needed for success in the advanced production courses in the major. With limited space in specialized studios and labs, the course needs to be restricted to Film & Television Production majors only.

Program/Course Name: DMA 326 TV Sound Design
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and foley in television and stage productions. Six hours of activity per week.
Summary of Change and Rationale: The department is adding prerequisites of DMA 310, DMA 320, DMA 323, and DMA 328 to ensure that students have the requisite software and hardware skills needed for success in the advanced production courses in the major. With limited space in specialized studios and labs, the course needs to be restricted to Film & Television Production majors only.

Program/Course Name: DMA 438 Music Production
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Analysis of recordings in music production. Spatial and timbral ear-training techniques for recording engineers and producers. Access to Pro Tools HD 5.1 surround system and a variety of engineering and production topics which include surround mixing techniques, advanced microphone techniques, DVD Audio specifications, and DVD authoring.
Summary of Change and Rationale: The department is adding prerequisites of DMA 330, DMA 331, DMA 430, and DMA 431 to ensure that students have the requisite software and hardware skills needed for success in the advanced production courses in the major. With limited space in specialized recording studios and labs, the course needs to be restricted to Audio Engineering majors only.

Program/Course Name: DMA 439L Music Production Lab
Proposer: George Vinovich
Type of Change: Course Modification
Course Description: Practice in the production of studio recordings. Responsibility for music composition and arrangements, rehearsal, performance, studio and musician bookings, artist promotion, engineering assistance and artistic direction and management. Interdisciplinary projects involving video or theatre are also possible. Repeatable course. Three hours of laboratory per week.
Summary of Change and Rationale: The department is adding prerequisites of DMA 330, DMA 331, DMA 430, and DMA 431 to ensure that students have the requisite software and hardware skills needed for success in the advanced production courses in the major. With limited space in specialized recording studios and labs, the course needs to be restricted to Audio Engineering majors only.

Program/Course Name: B.A. English: Education
Proposer: Andrew Kalaidjian
Type of Change: Program Modification
Summary of Change and Rationale: The English Education major is being modified to comply with EO 1071 to share a 50% common core with the English literature major comprised of 3 new lower division courses and 6 upper division courses including new course requirements and options. In addition to course changes, the total unit count of the major is being decreased from 56 to 50 to bring the unit count closer in line with the English literature due to changes in SMPP requirements for teaching credentials. The extended studies option has been reduced from 15 units to 12 and includes a new option in Rhetoric and Composition.

Program/Course Name: B.A. English: Literature
Proposer: Andrew Kalaidjian
Type of Change: Program Modification
Summary of Change and Rationale: Adding existing: ENG 205: Literary Devices & Genres: This course introduces a series of literary genres including stories, poems, plays, essays, and the novel, with characteristic devices including point of view, symbol, plot, and imagery. Offered Fall, Spring. ENG 335: World Literature: Intensive study of selected major writers from the world's literature, read in translation. Offered Fall, Spring. Adding new: ENG 202: English Literature to 1642; ENG 203: British Literature 1642-1832; ENG 204: British Literature 1832-present; ENG 240: American Literature to 1865; ENG 241: American Literature after 1865; ENG 320: Literacy, Power, Identity; ENG 346: Native American Literature. Removing: ENG 302: English Literature to 1642, ENG 303: English Literature: 1642-1832, ENG 304: English Literature: 1832-Present, ENG 340 American Literature to 1865, ENG 341 American Literature 1865-Present. The English Literature major is being modified to comply with EO 1071 to share a 50% common core with the English Education major comprised of 3 new lower division courses and 6 upper division course requirements and options. In addition to course changes, the total unit count of the major is being increased from 39 to 45 to bring the unit count closer in line with the English Education major due to changes in SMPP requirements for teaching credentials.

Program/Course Name: Minor in English
Proposer: Andrew Kalaidjian
Type of Change: Program Modification
Summary of Change and Rationale: Adding existing course: ENG 205: Literary Devices & Genres: This course introduces a series of literary genres including stories, poems, plays, essays, and the novel, with characteristic devices including point of view, symbol, plot, and imagery. Removing Courses: ENG 302: English Literature to 1642, ENG 303: British Literature 1832- present; ENG 340: American Literature to 1865; ENG 341: American Literature 1865-present. The Minor in English will be modified to remove upper-division survey courses as these courses will no longer be offered in our majors. We will add ENG 205 as a required course and increase the number of elective units from 6 to 9. The overall unit count of the minor will remain the same at 15.

Program/Course Name: ENG 107 Reading & Writing LA
Proposer: Siskanna Naynaha
Type of Change: New Course
Course Description: Through reading and writing about place and identity, students are introduced to threshold concepts in writing studies to increase their metacognitive skills, deepen their sense of belonging, and strengthen their growing academic identities.
Summary of Change and Rationale: Preparation for the Area A2 Written Communication requirement (ENG 108/109 and ENG 110). Through reading and writing about place and identity, students will be introduced to threshold concepts in rhetoric and writing studies—rhetorical situation, genre, audience, reflection, and transfer—to increase their metacognitive skills, deepen their sense of belonging, and

8

strengthen their growing academic identities. As part of DHFYE, ENG 107 will be offered primarily in the summer to help prepare incoming first-year students for success in English composition courses as well as writing-enhanced courses across the curriculum. It is offered to students at all levels of preparation and includes targeted individualized assistance in reading and writing skills and an introduction to doing collaborative, college-level English composition.

Program/Course Name: ENG 202 English Literature to 1642
Proposer: Andrew Kalaidjian
Type of Change: New Course
Course Description: Survey of British poetry, drama, and prose to 1642. Offered Fall, Spring.
Summary of Change and Rationale: The English department is developing this course to create a lower-division survey course covering British literature to 1642. The course will be appropriate for students new to or considering a major in English studies.

Program/Course Name: ENG 203 English Literature: 1642-1832
Proposer: Andrew Kalaidjian
Type of Change: New Course
Course Description: Survey of British poetry, drama, and prose, 1642-1832. Offered Fall, Spring
Summary of Change and Rationale: The English department is developing this course to create a lower-division survey course covering British literature from 1642-1832. The course will be appropriate for students new to or considering a major in English studies.

Program/Course Name: ENG 204 English Literature: 1832-Present
Proposer: Andrew Kalaidjian
Type of Change: New Course
Course Description: Survey of British poetry, drama, and prose, 1832-present. Offered Fall, Spring
Summary of Change and Rationale: The English department is developing this course to create a lower-division survey course covering British literature from 1832-present. The course will be appropriate for students new to or considering a major in English studies.

Program/Course Name: ENG 240 American Literature to 1865
Proposer: Jon Hauss
Type of Change: New Course
Course Description: Intensive study of selected American works to 1865, with readings across periods, genres, and traditions, including texts by underrepresented and marginalized groups. Offered Spring.
Summary of Change and Rationale: The English department is developing this course to create a lower-division survey course covering American literature to 1865. The course will be appropriate for students new to or considering a major in English studies.

Program/Course Name: ENG 241 American Literature after 1865
Proposer: Jon Hauss
Type of Change: New Course
Course Description: Intensive study of selected American works after 1865, with readings across periods, genres, and traditions, including texts by underrepresented and marginalized groups. Offered Fall, Spring
Summary of Change and Rationale: The English department is developing this course to create a lower-division survey course covering American literature after 1865. The course will be appropriate for students new to or considering a major in English studies.

Program/Course Name: ENG 320 Literacy, Power, and Identity
Proposer: Mara Lee Grayson
Type of Change: New Course
Course Description: Exploration of literacy as a sociocultural practice. Connections between literacies, individual and social identities, social and political power structures, and their pedagogical implications.
Summary of Change and Rationale: This new course will provide instruction in literacy as a sociocultural practice. Students will explore connections between literacies and social and political power structures, as well as the pedagogical implications of these connections.

Program/Course Name: ENG 346 Native American Literature
Proposer: Rod Hernandez
Type of Change: New Course
Course Description: Study of works by indigenous writers of North America in their historical, cultural, and tribal contexts. Readings across periods and in multiple genres (fiction, poetry, memoir, oral traditions). Key topics include race, gender, sexuality, class, nationality, and sovereignty.
Summary of Change and Rationale: The English Department designed this course to provide a survey of Native American writing and oral traditions across periods and genres in their historical, cultural, and tribal contexts.

Program/Course Name: ENG 473 Writing Center Theory and Practices
Proposer: Sherwin K.R. Sales
Type of Change: New Course
Course Description: The history and theoretical foundations of writing centers and writing tutoring. Frequent writing assignments as well as best practices in the teaching of writing.
Summary of Change and Rationale: The Department of English proposes to create a cross-listed undergraduate/graduate-level course, Writing Center Theory and Practices. This course has previously been run successfully as a special topics course, English 495: Special Topics: Writing Center/Tutoring Pedagogy, but we now wish to make it a permanent part of our undergraduate and graduate-student curriculum. This change will update our M.A. curriculum and provide additional options for undergraduates seeking courses in writing studies, rhetorical theory, and composition pedagogy.

Program/Course Name: ENG 478 Current Issues in Rhetoric and Composition
Proposer: Andrew Kalaidjian
Type of Change: New Course
Course Description: Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Three hours of seminar per week. Offered Fall
Summary of Change and Rationale: ENG 478 Current Issues in Rhetoric and Composition is an upper-division course for students pursuing the Extended Studies option in Rhetoric and Composition for their BA in English Education. This course will provide students with current trends in the field and develop skills needed to teach writing.

Program/Course Name: HUM 310 Key Concepts
Proposer: Lorna Fitzsimmons
Type of Change: Course Discontinuation
Course Description: Prerequisite: HUM 200 or equivalent. Analysis of a major concept in humanistic thought and expression, e.g., the individual and society, success and values in the U.S., death and dying, war and society, global popular music, etc. Repeatable with different topics for credit.
Summary of Change and Rationale: This generic course is no longer being offered because courses in the program are being offered as separate courses rather than as subtitles of the generic.

Program/Course Name: HUM 312 Key Movements
Proposer: Lorna Fitzsimmons
Type of Change: Course Discontinuation
Course Description: Prerequisite: HUM 200 or equivalent. Analysis of a major historical movement from a humanistic perspective, e.g., Harlem Renaissance, Modernism, the Jazz Age, African Literature and Culture, Medieval Japan, and Europe, etc. Repeatable with different topics for credit.
Summary of Change and Rationale: This generic course is no longer being offered because courses in the program are being offered as separate courses rather than as subtitles of the generic.

Program/Course Name: HUM 314 Key Issues
Proposer: Lorna Fitzsimmons
Type of Change: Course Discontinuation
Course Description: Prerequisite: HUM 200 or equivalent. Analysis of major contemporary issues from a humanities perspective. Examples include the role of the arts in society, literature and the rights of women, romantic love, visions of Los Angeles, etc. Repeatable with different topics for credit.
Summary of Change and Rationale: This generic course is no longer being offered because courses in the program are being offered as separate courses rather than as subtitles of the generic.

Program/Course Name: B.A. Interdisciplinary Studies: American Studies
Proposer: Anne S. Choi
Type of Change: Degree Elevation
Summary of Change and Rationale: We are elevating American Studies into a stand-alone major. Currently, American Studies is a concentration with the Interdisciplinary Studies major and our most popular concentration. However, as a concentration, it is impossible for students to gain full disciplinary proficiency. Additionally, the concentration which relies on a series of topic courses is confusing for students since topics are not listed in the schedule of classes. In the stand-alone American Studies major, all courses will be assigned a specific number. (See page 5 for AMS course information)

Program/Course Name: B.A. Interdisciplinary Studies: Environmental Studies
Proposer: Anne S. Choi
Type of Change: Degree Elevation
Summary of Change and Rationale: We are elevating Environmental Studies into a stand- alone major. Currently, Environmental Studies is a concentration with the Interdisciplinary Studies major and a popular concentration. However, as a concentration, it is impossible for students to gain full disciplinary proficiency. Additionally, the concentration which relies on a series of topic courses is confusing for students since topics are not listed in the schedule of classes. In the stand-alone Environmental Studies major, all courses will be assigned a specific number. Additionally, Environmental Studies offers an applied science major that focuses on "green" careers.

Program/Course Name: IDS 312 Interdisciplinary Approaches to the Humanities
Proposer: Anne S. Choi
Type of Change: Course Modification
Course Description: Each topic for this course examines an important issue in the Humanities, using a methodology incorporating multiple disciplines and placing the content in a historical and cultural context.
Summary of Change and Rationale: This course modification request is part of reorganizing the IDS curriculum in response to our recent program review. We are converting all our topic courses to stand-alone courses, assigned a specific number. This will streamline the advising process for faculty and college advisors and simplify degree roadmaps for students. AMS 306 will be used in the American Studies major. We would like to have the option to offer AMS as an online and/or hybrid course for maximum flexibility.

Program/Course Name: IDS 320 Interdisciplinary Topics in Human Studies
Proposer: Anne S. Choi
Type of Change: Course Modification
Course Description: Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.
Summary of Change and Rationale: We are elevating Global Studies into a stand-alone major. This course was previously a topic course for IDS 320: Interdisciplinary Topics in Human Studies. Global Los Angeles is now GLS 302. This course is assigned a specific number. It is an upper division course.

Program/Course Name: THE 348 Costume Technology
Proposer: Katie Dowse
Type of Change: New Course
Course Description: An introduction to costume technology skills, including hand sewing, the use of various sewing machines and other specialized lab equipment, an introduction to basic pattern drafting, cutting and garment production, garment alteration, and crafting techniques. Prerequisite: none. Offered Spring.
Summary of Change and Rationale: This is a new course to be offered by the Department of Theatre & Dance to better prepare our students with their technical theatre courses. An introduction to costume technology skills, including hand sewing, the use of various sewing machines and other specialized lab equipment, an introduction to basic pattern drafting, cutting, and garment production, garment alteration, and crafting techniques.

College of Business Administration & Public Policy

No submissions received

College of Education

Program/Course Name: TED 433 Teaching Practices Seminar: Multiple Subject Student Teaching

Proposer: Elexia Reyes McGovern

Type of Change: Course Modification

Course Description: Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a Multiple Subject classroom with an experienced teacher, accompanied by reflective seminar. Credit/no credit grading.

Summary of Change and Rationale: TED is requested to add a subtopic conversation, TED 433: Teaching Practices Seminar: Multiple Subject Student Teaching in Dual Language Classrooms, in the Pre-Service Teacher Bilingual Authorization in Spanish Certificate Program. This course is part of the program that prepares teachers to teach in dual language and bilingual settings and as such is under specific requirements from the California Commission on Teacher Credentialing (CTC). In December 2021, the CTC released the Bilingual Teacher Performance Expectations (BTPEs). All CA teacher education programs are required to adopt these new expectations (or standards) into the bilingual teacher education curricula and programs. Specifically, this course meets the Bilingual Authorization fieldwork requirement for elementary student teachers. While in practice, TED hosted two sections of TED 433 - one in English and one in Spanish for Bilingual Authorization students for several years in compliance with CTC guidelines, students were often confused about which section to join which created problems in enrollment management and ultimately impacted student experience. This change institutionalizes a TED practice and further aligns the course with the BTPEs.

Program/Course Name: TED 439 Heritage Language Learner Pedagogies with Plurilingual TK – 12 Students

Proposer: Elexia Reyes McGovern

Type of Change: New Course

Course Description: This course explores native and heritage language learning pedagogies in dual language classrooms with attention to TK - 12 Latinx student experiences. Students engage in transformative curricular design with an emphasis on trans-language. Course taught in Spanish.

Summary of Change and Rationale: TED is requested to add a new course, TED 439: Heritage Language Learner Pedagogies with Plurilingual TK - 12 Students, in the Pre-Service Teacher Bilingual Authorization in Spanish Certificate Program. This course is part of the program that prepares teachers to teach in dual language and bilingual settings and as such is under specific requirements from the California Commission on Teacher Credentialing (CTC). In December 2021, the CTC released the Bilingual Teacher Performance Expectations (BTPEs). All CA teacher education programs are required to adopt these new expectations (or standards) into the bilingual teacher education curricula and programs. As such, the COE Dual Language Steering Committee (DLSC) has been working since Spring Semester 2022 to incorporate these changes into the existing CSUDH Bilingual Authorization Certificate program and collectively designed aspects of the course proposed in this application to the program. Specifically, this course supports the development of heritage language learner pedagogies in dual language schools in order to create more humanizing and transformative school experiences with TK - 12 students.

Program/Course Name: TED 440 Critical Biliteracy with Plurilingual Students, Families, & Communities
Proposer: Elexia Reyes McGovern
Type of Change: New Course
Course Description: This course explores asset based critical biliteracy pedagogies in multilingual TK - 12 school communities. Students engage in collective curricular design process with an emphasis on developing critical biliteracy across content areas with students and families. Course taught in Spanish.
Summary of Change and Rationale: TED is requested to add a new course, TED 440: Critical Biliteracy with Plurilingual Students, Families, & Communities, in the Pre-Service Teacher Bilingual Authorization in Spanish Certificate Program. This course is part of the program that prepares teachers to teach in dual language and bilingual settings and as such is under specific requirements from the California Commission on Teacher Credentialing (CTC). In December 2021, the CTC released the Bilingual Teacher Performance Expectations (BTPEs). All CA teacher education programs are required to adopt these new expectations (or standards) into the bilingual teacher education curricula and programs. As such, the COE Dual Language Steering Committee (DLSC) has been working since Spring Semester 2022 to incorporate these changes into the existing CSUDH Bilingual Authorization Certificate program and collectively designed aspects of the course proposed in this application to the program. Specifically this course supports the development of critical biliteracy in dual language schools with families and communities in order to create a more humanizing and transformative school community culture centered on shared goals between teachers, families, and students.

Program/Course Name: TED 453 Teaching Practices Seminar: Single Subject Student Teaching
Proposer: Elexia Reyes McGovern
Type of Change: Course Modification
Course Description: Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a Single Subject classroom with an experienced teacher in a bilingual classroom, accompanied by reflective seminar. Course taught in Spanish. Credit/no credit grading.
Summary of Change and Rationale: TED is requested to add a subtopic conversation, TED 453: Teaching Practices Seminar: Single Subject Student Teaching in Bilingual Classrooms, in the Pre-Service Teacher Bilingual Authorization in Spanish Certificate Program. This course is part of the program that prepares teachers to teach in dual language and bilingual settings and as such is under specific requirements from the California Commission on Teacher Credentialing (CTC). In December 2021, the CTC released the Bilingual Teacher Performance Expectations (BTPEs). All CA teacher education programs are required to adopt these new expectations (or standards) into the bilingual teacher education curricula and programs. Specifically, this course meets the Bilingual Authorization fieldwork requirement for secondary student teachers. While in practice, TED hosted two sections of TED 453 - one in English and one in Spanish for Bilingual Authorization students for a couple of semesters in compliance with CTC guidelines, students were often confused about which section to join which created problems in enrollment management and ultimately impacted student experience. This change institutionalizes a TED practice and further aligns the course with the BTPEs.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: Minor in Health Science
Proposer: Donna Dueker
Type of Change: Program Modification
Summary of Change and Rationale: The proposed change to the minor increases the required units from 15 to 18. The additional three units (1course) adds to the rigor of the minor and ensures all students completing the minor have a solid foundation in health science. All students will be required to take HEA 312 Introduction to Public Health to provide the background necessary for the minor. The proposed minor aligns with the major in health science by adding an area of concentration to the minor. The two tracks for the proposed minor are 1) Community Health and2) Healthcare management. The proposed changes to the minor are an improvement and with the addition of the areas of concentration will better prepare students to apply their minor after graduation, whether in the workforce or in graduate programs

College of Natural & Behavioral Sciences

Program/Course Name: BS in Mathematics: Mathematics Education Option
Proposer: Matthew Jones
Type of Change: Program Modification
Summary of Change and Rationale: The Mathematics Department is revising the Mathematics Education program structure to enable students to take a wider variety of mathematical modeling and statistics courses to satisfy a major requirement. The course MAT 333 Abstract Algebra is being moved from the core requirements to a requirement for the Mathematics Education option.

Program/Course Name: BS in Mathematics: Mathematics Option
Proposer: Jessalyn Bolkema
Type of Change: Program Modification
Summary of Change and Rationale: The Mathematics Department is revising the Mathematics program structure to enable students to take a wider variety of mathematical modeling and statistics courses to satisfy a major requirement. The course MAT 333 Abstract Algebra is being moved from the core requirements to a requirement for the Mathematics option.

Program/Course Name: BA in Sociology
Proposer: Sohaila Shakib
Type of Change: Program Modification
Summary of Change and Rationale: The program is updating the core requirements moving an elective into a core requirement to satisfy the GWAR requirement. We are also modifying SOC 309 from a 3-unit course to a 4-unit course to provide our students with 4 hours of instruction time per week. This is because sociology as a discipline has changed immensely since the 1990s. The discipline contains many complicated social constructionist theories. Learning how to analyze and write about and engage with these theories is critical to proficiency in the field and in the world. Therefore, we would like 4 hours of instruction time.

Program/Course Name: Pre-Engineering Program
Proposer: Ximena Cid
Type of Change: Program Discontinuation
Summary of Change and Rationale: The Physics Department is discontinuing the Pre-Engineering Program which was designed to prepare students to transfer to 4-year Engineering programs. Students complete the first two years of their degree at CSU Dominguez Hills and may then finish the last two years of their major at a partnering CSU campus. This program has been inactive for several years.

The Pre-Engineering program was originally proposed to seamlessly transition to an engineering curriculum offered by a CSU campus. Unfortunately, the dense 4-year roadmaps corresponding to most engineering programs include courses not offered at CSUDH. For this reason, the program has been inactive for several years.

The program should be formally retired in order to prevent prospective students from believing that we offer a program that directly articulates to the first two years of an engineering program. This fallacy could extend their time-to-graduation by an additional two years.

EGR 205 should be retired because it is part of the Pre-Engineering curriculum.

Program/Course Name: BIO 101 Success for Biologists
Proposer: Karin E. Kram
Type of Change: New Course
Course Description: This Course will introduce concepts and skills to help students successfully navigate STEP courses and the biology major. Study skills, resources, careers, and academic mindset will be discussed. Students will be asked to reflect on their own learning.
Summary of Change and Rationale: We are proposing a new course, Success for Biologists (BIO 101), for early – career biology majors, This course helps students explore and reflect on study skills, career options, campus resources, and other tools that will help them persist as biology majors.

Program/Course Name: BIO 220 Molecular Biology
Proposer: Charlene McCord
Type of Change: Course Modification
Course Description: Principles of molecular biology including DNA replication, transcription, translation, DNA recombination and repair and gene regulation. Emphasis on prokaryotic and eukaryotic systems. Three hours of lecture per week.
Summary of Change and Rationale: We wish to clarify that BIO 120 and BIO 121 are prerequisites for BIO 220, in addition to BIO 122, BIO 123, and CHE 110 (which are already listed as prerequisites in the course catalog). As currently stated, the prerequisite coursework is especially confusing for incoming transfer students who may not be aware that successful completion of BIO 120/121 (or equivalent) is necessary before enrolling in BIO 220. The addition of BIO 120 and BIO 121 to the prerequisite list will help eliminate confusion for students wishing to enroll in this course.

Program/Course Name: EAR 200 Earth History & Evolution
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: This course covers the evolution of the Earth's dynamic systems and their record through geologic time. Emphasizes interactions between the physical, chemical, and biological components of the Earth system. Includes development of the geologic time scale, origin of the planet, early life, biological evolution, the fossil record, mass extinctions, and climate change.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course, and the course title reads more clearly without the ampersand.

Program/Course Name: EAR 201 Earth History Lab
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Laboratory analysis of depositional processes and ancient environments. Topics include radiometric dating, geologic maps, facies analysis, fossil records, and stratigraphic correlations. Three hours of laboratory per week.
Summary of Change and Rationale: The course description is being edited to more accurately describe the content of the course.

Program/Course Name: EAR 312 Natural Disasters
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Overview of the physical processes and human factors behind natural disasters. Examines the spatial distribution and recurrence of natural disasters and their impact on human activities. Includes the study of earthquakes, volcanoes, floods, landslides, tsunamis, hurricanes, tornadoes, wildfires, and climate change.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

19

Program/Course Name: EAR 370 The World Ocean
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: This course introduces global oceanographic phenomena and emphasizes the interdisciplinary nature of ocean processes, including the ocean's role in regulating Earth's climate. Topics include the physical and chemical characteristics of seawater, and the vertical and spatial distributions of temperature, salinity, gases, and density, surface and deep-water circulations.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

Program/Course Name: EAR 376 Field Mapping
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Introduction to geological and environmental field mapping. Techniques include working with topographic maps and remotely-sensed images, use of Brunton compass traverse methods, and interpretation of sedimentary rocks and geological structures (faults, folds). Applications to geotechnical work, resource management, environmental and archaeological surveys, and outdoor education activities. Eight hours of laboratory and one-half hour of lecture per week.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course. The course prerequisites are being changed so that students are better prepared to succeed in the course.

Program/Course Name: EAR 416 Earth Sciences for Teachers
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Study of planet Earth featuring units in geology, oceanography, weather, and astronomy, as appropriate for elementary and secondary school teachers. Two hours of lecture and three hours of laboratory per week.
Summary of Change and Rationale: The course description is being edited to more clearly describe the components of the course. The course title is being changed slightly, as "earth science" should be singular, not plural.

Program/Course Name: EAR 450 Plate Tectonics and the Rock Cycle
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Study of plate tectonic processes and how they relate to the formation of rocks and the rock cycle. Includes earthquakes, volcanic activity, hot spots and plate boundary types.
Summary of Change and Rationale: The course description is being edited to correct a misspelled word. The course prerequisites are being changed so students are better prepared to succeed in the course.

Program/Course Name: EAR 476 Groundwater
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Study of the movement of underground water through geological layers. Topics include the geological characteristics of aquifers, wells, and connectivity with surface water resources. Includes groundwater chemistry and contaminant transport, plus considerations for the management of groundwater resources.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course. The course prerequisites are being changed so that students are fully prepared to succeed in the course. Having all GE math and science requirements complete is helpful for this advanced subject.

20

Program/Course Name: EAR 494 Independent Study
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Independent study of a particular earth science or environmental topic under the supervision of an Earth Science faculty member.
Summary of Change and Rationale: The course description is being updated to read more clearly.

Program/Course Name: EAR 498 Directed Research
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Research of a particular earth science or environmental problem under the direction of an Earth Science faculty member.
Summary of Change and Rationale: The course description is being updated to read more clearly.

Program/Course Name: EAR 499 Senior Thesis
Proposer: John Keyantash
Type of Change: Course Discontinuation
Course Description: Geological research and writing of a thesis. Generally includes library, field and laboratory investigations. Topic of research to be approved and directed by an instructor.
Summary of Change and Rationale: This course is being retired because it is an artifact of a retired degree program (B.S. Geology), and consequently no longer offered. No student may complete this course as part of degree program at CSUDH.

Program/Course Name: GEO 100 Human Geography
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Geographic distribution of human populations, cultures, and natural resources. Emphasizes human adaptation to natural environments.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

Program/Course Name: GEO 200 Physical Geography
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: The physical science behind the formation and distribution of Earth's landforms, surface waters, climates and biomes. Includes geographic measurements, mapping, and satellite reconnaissance.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

Program/Course Name: GEO 310 Geomorphology
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Study of landforms created by geologic, volcanic, weathering, fluvial, karst, coastal and other processes acting on the land surface and ocean floor.
Summary of Change and Rationale: The course prerequisites are being changed so that students are better prepared to succeed in the course.

Program/Course Name: GEO 315 The Weather
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Structure of the atmosphere, planetary circulations, and storms of all latitudes. Types of clouds, radiation, humidity, precipitation, and optical phenomena. El Niño-Southern Oscillation and global teleconnections. Two hours of lecture and three hours of laboratory per week.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

Program/Course Name: GEO 318 The Human Environment
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Analysis of cultural diversity and the process of cultural interaction, inter-ethnic relations and social integration at the community, national, and international levels, with emphasis on people's knowledge of the natural world.
Summary of Change and Rationale: The course description is being very slightly edited to read more clearly. The title of the course is being shortened, as it is unnecessarily long.

Program/Course Name: GEO 346 Political Geography
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: The characteristics, patterns, and interactions of contemporary political processes and organizations over the world. Cohesion, unity, disunity, growth and historical persistence from the locality, through nations and transnational groupings to the world.
Summary of Change and Rationale: This course is being retired because it is an artifact of a B.A. Geography program from the 1970s-80s. The course has not been offered this century, and is not even listed as an elective in our current program. Given the present focus of the Geography program, there is no likelihood this course will be used again, so there is no purpose to even inactivate (freeze) the course.

Program/Course Name: GEO 398 Directed Research
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.
Summary of Change and Rationale: This course is being retired because it is an unnecessary duplication. The Department already has a Directed Research course at the 400-level, GEO 498S (soon to be renumbered 498), and there is no reason to offer junior-level and senior-level versions of Directed Research experiences. Over the past twenty years, the Department has enrolled numerous students in GEO 498S, but zero students in GEO 398.

Program/Course Name: GEO 412 Rivers and Streams
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Geographic inventory of global, state and national water resources. Drainage networks, streamflow measurements and flooding. Waterfalls, rapids, river conservation and dam case studies. Features field trip.
Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

Program/Course Name: GEO 416 Earth's Climates
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Characteristics and classifications for the climates of Earth, with emphasis on the physical geographic reasons for their distribution patterns. The influence of specific climates on biomes, agriculture, diet, dress and lifestyle. Physical and biological proxies for climate data. Historical and current trends in global climate.
Summary of Change and Rationale: The course description is being very slightly edited to read more clearly. The course prerequisite is being changed so that students are better prepared to succeed in the course.

Program/Course Name: GEO 494 Independent Study
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Independent study of a particular geographic or environmental problem under the supervision of a Geography faculty member.
Summary of Change and Rationale: The course description is being updated to read more clearly. The grading method is being changed to CR/NC, as it is difficult to accurately assign a letter grade to an independent study project.

Program/Course Name: GEO 498S Directed Research
Proposer: John Keyantash
Type of Change: Course Modification
Course Description: Research of a particular geographic or environmental problem under the direction of a Geography faculty member.
Summary of Change and Rationale: The course description is being updated to read more clearly. The grading method is being changed to CR/NC, as it is difficult to accurately assign a letter grade to a directed research project. The course number is being changed to delete the "S", as it serves no purpose and is inconsistent with our other departmental course numbers.

Program/Course Name: MAT 315 Introduction to Survival Analysis
Proposer: Cynthia Sanchez
Type of Change: New Course
Course Description: Survival analysis is about the analysis of time-to-event data. This course will help you understand the fundamental concepts of survival analysis. Topics include, but are not limited to, time-to-event data, Log-rank test and Cox proportional hazards regression.
Summary of Change and Rationale: This course is designed to better prepare students interested in data science and to give them the opportunity to see how statistics is used to study health related topics. For students majoring in mathematics and interested in industry careers, Survival Analysis offers an elective option alongside other courses covering applications of mathematics.

Program/Course Name: MAT 415 Financial Mathematics
Proposer: Alexander Chen
Type of Change: New Course
Course Description: Financial mathematics focuses on interest theory, financial data analysis, and the application of these concepts to calculating present and accumulated values for cash flows. The course also covers various important financial instruments such as loans, stocks, bonds, and financial derivatives.
Summary of Change and Rationale: This course covers financial mathematics and financial data analysis, a major application of data science. This course is being proposed to educate students on the modern financial and data analysis tools and to inform and prepare students for financial careers.

23

Program/Course Name: MAT 417 Math Methods for Data Science
Proposer: Yi Wang
Type of Change: New Course
Course Description: Methods include optimization (stochastic gradient descent, alternating direction method of multipliers (ADMM), L1 minimization) with applications to Linear Regression, K-means and Expectation-Maximization (EM) algorithm; matrix decomposition (singular value decomposition (SVD), principal component analysis (PCA) and nonnegative matrix decomposition) with applications to recommendation system, image processing and computer vision.
Summary of Change and Rationale: This course covers the mathematical foundation behind various data science methods and prepares students to understand these methods in depth. In an effort to reflect the increased emphasis on data science in industry, this new elective in the mathematics major allows for more in-depth coverage of these topics and supports students in developing necessary skills for industry jobs or graduate programs in data science.

Program/Course Name: PSY 316 Behavioral Neuroscience
Proposer: Philip Vieira
Type of Change: New Course
Course Description: Advanced study of the relationship between the brain and behavior. Focus on neuroanatomy, physiology, pharmacology and their application to cognition, emotion, learning, motivation, attention, executive function, perception and memory. Analysis of model organisms and their application to neurodegenerative disease and the neurobiology of mental illness. Foundational experiments and recent discoveries in the field will be reviewed and discussed with a focus on how these findings relate to broader theories in the field.
Summary of Change and Rationale: The Department of Psychology requires students to take upper division electives in 5 different subfields of psychology. The biopsychology subfield lacks enough courses, making it difficult for students to meet this requirement. This course would expand the offerings in that subfield. Additionally, it offers a path for students interested in neuroscience to take relevant coursework in preparation for graduate programs in neuroscience.

Program/Course Name: PSY 318 Stress Psychobiology
Proposer: Kaylie Carbine
Type of Change: New Course
Course Description: This course covers the behavioral neurobiology of stress, including what stress is mentally and physically, how stress affects physiology and contributes to physical disease, and what factors moderate the stress experience and improve stress management (such as biofeedback).
Summary of Change and Rationale:
The Psychology major requires that students take a course that focuses on biopsychology; however, only three courses are currently offered that meet that requirement (as opposed other requirements where 5 or more classes will meet the requirement). Adding Stress Psychobiology to the course catalog will provide an additional course that can help students meet graduation requirements. In addition, the course offers a health component, which will compliment and add to the knowledge students receive in PSY 370 (Health Psychology). Further, there is a desire in the psychology student body for more classes regarding biopsychological processes, which this course would provide.

Program/Course Name: PSY 326 Neuropharmacology
Proposer: Philip Vieira
Type of Change: New Course
Course Description: Advanced study of the chemical basis of behavior and mechanism by which drugs impact the biological aspects of an organism. Focus on pharmacokinetic and pharmacodynamic elements of neurochemical signaling, examining major drug classifications, with an emphasis on the biological dimensions of their action.
Summary of Change and Rationale: The Department of Psychology requires students to take upper division electives in 5 different subfields of psychology. The biopsychology subfield lacks enough courses, making it difficult for students to meet this requirement. This course would expand the offerings in that subfield. Additionally, it offers a path for students interested in neuroscience to take relevant coursework in preparation for graduate programs in neuroscience.

Program/Course Name: PSY 328 Music and the Mind
Proposer: Samantha Scudder
Type of Change: New Course
Course Description: Survey of topics in the psychology and cognition of music. Students will explore topics such as memory, attention, perception, imagery, language, and thinking as they relate to music, with special attention to cognitive development, social dimensions, and identity.
Summary of Change and Rationale: The Psychology Major includes a requirement that students take at least one elective from each of five different psychology subfields. The "Cognitive" subfield currently has only two available courses, limiting students' ability to proceed through the major and graduate in a timely manner. This course provides an additional elective in this category and is focused on a topic that many CSUDH students will likely find appealing.

Program/Course Name: PSY 341 Social Cognition
Proposer: Carl Sneed
Type of Change: New Course
Course Description: A review of theory and research focusing on mental processes that underlie how people make sense of themselves and others. Social cognition focuses on social interactions that involve people's judgments, beliefs, decisions, and behaviors in social situations.
Summary of Change and Rationale: The Psychology major requires that students take a course that focuses on Cognitive Psychology; however, only two courses are currently offered that meet that requirement (as opposed other requirements where 5 or more classes will meet the requirement). Adding Social Cognition to the course catalog will provide an additional course that can help students meet graduation requirements.

University Library

No submissions received.

Campus-Wide Proposal Sharing for Graduate Proposals

The following course and program proposals have been submitted for review to their department curriculum committee and program faculty.

College of Arts and Humanities

Program/Course Name: ENG 573 Writing Center Theory and Practices
Proposer: Sherwin K. R. Sales
Type of Change: New Course
Course Description: The history and theoretical foundations of writing centers and writing tutoring. Frequent writing assignments as best practices in the teaching of writing.
Summary of Change and Rationale: The Department of English proposes to create a cross-listed undergraduate/graduate level course, Writing Center Theory and Practices. This course has previously been run successfully as a special topics course, English 495: Special Topics: Writing Center/Tutoring Pedagogy, but we now wish to make it a permanent part of our undergraduate and graduate-student curriculum. This change will update our M.A. curriculum and provide additional options for undergraduates seeking courses in writing studies, rhetorical theory, and composition pedagogy.

Program/Course Name: ENG 574 Research Methods and Discourses in Composition and Rhetoric
Proposer: Mara Lee Grayson
Type of Change: New Course
Course Description: Advanced study in research methodologies, scholarly discourses, and means of knowledge production in composition/rhetoric and writing studies. Frequent writing and hands-on practice in text-based and empirical approaches to inquiry. Three hours of seminar per week.
Summary of Change and Rationale: This course provides advanced study in research methodologies, scholarly discourse, and means of knowledge production in composition/rhetoric and writing studies. Coursework will include frequent writing and hands-on practice in txt-based and empirical approaches to inquiry. This course will be appropriate for all English MA students, particularly those with an emphasis in Rhet/Comp.

College of Business Administration & Public Policy

Program/Course Name: MS in Financial Economics
Proposer: Jennifer Brodmann
Type of Change: New Program
Summary of Change and Rationale: The mission of the CSUDH Master of Financial Economics (MSFE) program is to prepare the next set of business leaders to address the issues faced in their organizations and communities. Students will engage in applied, hands- on active learning to build the skills needed in advanced business decision-making. Courses will focus on transferable skills that are needed in all industries, which include budgeting, forecasting, entre/intrapreneurship, data analysis, digital and interpersonal communication, corporate social responsibility, and sustainability. The MSFE program will provide resources for students to advance in their careers through networking events, seminars, panel discussions, career advisement, tutoring, and applied research projects with faculty and industry mentors. The program will offer flexible instruction through online and hybrid courses with in-person courses taught in evenings and weekends.

College of Education

Program/Course Name: Bilingual Authorization Certificate Program
Proposer: Elexia Reyes McGovern
Type of Change: Program Modification
Summary of Change and Rationale: In December 2021, the California Commission of Teacher Credentialing (CTC) released the Bilingual Teacher Performance Expectations (BTPEs). All CA teacher education programs are required to adopt these new expectations (or standards) into the bilingual teacher education curricula and programs. As such, the COE Dual Language Steering Committee (DLSC) has been working since Spring Semester 2022 to incorporate these changes into the existing CSUDH Bilingual Authorization Certificate program and collectively designed the changes proposed in this application to the program.

The proposed program will offer the following two SPA courses to support candidate's language competencies in Spanish from a developmental perspective:
SPA 280. Grammar for Spanish Composition. (3 Units)
SPA 341. Advanced Conversation. (3 Units)

The proposed program will offer the following two new TED courses to support candidate's development in bilingual teaching methods with an emphasis on heritage language learner pedagogies and critical biliteracy:
TED 439: Heritage Language Learner Pedagogies with Plurilingual TK - 12 Students. (3 units)
TED 440: Critical biliteracy with Plurilingual Students, Families, & Communities. (3 units)

The proposed program will offer candidates a differentiated fieldwork experience to fulfill the CTC requirement of at least 20 hours in a dual language/ bilingual TK - 12 classroom. Please note that candidates in the Pre-Service Bilingual Authorization Program will take one of these indicated courses depending on their program (multiple subject, single subject, education specialist) and their fieldwork pathway (student teaching, residency, or university internship) of their preliminary teaching credential program:
TED 433: Teaching Practices Seminar: Multiple Subject in Dual Language Classrooms. (3 units)*
TED 453: Teaching Practices Seminars: Single Subject in Bilingual Classrooms. (3 units)*
TED 445. Fieldwork: Elementary Interns. (6 units)*
TED 465. Fieldwork: Secondary Interns. (6 units)*
SPE 522. Teaching Bilingual Learning in Inclusive Dual Settings. (3 units)*

Program/Course Name: Assistive Technology Specialist Certificate
Proposer: Kate Esposito
Type of Change: Program Modification
Summary of Change and Rationale: The Special Education Program is proposing the modifications to the Assistive Technology Certificate to align the outcomes with California's Commission on T3eacher Credentialing's Teacher Performance Expectations. Assistive Technology as a field is constantly undergoing changes- as such, program revisions will ensure content in the program is relevant and current. The following changes are being recommended:

1) Reduce program length from 5 courses to 3 courses:
   a. Retire SPE 531: Basic Assistive Technology
   b. Change name of SPE 533: Administration of Assistive Technology Services to Capstone in Assistive Technology
   c. Retire SPE 537: but retain the title for SPE 533
2) Change units from 3 units to 4 units.
3) Total Certificate Units will be 12 as opposed to 15.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: Master's in Public Health
Proposer: Kristen Emory
Type of Change: New Program
Summary of Change and Rationale: The proposed Master's in Public Health (MPH) with a concentration in Community Health is designed to be a two-year 42-unit program, with the option for part-time students. The program will include five core MPH courses, five core Community health courses, two elective courses one internship requirement and a Capstone requirement. All courses will be three (3) units each.

Since the onset of the COVID-19 pandemic, there has been increased attention on the need to strength the public health workforce. This includes the recent announcement of the Biden-Harris Administration funding of (a) $3.2 billion to assist state, local, and territorial jurisdictions across the US to strengthen their public health workforce and corresponding infrastructure (November 2022), (b) $300 million for increased mental health services and (c) $110 million to improve access to health care in rural populations (October 2022). All of these areas employ community health professionals.

Such attention and increases in Public Health funding demonstrate the national commitment to increasing the Public Health workforce long-term.

Program/Course Name: MSW 5XX Core Concepts and Skills for Trauma Informed Practice
Proposer: Nyora Higgs
Type of Change: New Course
Course Description: This course focuses on students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) teaching method to enhance student engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter.
Summary of Change and Rationale: Trauma is a core element of social work and impacts vulnerable populations in micro, mezzo and macro contexts. Identifying, understanding and intervention with trauma require knowledge, skills and critical consciousness when working with marginalized client systems. This class builds on basic social work skills and will prepare social work students to be competent trauma informed practitioners. Enrollment is restricted to social work students because students outside of the discipline will not understand the foundational concepts of the social work field which undergird the course content.

College of Natural & Behavioral Sciences

Program/Course Name: M.S. in Computer Science
Proposer: Jianchao Han
Type of Change: Program Modification
Summary of Change and Rationale: This proposal is to add a new track on Data Science to the current MSCS program that has two tracks on Software Engineering and Distributed Computer Systems so far. The new track will share the same core courses as the existing tracks, including CSC500, CSC501, CSC521, CSC581, and CSC584.

The new track will provide 5 required courses from which students are required to complete four courses. These required courses contain 2 existing courses CSC511 and CSC564 and 3 new courses CSC512, CSC513, and CSC514. These required courses will provide students broad knowledge realted to data science, foundations of data science research and development, advanced platforms and applications, as well as problem solving skills and practices. Besides, the new track shares the same options of Thesis or Project and elective courses as existing tracks.

Program/Course Name: CSC 512 Fundamentals of Data Science
Proposer: Jianchao Han
Type of Change: New Course
Course Description: The data science process is introduced and examined and the mathematical fundamental of data science are discussed, including probability and data statistics, Bayesian analysis, linear algebra, gradient descent, principal component analysis, and data visualization.
Summary of Change and Rationale: MSCS program is currently offering two tracks: Software Engineering and Distributed Computer Networks. As the needs of data scientists is quickly growing internationally, we are going to offer a new track on Data Science. The new track will need three new courses, including this one. This proposed course is mainly for MSCS students but can also accommodate senior students of BSCS program.

Program/Course Name: CSC 513 Machine Learning and Data Mining
Proposer: Jianchao Han
Type of Change: New Course
Course Description: Concepts and techniques of machine learning and data mining will be introduced. The course will be focusing on the approaches and algorithms of association/frequent pattern mining, supervised machine learning, unsupervised machine learning, as well as neural networks and deep learning.
Summary of Change and Rationale: MSCS program is currently offering two tracks: Software Engineering and Distributed Computer Networks. As the needs of data scientists is quickly growing internationally, we are going to offer a new track on Data Science. The new track will need three new courses, including this one. This proposed course is mainly for MSCS students but can also accommodate senior students of BSCS program.

Program/Course Name: CSC 514 Big Data Analytics and Cloud Computing
Proposer: Jianchao Han
Type of Change: New Course
Course Description: Concepts and techniques of big data analytics and cloud computing will be introduced. The course will focus on approaches and algorithms for analyzing substantial amounts of data in a cloud platform using Hadoop and Spark frameworks.
Summary of Change and Rationale: MSCS program is currently offering two tracks: Software Engineering and Distributed Computer Networks. As the needs of data scientists is quickly growing internationally, we are going to offer a new track on Data Science. The new track will need three new courses, including this one. This proposed course is mainly for MSCS students but can also accommodate senior students of BSCS program.

Program/Course Name: M.S. Systems Engineering
Proposer: Antonia Boadi
Type of Change: Program Modification
Summary of Change and Rationale: The Physics Department proposes a modification to our graduate Systems Engineering program that: (1) extends the introductory course to a 2-course sequence; (2) eliminates redundancy between SEE 570 (Complex Systems Architecture), SEE 580 (Systems-of-Systems Engineering), and SEE 585 (Engineering Complex Systems); (3) offers all courses in face-to-face as well as online delivery mode; (4) restructures the research course sequence; and, (5) changes the grading method for all courses. The rationale for these changes is as follows:

1) SEE 515 'Introduction to Systems Engineering II', a proposed new course, will better prepare students for the more advanced courses in the curriculum. SEE 515 will introduce topics such as concurrent engineering, risk management, trade studies, modeling and simulation, test and evaluation, development and production, supportability and logistics in the development of complex systems. Students will better understand requirements management in the context of the system life cycle.

2) SEE 585 will be eliminated from the curriculum because the majority of its content is redundant to the topics covered in SEE 570 'Complex Systems Architecture' and SEE 580 'Systems-of-Systems Engineering'. SEE 585 content primarily focuses on architectural issues associated with Systems-of-Systems, which are by nature complex systems.

3) All courses will be offered in-person as well as online in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode was implemented to support the needs of fully-employed students.

4) An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product. Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner. SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

5) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

34

Program/Course Name: SEE 500 The Practice of Systems Engineering
Proposer: Antonia Boadi
Type of Change: New Course
Course Description: The course provides an overview Systems Engineering professional competencies. Content and case studies present Systems Engineering as a multi-faceted discipline that draws upon human, organizational and technical resources to define, develop and deploy a system.
Summary of Change and Rationale: The Physics Department proposes the introduction of SEE 500: The Practice of Systems Engineering. An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of our program's culminating experience. Consultation with our industry partners informed the proposal of this course.

The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product.

Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. These courses will be eliminated in favor of a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner. SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas.

This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

Program/Course Name: SEE 501 Systems Engineering Project Phase I
Proposer: Antonia Boadi
Type of Change: Course Discontinuation
Course Description: Introduction to systems thinking, systems engineering core body of knowledge and engineering problem solving methodologies. Case studies involving complex, large-scale systems.
Summary of Change and Rationale: SEE 501, along with SEE 502, SEE 503 and SEE 504 will be retired and replaced by SEE 500.

Rationale:
1) An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students currently enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product.
2) Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner.
3) SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

Program/Course Name: SEE 502 Systems Engineering Project Phase II
Proposer: Antonia Boadi
Type of Change: Course Discontinuation
Course Description: Presents relevant theoretical perspectives, best practices, tools and methodologies related to the engineering of complex systems and systems-of-systems.
Summary of Change and Rationale: SEE 502, along with SEE 501, SEE 503 and SEE 504 will be canceled and replaced by SEE 500.

Rationale:
1) An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students currently enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product.
2) Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner.
3) SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

Program/Course Name: SEE 503 Systems Engineering Project Phase III
Proposer: Antonia Boadi
Type of Change: Course Discontinuation
Course Description: Presents ascendant systems engineering methodologies and tools.
Summary of Change and Rationale: SEE 503, along with SEE 501, SEE 502 and SEE 504 will be retired and replaced by SEE 500.

Rationale:
1) An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students currently enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product.
2) Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner.
3) SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

Program/Course Name: SEE 504 Systems Engineering Project Phase IV
Proposer: Antonia Boadi
Type of Change: Course Discontinuation
Course Description: Modeling, & simulation, statistical decision and risk analysis, systems architecture and quantitative methods.
Summary of Change and Rationale: SEE 504, along with SEE 501, SEE 502 and SEE 503 will be retired and replaced by SEE 500.

Rationale:
1) An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students currently enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product.
2) Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner.

3) SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

Program/Course Name: SEE 510 Introduction to Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Systems engineering processes, principles and tools used during a project's life cycle. Risk assessment that addresses technical, schedule, cost, and performance risks. Role of engineering sub-disciplines in the fulfillment of mission requirements. Risk and reliability in complex systems.
Summary of Change and Rationale: The Physics Department requests the following changes: (1) the introductory course be expanded to a 2-course sequence;(2) the course be delivered online as well as in person; (3) the grading method be changed to A-B/NC.

Rationale:
1) The content in the introductory course (SEE 510) is being restructured to span two courses (SEE 510, SEE 515). This change will better align program content with industry competencies while The change will also allow students more time to master difficult concepts. SEE 501 has been removed as the course co-requisite because it has been canceled.
2) All courses will be offered via the face-to-face delivery model in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully-employed students.
3) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

Program/Course Name: SEE 515 Introduction to Systems Engineering II
Proposer: Antonia Boadi
Type of Change: New Course
Course Description: Processes, principles and tools used from Detailed Design through System Retirement and Disposal. Requirement management, concurrent engineering, risk management, trade studies, modeling and simulation, test and evaluation, development and production, software engineering, supportability and logistics in complex system development.
Summary of Change and Rationale: The Physics Depart proposes the expansion of the introductory course, SEE 510, to a two-course sequence. The new course, SEE 515: Introduction to Systems Engineering II, will better prepare students for the more advanced courses in the curriculum. SEE 515 will introduce topics such as concurrent engineering, risk management, trade studies, modeling and simulation, test and evaluation, development and production, supportability and logistics in the development of complex systems. Students will better understand requirements management in the context of the system life cycle.

Program/Course Name: SEE 520 Analytics in Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Statistical methods used in data analytics with a focus on decision making in engineering applications.
Summary of Change and Rationale: The Physics Department requests the following modifications to SEE 520: (1) Change the grading method from A-F to A-B, NC because this scheme is more appropriate for graduate coursework and (2) Offer the course online as well as in person (3) Replace SEE 502 with SEE 500 as a course prerequisite.

Rationale:

1) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

2) All courses will be offered online as well as in person in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully-employed students.

3) SEE 502 will be retired and replaced by SEE 500. An analysis of student feedback and performance caused us to reconsider our approach to the identification and evolution of student research theses/projects. The program's research sequence currently consists of four 1-unit courses (SEE 501, SEE 502, SEE 503, SEE 504) followed by SEE 590, a 3-unit project course. Students enroll in a 1-unit course each semester; this approach allows students to incrementally develop their culminating product. Student feedback indicates that enrollment in a third course each term, albeit a 1-unit course, was too burdensome. Moreover, student performance in SEE 590 indicates that students would be better served by a course that provides an overview of ascendant problems in Systems Engineering, as opposed to the mechanics of developing a thesis. As a result, SEE 501-504 will be replaced by a new 3-unit course, SEE 500 'The Practice of Systems Engineering'. SEE 500 will provide learners with an overview of Systems Engineering from the perspective of a Practitioner. SEE 500 provides an overview of the discipline's body of knowledge, professional competencies, case studies and active research areas. This approach is pedagogically superior to the previous approach in that it provides learners with a birds-eye view of the field during their first semester in the program. They can identify a handful of potential research questions or topical areas; subsequent courses will provide them with the tools to investigate these questions.

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Program/Course Name: SEE 530 Quantitative Methods in Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Probability and statistics for engineering project cost estimates, system risk assessments, life cycle models and management plans.
Summary of Change and Rationale: We propose the following changes to SEE 530: (1) Change the grading method hfrom A-F to A-B, NC because this scheme is more appropriate for graduate coursework and (2) Offer the course online as well as in person.

Rationale:
1) All courses will be offered online as well as in person in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully employed students.

2) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

Program/Course Name: SEE 540 Economic Factors in Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Principles of engineering economics; impact of economic factors for systems engineers, tools for understanding and analyzing these factors, fundamental quantitative analysis of cash flow, system life-cost estimating; parametric cost models.
Summary of Change and Rationale: The Physics Department proposes two changes to SEE 540: (1) Change the grading method from A-F to A-B, NC because this scheme is more appropriate for graduate coursework and (2) Offer the course online as well as in person.

Rationale:
1) All courses will be offered online as well as in person in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully employed students.
2) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

Program/Course Name: SEE 550 Modeling and Simulation
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Application of computer simulation to engineering (sub)systems; system analysis, model construction, data collection, and automated simulation tools.
Summary of Change and Rationale: We propose the following changes to SEE 550: (1) Change the grading method from A-F to A-B, NC because this scheme is more appropriate for graduate coursework and (2) Offer the course online as well as in person.

Rationale:
1) All courses will be offered online as well as in person in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully-employed students.
2) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

Program/Course Name: SEE 560 Model Based Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Application of model curation, model repositories and model integration in MBSE; distinction between engineering models and model-based systems engineering is emphasized.
Summary of Change and Rationale: The Physics Department requests approval to implement the following changes to SEE 560:(1) Change the grading method from A-F to A-B, NC because this scheme is more appropriate for graduate coursework; and (2) Offer the course online as well as in person.

Rationale
1) The program currently utilizes the A-F, CR/NC grading method. This modification will adopt the A-B/NC grade scheme, which is more appropriate for graduate programs. The current scheme penalizes students who earn less than a 'B' in a course. The course grades will be averaged when a student retakes a course, which negatively impacts a student's grade point average. The salient feature of the new scheme is that students who earn less than a 'B' in a course will be assigned 'NC', a grade that is not computed in the overall or semester grade point average.

2) All courses will be offered online as well as in person in order to accommodate the needs of students who have the flexibility to pursue their degrees full-time. The current online delivery mode supports the needs of fully-employed students.

Program/Course Name: SEE 570 Complex Systems Architecture
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Holistic approach to the process of architecting systems in various engineering disciplines. Architectural issues as they relate to adaptive, complex and resilient systems.
Summary of Change and Rationale: This course's prerequisite will change from SEE 510 to SEE 515 to reflect the change in the introductory course sequence, which has been expanded from one course (SEE 510) to two courses (SEE 510, SEE 515). The grading method has been changed from A-F to A-B, NC because this scheme is more appropriate for graduate coursework. The course will now be offered in both online and face-to-face delivery modes.

Program/Course Name: SEE 580 Systems-of-Systems Engineering
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Critical issues associated with the integration of systems and/or systems-of-systems. Covers concepts related to complex adaptive and resilient systems-of-systems.
Summary of Change and Rationale: The Physics Department requests that the following changes will be made to SEE 580: 1) The grading method will be changed from A-F to A-B, NC because this scheme is more appropriate for graduate coursework; 2) The course will now be offered in both online and face-to-face delivery modes to better support the needs of full-time as well as fully-employed students and 3) course content will be modified slightly for deeper coverage of content redundant to SEE 585 (course will be discontinued).

Program/Course Name: SEE 585 Engineering Complex Systems
Proposer: Antonia Boadi
Type of Change: Course Discontinuation
Course Description: Concepts and methods for the design and analysis of complex adaptive and resilient systems/system-of-systems (SoS).
Summary of Change and Rationale: The Physics Dept requests that SEE 585 be eliminated from the curriculum because the majority of its content is redundant to the topics covered in SEE 570 'Complex Systems Architecture' & SEE 580 'Systems-of-Systems Engineering'. SEE 585 primarily focuses on architectural issues associated with Systems-of-Systems, which are by nature complex systems.

Program/Course Name: SEE 590 Master's Project
Proposer: Antonia Boadi
Type of Change: Course Modification
Course Description: Individual research on a system engineering topic under the direction of graduate faculty.
Summary of Change and Rationale: The proposed changes to SEE 590 are 1) changes to its prerequisites to reflect the elimination of its current prerequisites (SEE 504, SEE 585); 2) change in grading method, and 3) course will be offered in online as well as face-to-face modes. The rationale is as follows:

1) Change in prerequisite requirements from SEE 504 and SEE 585 to SEE 580. SEE 504 and SEE 585 have been eliminated from the curriculum. SEE 504, along with SEE 501, SEE 502, and SEE 503, has been eliminated. Collectively, these four courses will be replaced by a new course, SEE 515. SEE 515 has not been identified as a distinct prerequisite to SEE 580 because it is included in SEE 580's prerequisite chain. SEE 585 has been eliminated from the curriculum because its content is redundant to that of SEE 570 and 580. 580 has been identified as the sole prerequisite to SEE 590 as a result of these changes.
2) 2)The grading method has been changed from A-F to A-B, NC because this scheme is more appropriate for graduate coursework.

3)The course will now be offered in both online and face-to-face delivery modes to better support the needs of accommodate the needs of local, full-time students who desire greater interaction with faculty.

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No submissions received.