

## Curriculum Register

March 17, 2025

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](#)

To view curriculum proposals submitted via Course Leaf, click on one of the links below:

[Course Proposals in Course Leaf](#)

[Program Proposals in Course Leaf](#)

### **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 7, 2025**

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](mailto:creview@csudh.edu) or at (310) 243-3308.

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## 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:** Spanish Culture Minor (MP)

**Proposer:** Michael Galant

**Type of Change:** Program Modification

**Summary of Change and Rationale:** First, we wish to slightly change the name of the minor itself (Spanish Culture→Spanish-Speaking Cultures) in order to reflect the diversity of cultures associated with communities of Spanish speakers, and we wish to slightly change the titles of four existing courses to reflect culturally appropriate terminology: SPA151 Introduction to Hispanic Culture→Introduction to Spanish-Speaking Cultures, SPA312 Hispanic Literature, Art and Culture→Literature, Art and Culture of Spanish-Speaking Countries, SPA 350 Contemporary Hispanic Culture: Spain→Contemporary Culture of Spain and SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America→Contemporary Culture of Spanish-Speaking America.

We wish to remove SPA280 (Grammar for Spanish Composition) and SPA 305 (Advanced Composition, Syntax and Stylistics I) as required classes for this option since we have concluded that they are not essential for success in the remaining courses and create a potential obstacle for completion of the minor.

We also wish to add SPA151 (currently called Introduction to Hispanic Culture, with the proposed new name of Introduction to Spanish-Speaking Cultures) as a requirement, in order to enhance the scaffolding for the minor.

Furthermore, we propose the addition of several existing, successful classes related to culture as electives in order to provide students with more options, in part because SPA353 (Cinema of the Spanish-Speaking World) has been cancelled every time we have tried to offer it. The existing courses to be added as electives are SPA 310 Love in the Western Tradition, SPA 312 Hispanic Literature, Art and Culture, SPA 318 Movements of Latin America, and SPA 435A Sociolinguistic Approach to Chicano/Latino Dialect.

Lastly, we propose that the minor consist of 12 units rather than 15 units, and only 9 of the remaining 12 units will be required courses, thus lowering the overall number of units in the minor, making the minor more accessible to students.

**Program/Course Name:** SPA 151: Introduction to Spanish-Speaking Cultures (MC)

**Proposer:** Michael Galant

**Type of Change:** Course Modification

**Course Description:** Introduction to Spanish-Speaking Cultures. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Topics will vary from semester to semester; for example, Mexico and the Southwestern U.S., or Contemporary Spain. Conducted in English.

**Summary of Change and Rationale:** We propose that the title of this course be changed from "Introduction to Hispanic Culture" to "Introduction to Spanish-Speaking Cultures", in order to use culturally more appropriate terminology, and we similarly propose that the same expression "Hispanic Culture" in the course description be changed to "Spanish-Speaking Cultures".

Also, we propose that this course be included among the possible electives in the Minor in

Spanish-Speaking Cultures (proposed new name for Minor in Spanish Culture), as part of an effort to offer students more choices within this minor.

Lastly, we propose that the current restriction "This course is restricted to 1st time Freshmen going through the First Year Experience." be removed, since we wish other students to be able to take this course, especially students in the proposed revised Minor in Spanish Culture, to now be called the Minor in Spanish-Speaking Cultures.

**Program/Course Name:** SPA 302: Legal and Business Spanish (MC)

**Proposer:** Michael Galant

**Type of Change:** Course Modification

**Course Description:** I The objective of this course is to prepare students to use Spanish for business and criminal justice legal terminology. The course focuses on the acquisition of Spanish lexicon, grammar structures, translation and interpretation, and cultural elements applicable to the context of business and basic legal language. Conducted in Spanish.

**Summary of Change and Rationale:** We wish to broaden the scope of SPA302 Business Spanish to also include Spanish related to the legal profession as part of our plan to create a Spanish for the Professions option within the Spanish BA and a minor in Spanish for the Profession. Therefore we propose that this course title be changed to "Legal and Business Spanish" and that the description be changed to "The objective of this course is to prepare students to use Spanish for business and criminal justice legal terminology. The course focuses on the acquisition of Spanish lexicon, grammar structures, translation and interpretation, and cultural elements applicable to the context of business and legal language. Conducted in Spanish."

**Program/Course Name:** 345: Spanish for the Health Professions, Certificate (NP)

**Proposer:** Michael Galant

**Type of Change:** New Program

**Summary of Change and Rationale:** We propose the creation of a new certificate, Spanish for the Health Professions, which we believe will have wide appeal across disciplines for any students intending to work in a Spanish-English bilingual community. This certificate will consist of two required courses, ensuring strong proficiency in Spanish (SPA221 - Intermediate Spanish II) and providing students with interpretation and translation skills (SPA340 - Practical Spanish for Interpreters and Translators). Students will also complete 6 units of electives - the choices for these electives include an internship (the combination of HEA496/HEA497 Internship in Health Sciences and Internship Seminar OR an internship seminar or equivalent course in the student's home departments) and two Spanish courses tied the health profession (SPA 303 Psychological and Health Care Spanish and SPA 308 Spanish for Health Rehabilitation).

**Program/Course Name:** DMA 432: Recording Studio Maintenance (MC)

**Proposer:** George Vinovich

**Type of Change:** Course Modification

**Course Description:** Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment.

**Summary of Change and Rationale:** Remove current prerequisites of PHY 331. This prerequisite is no longer needed and has not been enforced for over 20 years, but it is causing delays for students enrolling in the course now that the PeopleSoft system checks for prerequisites.

**Program/Course Name:** DMA 433: Recording Studio Maintenance Lab (MC)

**Proposer:** George Vinovich

**Type of Change:** Course Modification

**Course Description:** Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Three hours of laboratory per week.

**Summary of Change and Rationale:** Remove current prerequisite of PHY 331. This prerequisite is no longer needed and has not been enforced for over 20 years, but it is causing delays for students enrolling in the course now that the PeopleSoft system checks for prerequisites.

**Program/Course Name:** DMA 490: Senior Seminar (MC)

**Proposer:** George Vinovich

**Type of Change:** Course Modification

**Course Description:** Research projects, chosen in consultation with the instructor, culminating in a paper, presentation, or creative project.

**Summary of Change and Rationale:** Remove current prerequisites of DMA 331 and DMA 431. These prerequisites are no longer needed and have not been enforced for over 20 years, but it is causing delays for students enrolling in the course now that the PeopleSoft system checks for prerequisites.

**Program/Course Name:** HIS 356: American Environmental History: American Environment from Pre-Contact (prior to 1500) to the Present (MC)

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** Explores the environmental history of the continental United States from the pre-contact period (prior to 1500) to the present. Examines how humans have altered the American environment and how environmental factors have shaped the course of American history.

**Summary of Change and Rationale:** The department of history seeks to create a new course titled American Environmental History, which explores how humans have altered the American environment and how environmental factors have shaped the course of American history from pre-contact (prior to 1500) to the present. The course will have utilization in GE Area D3--upper division integrative studies in social science--and in Area B3 of the history major.

**Program/Course Name:** THE 322: The Art of Storytelling (MC)

**Proposer:** Doris Ressler

**Type of Change:** Course Modification

**Course Description:** Introduces the power and importance of storytelling as a tool for education and performance. Students will encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. Students will perform original & published works of poetry, prose, and drama.

**Summary of Change and Rationale:** 1. "The Art of Storytelling" is a more compelling title and more true to the course than the old title "Oral Interpretation of Literature."

2. The premise of the course remains the same, and the updated description more clearly defines what the course is about:

**Program/Course Name:** THE 343: Design/Tech II: The Design Experience (IC)

**Proposer:** Doris Ressler

**Type of Change:** Course Inactivation

**Course Description:** Introduces the power and importance of storytelling as a tool for education and performance. Students will encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. Students will perform original & published works of poetry, prose, and drama.

**Summary of Change and Rationale:** THE343 is no longer required under the new BA in Theatre Arts Degree. This course is no longer offered. We'd like to retire/inactivate this course.

## College of Business Administration & Public Policy

**Program/Course Name:** PUB 101: Money and Power in Los Angeles (NC)

**Proposer:** Fynnwin Prager

**Type of Change:** New Course

**Course Description:** This course focuses on money and power and seeks to understand why resources are allocated within society through the interaction of political systems and economic markets. This course explores how and why power in Los Angeles is leveraged to serve different interests through institutions by looking at a series of different issues facing Los Angeles communities. Students will explore current problems and inequalities, use political and economic lenses to explain these issues, and create solutions that are politically and economically feasible, effective, aware of stakeholder interests, and respectful of cultural diversity and individual rights.

**Summary of Change and Rationale:** This is a new proposed GE course that will enable students to earn credit towards the B.S. Public Administration degree and other programs with GE requirements.

**Program/Course Name:** Economics Minor (MP)

**Proposer:** Sherine El Hag

**Type of Change:** Program Modification

**Summary of Change and Rationale:** CSUDH Economics Minor(18 months -12 credit units)

Program/Course: Economics 18-month Accelerated Program

Proposer: Sherine El Hag

Type of Change: New Academic Program

Summary of Changes:

I'm removing Econ 210 and Eco 211 from the Econ Minor and reducing the number of units from 18 to 12 units. The reason is that business students need to take Eco 210 and Eco 211 to complete their BA degree.

The program is 18-month Program (12 units).

Required Courses (3 units)

Course Number Course Title Number of units

Eco 230 Statistics for economics 3

Elective Courses (Any 9 units of the proposed elective courses)

Course Number Course Title Number of units

ECO 322 Money & Banking 3

ECO 330 Labor Economics 3

ECO 340 International Trade 3

ECO 341 International Finance 3

ECO 345 Money And Banking 3

**Program/Course Name:** Finance Minor (NP)

**Proposer:** David Kim

**Type of Change:** New Program

**Summary of Change and Rationale:** The Minor in Finance offers students a thorough understanding of essential financial principles, including financial analysis, investment strategies, corporate finance, and financial markets. By integrating theoretical knowledge with practical applications, this minor prepares students to address complex financial challenges and explore opportunities in various sectors such as banking, corporate finance, consulting, and entrepreneurship.

This program is ideal for students who wish to enhance their major with a solid foundation in finance, thereby strengthening their academic and professional portfolios. The curriculum focuses on critical thinking, quantitative analysis, and decision-making skills, providing a unique opportunity to acquire specialized financial knowledge applicable across multiple industries. As financial expertise becomes increasingly valuable in today's job market, the Minor in Finance equips students to succeed in a connected and dynamic economy. The program offers flexible instruction through online, hybrid, and face-to-face courses.

The program is an 18-month Program (12 units).

Required Courses (6 units):

Course Number	Course Title	Number of units
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FIN 200	Personal Finance	3
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FIN 360	Business Finance	3
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Elective Courses (Any 6 units of the proposed elective courses):

Course Number	Course Title	Number of units
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FIN 375	Personal Financial Planning	3
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FIN 382	Financial Analysis	3
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FIN 426	Portfolio Analysis	3
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FIN 467	Real Estate Finance and Investment	3
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FIN 468	Seminar in Investment Analysis	3
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FIN 481	Financial Inst & Mgmt	3
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FIN 484	Financial Forecasting & Modeling	3
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FIN 485	Entrepreneurial Finance	3
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FIN 487	Fixed Income Securities and Valuation	3
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FIN 488	Multinatl Financial Trans	3
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## College of Education

**Program/Course Name:** TED 401: Language and Literacy Practices in Inclusive Classrooms I (NC)

**Proposer:** Jarod Kawasaki

**Type of Change:** New Course

**Course Description:** This course explores issues, theories, policies, and practices of language education and bilingualism in urban, multicultural settings. Utilizing sociocultural theory as the primary lens, this course delves into the process of language development, particularly in bi- and multilingual environments, while also exploring how language is employed in both home and school settings. Some of the essential questions are: (a) How do we “unlearn” in order to learn about ourselves and our students?; (b) How do we plan & design inclusive curricula utilizing asset-based and strength-based pedagogical approaches?; and (c) How do we re-examine our own practice as educators and contribute to promoting linguistic diversity in education?

**Summary of Change and Rationale:** We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

**Program/Course Name:** TED 439: Heritage Language Learner Pedagogies with Plurilingual TK-12 Students (MC)

**Proposer:** Jarod Kawasaki

**Type of Change:** Course Modification

**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 translanguaging. Course taught in Spanish.

**Summary of Change and Rationale:** We are proposing that the class modality be changed to be taught synchronous online for the entire semester to accommodate faculty members that have been adversely affected by the Eaton Fires.

**Program/Course Name:** TED 491: Student, Family, and Community Engagement I (NC)

**Proposer:** Jarod Kawasaki

**Type of Change:** New Course

**Course Description:** This course integrates knowledge of cultural ecologies from the home, school and community. The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally and linguistically responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms. Students will develop an understanding of the state of family and community engagement in schools today. In this course, students will learn about historical and oppressive systems of family and community engagement and their negative impacts on students, families, and communities of color.

**Summary of Change and Rationale:** We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student

graduation. This course is part of the redesigned program.

## College of Continuing and Professional Education

No submissions received.

## College of Health, Human Services, & Nursing

**Program/Course Name:** Child Development, Bachelor of Science (MP)

**Proposer:** Kimberly Radmacher

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The California Commission on Teacher Credentialing (CTC) recently approved Teaching Performance Expectations for the Child Development Teacher Permit that include the ability to guide children's social and emotional development and create learning environments that promote children's social-emotional well-being, positive social behavior, and self-regulation. We are adding CDV 430 – Guiding Social and Emotional Development in Early Childhood to the curriculum in response to these changes. CDV 430 will be a required specialized course in the Early Development and Learning Concentration and specialized elective in our remaining degree options.

**Program/Course Name:** Child Development: Counseling and Family Services Concentration, Bachelor of Science (MP)

**Proposer:** Kimberly Radmacher

**Type of Change:** Program Modification

**Summary of Change and Rationale:** We are making the following changes to the CFS Concentration:

- CDV 442 – Marriage, Family, and Community will be a required specialized course in the general degree requirements for the CFS Concentration.
- We are adding HUS 300 – Introduction to Human Services and HUS 315 – Intercultural Communication for Human Services as elective options in the concentration.

The purpose of the Counseling and Family Services (CFS) concentration is to provide students with knowledge and skills that are relevant to working with children and families in the helping professions. Changing CDV 442 to a required rather than optional course will ensure students in this concentration have a developmental perspective to guide their work with children and families. Adding HUS 300 and HUS 315 as concentration electives will give students more variety of courses to choose from. These courses also provide students with skills relevant to working with children and families in helping professions.

**Program/Course Name:** Child Development: Early Development and Learning Concentration, Bachelor of Science (MP)

**Proposer:** Kimberly Radmacher

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The California Commission on Teacher Credentialing (CTC) recently approved Teaching Performance Expectations for the Child Development Teacher Permit that include the ability to guide children's social and emotional development and create learning environments that promote children's social-emotional well-being, positive social behavior, and self-regulation. We are adding CDV 430 – Guiding Social and Emotional Development in Early Childhood to the curriculum in response to these changes. CDV 430 will be a required specialized course in the Early Development and Learning Concentration.

**Program/Course Name:** Child Development: General Concentration, Bachelor of Science (MP)

**Proposer:** Kimberly Radmacher

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The California Commission on Teacher Credentialing (CTC) recently approved Teaching Performance Expectations for the Child Development Teacher Permit that include the ability to guide children's social and emotional development and create learning environments that promote children's social-emotional well-being, positive social behavior, and self-regulation. We are adding CDV 430 – Guiding Social and Emotional Development in Early Childhood to the curriculum in response to these changes. CDV 430 will be a specialized elective in our general degree option.

**Program/Course Name:** CDV 430: Guiding Social and Emotional Development in Early Childhood (NC)

**Proposer:** Kimberly Radmacher

**Type of Change:** New Course

**Course Description:** Students will learn culturally responsive and developmentally appropriate practices for guiding young children's social and emotional development. Emphasis will be placed on developing verbal and nonverbal communication skills, creating positive physical environments, and effective strategies that foster self-regulation and prosocial behaviors. Strategies for self-compassion and stress management as a compassionate early childhood educator who supports social and emotional learning will be addressed.

**Summary of Change and Rationale:** The Department of Child Development is proposing a new course that covers social and emotional development in early childhood. CDV 430 – Guiding Social and Emotional Development in Early Childhood is intended to go more in depth in this knowledge during the early childhood years and provide instruction tailored to early childhood educators. Additionally, this course will address recent changes made by the California Commission on Teacher Credentialing to the Teaching Performance Expectations (TPEs) for the Child Development Teacher Permit.

**Program/Course Name:** HEA 104: Food, Health and Environment (MC)

**Proposer:** Shannon Roback

**Type of Change:** Course Modification

**Course Description:** Explores the links among food, the environment and health. Contributions of social trends and government policies to the current state of health, disease and environmental impact of food systems will be examined with a global and historical perspective.

**Summary of Change and Rationale:** This course has been adapted to fulfill GE Area D2 by emphasizing global and historical perspectives on the food, health, environment crisis.

## College of Natural & Behavioral Sciences

**Program/Course Name:** SMT 416 Earth Science for Teacher (IC)

**Proposer:** Matthew Jones

**Type of Change:** Course Inactivation

**Summary of Change and Rationale:** Per Academic Programs, we have agreed to inactivate this course, which has been replaced by another course in another department.

## 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:** HIS 500: Colloq Community History (IC)

**Proposer:** Christopher Monty

**Type of Change:** Course Inactivation

**Summary of Change and Rationale:** The History Department is retiring this course, because the graduate program it served was discontinued more than twenty years ago. The course has not been offered in living memory, nor are there any plans to offer it. Therefore, it should not be listed in the university catalog as an active course.

**Program/Course Name:** HIS 502: Systems/Thry/Res In His (IC)

**Proposer:** Christopher Monty

**Type of Change:** Course Inactivation

**Summary of Change and Rationale:** The History Department is retiring HIS 502 because the graduate program it served was discontinued twenty years ago. The course has not been scheduled in living memory, nor are there any plans to schedule it in the future. Therefore, it should not be listed as an active course in the university catalog.

**Program/Course Name:** HUM 500: The Humanities in the City (IC)

**Proposer:** Lorna Fitzsimmons

**Type of Change:** Course Inactivation

**Summary of Change and Rationale:** Discontinuation of Program

**Program/Course Name:** Arts and Humanities, Master of Arts (IP)

**Proposer:** Lorna Fitzsimmons

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** Low enrollment

### **College of Business Administration & Public Policy**

No submissions received.

### **College of Education**

**Program/Course Name:** Designated Subjects Adult Education Teaching, Credential (IP)

**Proposer:** Jarod Kawasaki

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** This credential needs to be inactivated. The Adult Education Credential resides primarily with California Community Colleges. The courses listed in the program are no longer offered.

**Program/Course Name:** Education: Single Subject Credential - Transition to Teaching Online Program Option (IP)

**Proposer:** Jarod Kawasaki

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** This program needs to be inactivated because the courses for the

program are no longer offered.

**Program/Course Name:** Education: Urban Teacher Residency Program Option, Master of Arts (MP)

**Proposer:** Jarod Kawasaki

**Type of Change:** Program Modification

**Summary of Change and Rationale:** This is to discontinue the "Urban Teacher Residency Program" from the MA. It was/is a relic of an older MA program that the COE has not and will not offer moving forward. The MA does not have a combined credential option and this should be removed.

**Program/Course Name:** Master of Arts Interdisciplinary Studies, (IP)

**Proposer:** Sheree Schrager

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** This program has not had any students enrolled since 2017. The last available roadmap/guidance for establishing admission criteria and acceptable curriculum dates from 2001 and is wildly out of date with current Title 5 and CSU system regulations. There are no faculty currently employed at CSUDH who teach in this program as part of their regular responsibilities. Should faculty want to offer an interdisciplinary master's/special graduate major in the future, they would be welcome to (and would need to) propose it as a new degree program; the current program cannot continue without substantial curriculum modification anyway.

**Program/Course Name:** Master of Science Interdisciplinary Studies, (IP)

**Proposer:** Sheree Schrager

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** This program has not had any students enrolled since 2017. The last available roadmap/guidance for establishing admission criteria and acceptable curriculum dates from 2001 and is wildly out of date with current Title 5 and CSU system regulations. There are no faculty currently employed at CSUDH who teach in this program as part of their regular responsibilities. Should faculty want to offer an interdisciplinary master's/special graduate major in the future, they would be welcome to (and would need to) propose it as a new degree program; the current program cannot continue without substantial curriculum modification anyway.

**Program/Course Name:** Master of Arts Arts and Humanities (IP)

**Proposer:** Lorna Fitzsimmons

**Type of Change:** Program Inactivation

**Summary of Change and Rationale:** Low enrollment

**Program/Course Name:** HUM 500 The Humanities in the City (IC)

**Proposer:** Lorna Fitzsimmons

**Type of Change:** Course Inactivation

**Course Description:** An introduction to graduate level study in the humanities using the theme of the humanities in the city. Three hours of seminar per week.

**Summary of Change and Rationale:** Discontinuation of the program.

## College of Continuing and Professional Education

No submissions received.

## College of Health, Human Services, & Nursing

**Program/Course Name:** Master of Science Orthotics and Prosthetics (NP)

**Proposer:** Mark Muller

**Type of Change:** New Program

**Summary of Change and Rationale:** The MSOP (Master of Science in Health Science, Orthotics and Prosthetics Option) Program at CSUDH has undergone a comprehensive evaluation and proposes a degree elevation to better align with the evolving landscape of O&P education and updated requirements of degree option standards. Originally established in 1984 as a certificate and bachelor's program, the program transitioned to a Master of Science degree in Health Science, O&P option in 2012. However, changes in degree criteria and program growth have highlighted the need for a distinct MSOP degree, separate from the Health Science option. The proposal seeks to formalize the MSOP program as a stand-alone degree, maintaining its strong foundation in health science while meeting the specific requirements of Orthotic and Prosthetic education.

**Rationale for Degree Elevation:**

1. **Alignment with CSU degree requirements and NCOPE Accreditation Standards:** The MSOP program has consistently met and exceeded National Accreditation Standards, evident through successful re-accreditations in 2013, 2018, and 2023 by the National Commission of O&P Education (NCOPE) accreditation body. The proposed degree elevation ensures that the program aligns CSU degree requirements and with current accreditation requirements, demonstrating its commitment to excellence in O&P education.
2. **Professional Success:** Over the past 40 years, graduates of the O&P program have consistently proven their competence in the field, as reflected in the program's 100% graduation rate and 100% employment rate post-graduation. This success underscores the program's ability to produce highly skilled practitioners who contribute significantly to the Orthotics and Prosthetics profession.
3. **Responsive Curriculum:** The proposed degree elevation retains 80% of the original courses while introducing necessary modifications to address ongoing program assessments and accreditation conditions. Four elective courses have been introduced, allowing students greater autonomy in tailoring their education pathways to better meet evolving industry demands and individual career goals.
4. **Focus on O&P Specifics:** Recognizing the unique nature of Orthotics and Prosthetics, the elevation clarifies the program's focus on O&P education and training. While maintaining a health science emphasis to serve patients and communities, the degree ensures a specialized and focused approach to O&P, meeting the needs of the profession and industry standards.
5. **Enhanced Student Experience:** The introduction of elective courses enhances the student experience by providing opportunities for specialization and personalization. This modification not only meets accreditation requirements but also reflects a commitment to offering a dynamic and responsive educational experience.

The proposed MSOP degree elevation is a testament to the program's dedication to continuous improvement, adaptability, and meeting the evolving needs of the Orthotics and Prosthetics profession. This summary is intended for campus-wide sharing through the Curriculum Register, inviting feedback and fostering transparency in the program's growth and development.

**Program/Course Name:** OPS 410: Healthcare Disparities in Mobility (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course explores disparities in healthcare access and quality for mobility-impaired individuals. Students will examine systemic inequalities, sociocultural factors, and policy implications to understand how these disparities affect treatment and outcomes in Orthotics & Prosthetics.

**Summary of Change and Rationale:** This proposed course was originally a section of the HEA 592 Sub-Specialties in Orthotics and Prosthetics course as part of the MS Health Science O&P Option. From the input of students and employers, a new course has been proposed to meet the needs of better understanding health disparities that focus on mobility and how O&P devices can assist. It is proposed as an Upper Division General Elective course.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 418: 3D Printing & Additive Manufacturing for Healthcare I (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description** This course focuses on the basics of using 3D printing for healthcare device creation, enabling unlimited product customization. Students learn essential 3D modeling skills, preparing them for digital fabrication in medical device creation, aligning with future healthcare practitioner needs.

**Summary of Change and Rationale:** The proposed curriculum changes involve the creation of a new course stemming from the HEA 580 Applied Technologies and HEA 592 Sub-Specialties in Orthotics and Prosthetics courses within the MS Health Science O&P Option. The decision to introduce this new course, driven by feedback from students, employers, and accreditation agencies, reflects a commitment to address emerging educational needs in the field.

**Course Overview:**

The new course will focus on the application of introductory concepts additive manufacturing in the creation of healthcare devices, with a specific emphasis on mobility devices in orthotics and prosthetics (O&P) application. This elective course will be integrated into the MSOP degree program and will also be open to students majoring in Occupational Therapy, Kinesiology, and Health Science.

**Key Changes:**

**Origins:** The course emerges as a distinct entity, separating from HEA 580 and HEA 592 to provide a dedicated and comprehensive exploration of additive manufacturing in the context of healthcare devices.

**Target Audience:** The course is designed for O&P students as well as students majoring in Occupational Therapy, Kinesiology, and Health Science, ensuring a broader reach and interdisciplinary collaboration.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Professional Development Opportunity:** Recognizing the demand from O&P professionals, the course will be offered as a stand-alone continuing education option through CCPE over the summer. This extends the reach of the course to practitioners seeking to enhance their skills without committing to a full degree program.

**Benefits and Impact:**

Enhances the MSOP degree program with a specialized elective, catering to the growing demand for additive manufacturing knowledge in healthcare.

Broadens the interdisciplinary nature of the course, fostering collaboration among students from various

healthcare majors.

Provides professionals with a targeted continuing education opportunity, aligning with industry advancements and best practices.

This initiative represents a proactive response to the dynamic landscape of healthcare education, aligning the curriculum with industry needs and providing valuable opportunities for students and professionals alike.

**Program/Course Name:** OPS 421: Community Engagement - Adaptive Sport Device Utilization I (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Explores the intersection of community engagement and adaptive sports device utilization, offering a comprehensive understanding of how assistive technologies enhance the participation and inclusion of individuals with diverse abilities in sports and recreational activities. Participants will delve into the world of adaptive sports devices, gaining insights into their design, functionality, and impact on the lives of individuals with disabilities.

**Summary of Change and Rationale:** This proposed course was originally a section of the HEA 592 Sub-Specialties in Orthotics and Prosthetics course as part of the MS Health Science O&P Option. From the input of students and employers, a new course has been proposed to meet the needs of a better understanding of how adaptive sports benefit our community and how to create adaptive sports devices so individuals with various disabilities can engage in community activities at the undergrad or graduate level. It is a General Elective course for the MSOP degree program and is open to upper-division undergraduate and graduate students.

**Program/Course Name:** OPS 501: Research Methods in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Theory, practice, and application of experimental, correlation, and descriptive research methods utilized in evidence-based healthcare. Students will be introduced to quantitative and qualitative methods for conducting meaningful inquiry and learn how to participate in research design with statistical analysis.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 508: Clinical Pathology for Orthotists and Prosthetists (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Introduces health and medical conditions to the orthotic/prosthetic professional. Included are basic pathological and surgical processes, impairments, medical and therapeutic interventions, diagnostic studies and provider collaboration. This knowledge will be used to form the basis for clinical decision making.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science

O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 510: Human Movement Science I (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Integrates clinically relevant aspects of human anatomy, physiology, neuroanatomy, neurophysiology, kinesiology, biomechanics, and Normal Human Locomotion. Includes a review of surface anatomy, muscle function, origin, insertion, innervation, motor learning and control principles, and biomechanical principles that support human movement.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction as future needs require.

**Program/Course Name:** OPS 511: Human Movement Science II (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Integrates clinically relevant aspects of neuromuscular pathophysiology, kinesiology, biomechanics and Normal Human Locomotion to focus on pathophysiological gait and movement dysfunction of the lower limbs.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction as future needs require.

**Program/Course Name:** OPS 513: Advanced Gait and Mobility Training for Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Examination and assessment of how and why an individual's gait deviates from normal human locomotion when they are utilizing an orthotic or prosthetic device designed for applications distal and proximal to the knee.

**Summary of Change and Rationale:** This proposed course is a new course offered as part of the degree elevation MSOP program created due to input from prior students and employers. It is an Advanced course for the MSOP degree program. We would like to offer this course as part of the MSOP program and as a stand-alone, continuing education course for O&P professionals through CCPE over the summer. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction as future needs require.

**Program/Course Name:** OPS 514: Veterinary Concepts in Orthotics and Prosthetics - Activity (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course delves into the principles, techniques, and innovations in veterinary orthotics and prosthetics, providing participants with a comprehensive understanding of how these interventions contribute to improved mobility and well-being in animals.

**Summary of Change and Rationale:** This proposed course was originally a section of the HEA 592 Sub-Specialties in Orthotics and Prosthetics course as part of the MS Health Science O&P Option. From the input of students and employers, a new course has been proposed to meet the needs of a structured education course for concepts where O&P devices are created for animals. It is an Elective course for the MSOP degree program. This course will also be offered as a stand-alone, continuing education course for O&P professionals through CCPE over the summer. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction or fully online as future needs require.

**Program/Course Name:** OPS 515: Veterinary Concepts in Orthotics and Prosthetics -Fabrication Skills (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course delves into the fabrication skills and innovation techniques utilized when creating veterinary orthotics and prosthetics, providing participants with a comprehensive understanding of how these interventions contribute to improved mobility and well-being in animals.

**Summary of Change and Rationale:** This proposed course was originally a section of the HEA 592 Sub-Specialties in Orthotics and Prosthetics course as part of the MS Health Science O&P Option. From the input of students and employers, a new course has been proposed to meet the needs of a structured education course for concepts where O&P devices are created for animals. It is an Elective course for the MSOP degree program focusing on the fabrication skills needed to create these devices. This course will also be offered as a stand-alone, continuing education course for O&P professionals through CCPE over the summer. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction or fully online as future needs require.

**Program/Course Name:** OPS 516: Clinical Evaluation Tools in O&P (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Content includes overview of standardized assessment tools commonly used in concert with clinical examination to develop orthotic/prosthetic treatment plans. Students will become proficient in selected measurement techniques and evaluation tools through lecture, lab and clinical activities.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction as future needs require.

**Program/Course Name:** OPS 517: Advanced Clinical Concepts in O&P (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Content includes evidence-driven assessment, tests and outcome measures; Focuses on the relationship between measurement constructs, patient populations and psychometric properties. Students select, implement, and critically evaluate impact of assessments on prescription formulation, resource utilization and clinical documentation.

**Summary of Change and Rationale:** This proposed course is a new course offered as part of the degree elevation MSOP program created due to input from prior students and employers. It is an Advanced course for the MSOP degree program. We would like to offer this course as part of the MSOP program and as a stand-alone, continuing education course for O&P professionals through CCPE over the summer. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 519: 3D Printing & Additive Manufacturing for Healthcare II (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course focuses on Additive Manufacturing for healthcare device creation, enabling unlimited product customization. Students will enhance 3D modeling skills, preparing them for digital fabrication in medical device creation for mobility, aligning with future healthcare practitioner needs.

**Summary of Change and Rationale:** The proposed curriculum changes involve the creation of a new course stemming from the HEA 580 Applied Technologies and HEA 592 Sub-Specialties in Orthotics and Prosthetics courses within the MS Health Science O&P Option. The decision to introduce this new course, driven by feedback from students, employers, and accreditation agencies, reflects a commitment to address emerging educational needs in the field. This second course in 3D printing to focus on more advanced skills in Healthcare device creation.

#### Course Overview:

The new course will focus on the practical application of introductory concepts additive manufacturing in the creation of healthcare devices, with a specific emphasis on mobility devices in orthotics and prosthetics (O&P) application. This elective course will be integrated into the MSOP degree program and will also be open to students majoring in MSOT Occupational Therapy or DOT programs.

#### Key Changes:

**Origins:** The course emerges as a distinct entity, separating from HEA 580 and HEA 592 to provide a dedicated and comprehensive exploration of additive manufacturing in the context of advanced healthcare devices.

**Target Audience:** The course is designed for MS O&P students as well as students majoring in Occupational Therapy advanced degree, ensuring a broader reach and interdisciplinary collaboration.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Professional Development Opportunity:** Recognizing the demand from O&P professionals, the course will be offered as a stand-alone continuing education option through CCPE over the summer. This extends the reach of the course to practitioners seeking to enhance their skills without committing to a full

degree program.

**Benefits and Impact:**

Enhances the MSOP degree program with a specialized elective, catering to the growing demand for additive manufacturing knowledge in healthcare.

Broadens the interdisciplinary nature of the course, fostering collaboration among students from various healthcare majors.

Provides professionals with a targeted continuing education opportunity, aligning with industry advancements and best practices.

This initiative represents a proactive response to the dynamic landscape of healthcare education, aligning the curriculum with industry needs and providing valuable opportunities for students and professionals alike.

**Program/Course Name:** OPS 520: Advanced Training Methods for Upper Limb O&P Rehabilitation (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Embark on a specialized journey into the realm of upper limb orthotics and prosthetics (O&P) rehabilitation with our comprehensive course on advanced training methods. This course is designed for practitioners, therapists, and healthcare professionals seeking to elevate their expertise in assisting individuals with upper limb differences through cutting-edge rehabilitation techniques.

**Summary of Change and Rationale:** This new elective course is proposed due to the collaboration with O&P, the Occupational Therapy Doctoral program, and the input of students, employers, and individuals who utilize upper limb O&P devices. This new course has been proposed to meet the needs of a structured education course for both the OTD program and the O&P program. It focuses on collaborative learning within the two professions on concepts of rehabilitation where O&P devices are utilized specifically for Upper Limb Device rehabilitation and utilization. This course will also be offered as a stand-alone, continuing education course for OT and O&P professionals through CCPE over the summer. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction or fully online as future needs require.

**Program/Course Name:** OPS 521: Community Engagement - Adaptive Sport Device Utilization II (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This dynamic course explores the intersection of community engagement and adaptive sports device utilization, offering a comprehensive understanding of how assistive technologies enhance the participation and inclusion of individuals with diverse abilities in sports for students in O&P and OT programs.

**Summary of Change and Rationale:** This new elective course is proposed due to the collaboration with O&P, the Occupational Therapy Doctoral program, input of students, employers and individuals that utilize mobility devices. This new course has been proposed to meet the needs of a structured education course for both the OTD program and the O&P program. It focuses on collaborative learning within the two professions on concepts of rehabilitation where O&P devices are utilized specifically for Adaptive Sports and community engagement. This course will also be offered as a stand-alone, continuing education course for OT and O&P professionals through CCPE over the summer. For the course, the

delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction or fully online as future needs require.

**Program/Course Name:** OPS 525: Material Science in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Focuses on the study of chemical and physical properties of materials and their implications in orthotic-prosthetic design and fabrication with an understanding on how materials impact orthotic and prosthetic interventions.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid or fully online instruction as future needs require.

**Program/Course Name:** OPS 526: Fabrication Sciences in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Laboratory and fabrication processes in O&P. The course will focus on skills and techniques needed to design, fabricate, and modify O&P devices. Techniques in subtractive and additive manufacturing, enhancement of psychomotor skills, and various fabrication processes will be covered.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Program/Course Name:** OPS 534: Practice Management for Orthotics and Prosthetics I (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This introductory course will address general business procedures within orthotic and prosthetic practice, including its role in clinical decision-making, documentation, time management, compliance with regulatory agencies, and reimbursement.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face, and we would like the option to offer Hybrid instruction or 100% online as future needs require.

**Program/Course Name:** OPS 535: Practice Management for Orthotics and Prosthetics II (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** A comprehensive exposure to management principles with a focus on O&P practitioner's roles, applications, and impact in healthcare: includes capital expenditure and managing a materials budget, reimbursement and L-Codes for billing, and utilization of extended caregivers.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 536: Behavioral Science & Psychosocial Aspects of Disability (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Applying psychological concepts to illness and disability. Exploring social supports, constraints, and lifelong activities. Strategies for managing patients in distress and referrals to specialists.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 540: Orthotic Management of the Spine-Lecture (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course includes an in-depth exploration of pathologies directly associated with spinal orthotics through engaging lectures. Gain a thorough understanding of various orthotic options available for different pathologies, with a focus on intricate details and practical applications.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 541: Orthotic Management of the Spine-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Comprehensive study of spinal orthotic management. It includes evaluation, assessment, treatment plan formulation, implementation of the plan, and follow-up. Fabrication and fitting of selected orthoses is included.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 545: O&P Management of the Upper Limb-Lecture (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This comprehensive course explores upper limb prosthetics and orthotics, covering, anatomy, biomechanics, patient-specific factors, component selection, assessment, fabrication, psychosocial considerations, and emerging technologies. Students learn the principles of evaluation,

designing, and fitting custom devices based on evidence-based practices.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 546: Orthotic Management of the Upper Limb-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This course covers anatomy, pathology, kinesiology, biomechanics, and principles related to Upper Limb Orthotics. Techniques include evaluation, design, fabrication, fitting, and modification of custom and off-the-shelf orthoses, enabling students to handle various orthotic systems effectively.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 547: Prosthetic Management of the Upper Limb-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Comprehensive study of upper limb prosthetic management, covering transradial, transhumeral, partial hand, elbow, and shoulder disarticulation amputations. Emphasis on goal oriented and evidence-based evaluation, assessment, treatment planning, implementation, and follow-up

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 550: O&P Management of the Lower Limb I-Lecture (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This comprehensive course explores lower limb prosthetics and orthotics distal to the knee, covering anatomy, biomechanics, patient-specific factors, component selection, assessment, evidence-based practices, and emerging technologies. Students learn foundational content to design and fit custom and OTS devices.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 551: Orthotic Management of the Lower Limb I-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Comprehensive study of lower limb orthotic management distal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; biomechanics; gait analysis and motor disability. Fabrication and fitting of foot and ankle-foot orthoses.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 552: Prosthetic Management of the Lower Limb I-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Learn to manage distal to knee amputations (Transtibial, Symes, Partial Foot) in this lab course. Acquire skills in patient assessment, treatment planning, and fitting procedures. Explore pathologies, surgeries, biomechanics, gait, and outcome measures.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 560: O&P Management of the Lower Limb II Lecture (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** This comprehensive course explores lower limb prosthetics and orthotics proximal to the knee, covering anatomy, biomechanics, patient-specific factors, component selection, assessment, evidence-based practices, and emerging technologies. Students learn foundational content to design and fit custom and OTS devices.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 561: Orthotic Management of the Lower Limb II-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Comprehensive study of lower limb orthotic patient management proximal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; as well as biomechanics, gait analysis and motor disability. Fabrication and fitting of selected orthoses.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 562: Prosthetic Management of the Lower Limb II-Lab (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Management of amputations Proximal to the knee, including knee disarticulation, transfemoral and hip disarticulation. Patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication, and fitting of patients. Pathologies, surgical procedures, components, biomechanics, gait, and outcome measures.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face.

**Program/Course Name:** OPS 580: Applied Technologies in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Integration of applied technologies in the measurement, fabrication, and delivery of devices in contemporary O&P practice. This includes knowledge of computer-aided design, electrical circuitry, material science, and biomechanical and biomedical engineering concepts.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is an advanced course for the MSOP degree program. Revisions were implemented from student and faculty feedback since the course inception in 2014.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 595: Clinical Experience in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Fieldwork and in-depth study of discipline-related topics under the direction of an O&P faculty member. Students to articulate how the theoretical concepts learned within O&P coursework are exemplified in clinical settings. Supervised observation of patient evaluation, assessment, and fitting to include formulation, implementation, and follow-up of treatment plans.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is a foundational course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face at Clinically Affiliated O&P facilities under supervision of a Certified Practitioner.

**Program/Course Name:** OPS 596: Clinical Practicum in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Fieldwork and in-depth study of discipline-related topics under the direction of O&P Clinical Practitioner. Students to articulate how the theoretical concepts learned within O&P coursework are exemplified in clinical settings. Supervised participation in all aspects of O&P practice.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science

O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is an Advanced course for the MSOP degree program. For the course, the delivery method of instruction will be face-to-face at Clinically Affiliated O&P facilities under supervision of a Certified Practitioner.

**Program/Course Name:** OPS 598: Directed Research in Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** Continuation of the research project on a topic related to O&P that is suitable for professional presentation or publication. The specific topic of the research must be approved and directed by an instructor. The course is repeatable up to three times.

**Summary of Change and Rationale:** This proposed course was originally part of MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. The course is needed to meet the accreditation requirements from our accreditation body CAAHEP. It is an advanced course for the MSOP degree program.

**Delivery Methods:** Initially planned as a face-to-face course, flexibility has been incorporated to allow for hybrid instruction and fully online delivery. This adaptability ensures that the course can meet the diverse needs of students and align with evolving educational trends.

**Program/Course Name:** OPS 599: Capstone Portfolio for Orthotics and Prosthetics (NC)

**Proposer:** Mark Muller

**Type of Change:** New Course

**Course Description:** MS in O&P requires a Capstone Portfolio as the culminating experience. The Portfolio is an accumulation of two research papers, laboratory exams, oral practical exams, written and written simulation exams, gait analysis, clinical patient scenarios, and documentation.

**Summary of Change and Rationale:** This proposed course was originally part of the MS Health Science O&P Option and has minor revisions for the degree elevation MSOP program. Revisions were implemented from student and faculty feedback since the course inception in 2014.

This course is needed to meet the accreditation requirements from our accreditation body CAAHEP and to meet the CSU requirements for a culminating activity for a graduate-level program.

**Program/Course Name:** MFT 515: Pre-Practicum I: Therapy Skills (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** A seminar featuring instruction and demonstrations of supervised basic clinical skills, including clinical interviewing, assessment, and intervention within the classroom setting. The course emphasizes the therapeutic alliance, the therapist's self-awareness, and collaborative practices.

**Summary of Change and Rationale:** The course description has been revised. Prerequisite for this course changed to Admission to the MFT Program. Corequisites (MFT 560, MFT 570, MFT 584) for the course changed as well to align with the revised degree roadmap for the program.

**Program/Course Name:** MFT 520: Group Therapy (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** The course offers students practical instruction and seminars on group therapy theory, the therapeutic process, and the application of empirically supported practices in group therapy. It emphasizes group and contextual factors such as age, ability, gender, sexual orientation, culture, and economic status.

**Summary of Change and Rationale:** Changes were made to the course description and prerequisites to align with the program's revised degree curriculum roadmap. No Program consent is needed.

**Program/Course Name:** MFT 525: Pre-Practicum II Advanced Therapy Skills (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** A seminar providing instruction and demonstrations of supervised advanced therapy skills, both in the classroom and in mental health settings, with individuals, couples, and families. The course covers assessments, diagnosis, treatment planning, case management, safety planning, clinical documentation, and the evaluation of legal and ethical issues.

**Summary of Change and Rationale:** Changes were made to the course description, prerequisites, and corequisites to align with the program's curriculum roadmap. No program permission is needed.

**Program/Course Name:** MFT 530: Community Mental Health (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** Instruction, seminars, and activities focused on community mental health and case management skills. The course emphasizes competencies in recovery-oriented care and resilience within community mental health, incorporating both traditional and non-traditional MFT practices, case management, and systems of care.

**Summary of Change and Rationale:** Changes were made to the course description, course prerequisites, and co-requisites to align with the program's degree curriculum roadmap. Program consent is removed.

**Program/Course Name:** MFT 541: Practicum in MFT Fieldwork IV (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** Additional practicum for the program, as needed, is to be completed alongside field placement and training experience. Requires 8 hours per week.

**Summary of Change and Rationale:** Changes are made to the course description and prerequisites. Program consent is removed.

**Program/Course Name:** MFT 560: Life Span, Family Development, and Aging (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** Instruction on individual, family development, and human sexuality throughout the lifespan, considering contextual factors such as age, ability, gender, sexual orientation, culture, race/ethnicity, class, and socioeconomics. The course also addresses issues related to elder and dependent adults, including the biopsychosocial impacts of aging, long-term care, and the treatment of abuse and neglect.

**Summary of Change and Rationale:** Changes were made to the course description, prerequisites and corequisites to align with the program's curriculum roadmap. Department consent is needed.

**Program/Course Name:** MFT 565: Assessment in Mental Health Treatment (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** A survey and supervised practice in empirically supported assessments to treat primary mental health conditions and common presenting issues in individuals, couples, and families. The course includes a BBS requirement of six hours on suicide prevention, covering evidence-based suicide risk assessments, treatments, and interventions.

**Summary of Change and Rationale:** Changes include course description, minor edits to course title for grammatical accuracy, and prerequisite and corequisite changes. The latter changes align with the program's curriculum roadmap. Program consent is removed.

**Program/Course Name:** MFT 566: Psychopathology and Systemic Treatment (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course examines the concepts of mental health and psychopathology as they impact individuals, couples, and families from diverse backgrounds and orientations. It covers development, identification, assessment, DSM diagnosis, systemic treatment planning, and treatment techniques.

**Summary of Change and Rationale:** Changes were made to the course title, course description, corequisites, and prerequisites to align with the program's curriculum roadmap. Program consent is removed.

**Program/Course Name:** MFT 570: Theories and Techniques of Marital and Family Therapy I (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course covers major marital and family theories, research, and practices used in treating individuals, couples, and families from a systemic and biopsychosocial perspective. It explores the application of these theories to diverse and marginalized populations, considering factors such as gender, socioeconomic status, developmental concerns, and ethnic and cultural backgrounds.

**Summary of Change and Rationale:** Changes made to course description, prerequisites, and corequisites. Changes to the latter were made to align with the program's curriculum roadmap. Program Permission is required.

**Program/Course Name:** MFT 572: Theories and Techniques of Marital and Family Therapy II (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** A continuation of major MFT theories, incorporating postmodern and evidence-based practices and techniques in marital and family therapy for individuals, couples, and families. The course explores the application of these theories to diverse and marginalized populations, considering factors such as gender, socioeconomic status, developmental concerns,

and ethnic and cultural backgrounds.

**Summary of Change and Rationale:** Minor changes were made to the course title and description for grammatical accuracy. Changes were also made to corequisites and prerequisites to align with the program's curriculum roadmap. Remove the department consent for the course.

**Program/Course Name:** MFT 575: Relational Therapy and Human Sexuality (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** Instruction on treatment and assessment strategies for addressing couple/partner problems and sexual issues, including the study of human sexual behavior with a focus on the origins and treatment of sexual dysfunction within a relational context. The course covers diversity considerations such as age, ability, gender, sexual orientation, culture, race/ethnicity, and socioeconomic status. It also meets the BBS requirement for 7 hours of education on HIV/AIDS.

**Summary of Change and Rationale:** Changes made to the course title to better align with what is taught throughout the course. Minor grammatical errors were corrected in course description. Furthermore, changes to prerequisites and corequisites were made to align with program's curriculum roadmap. Remove department consent for the course.

**Program/Course Name:** MFT 578: Treatment Approaches with Children and Adolescents (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course focuses on the diagnostic and treatment needs of children and adolescents from a systemic perspective, incorporating familial and sociocultural considerations. It emphasizes empirically supported and evidence-based treatment modalities and includes seven hours of child abuse assessment and reporting.

**Summary of Change and Rationale:** Changes were made to the course description, prerequisites, and corequisites to align with the program's curriculum roadmap. Remove department consent for the course.

**Program/Course Name:** MFT 580: Sociocultural Diversity & Marginalized Communities (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course examines how diversity factors such as age, ability, gender, sexual orientation, culture, race/ethnicity, religion, spirituality, and socioeconomics influence human behavior within family systems and larger communities in complex societies. It places additional emphasis on developing clinical competency with diverse, marginalized, and underserved populations in California.

**Summary of Change and Rationale:** Changes were made to course description, prerequisites, and corequisites to align with the program's curriculum roadmap. Removes department consent for the course.

**Program/Course Name:** MFT 582: Psychopharmacology and Mental Health Treatment (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course addresses the impact of psychotropic medications on individuals' behavioral and emotional states, as well as their relationships. It emphasizes developing vocabulary, and basic knowledge of medications, assessing their effects, and

consulting/collaborating with prescribing physicians.

**Summary of Change and Rationale:** Changes were made to the course description, potential texts, prerequisites, and corequisites to align with the program's curriculum roadmap. Program consent is removed.

**Program/Course Name:** MFT 583: Research Methods in Marital Family Therapy (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** The course emphasizes developing competencies in critically analyzing and evaluating published research, examining evidence-based research to enhance practice, and conducting independent research. It covers generating hypotheses, research design, data collection, interpretation, and the application of findings in clinical practice.

**Summary of Change and Rationale:** Changes made to the course description, prerequisites, and corequisites to align with the program's curriculum roadmap. Remove department consent for the course.

**Program/Course Name:** MFT 584: Law, Ethics, and Professional Practices (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course covers current legal, ethical, and professional issues in marital and family therapy, including the examination and application of BBS, CAMFT, and AAMFT ethics and legal responsibilities. It also includes the BBS requirement for three hours of coursework related to telehealth.

**Summary of Change and Rationale:** The changes include course description to meet the telehealth requirement from the BBS, course co-requisite, and admission to the MFT program.

**Program/Course Name:** MFT 585: Treatment of Substance Use, Addiction, and Dependence (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course examines theories of substance abuse, addiction, and dependence and their impact on diverse family systems. It explores advanced interviewing techniques, assessment procedures, recovery and relapse prevention, and the implementation of evidence-based treatment modalities in family therapy.

**Summary of Change and Rationale:** Changes include course description, prerequisites, and corequisites. Removes department consent.

**Program/Course Name:** MFT 586: Current Issues in Marital Family Therapy (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** This course explores current and emerging issues in Marital and Family Therapy, focusing on advancements in clinical practice and their impact on families, local communities, and the global community. It emphasizes contextual factors such as economic status, culture, gender, race, ethnicity, sexual orientation, and ability.

**Summary of Change and Rationale:** Changes include a revision of the course description, pre-req, and co-req courses. Removes department permission.

**Program/Course Name:** MFT 588: Treatment of Trauma with Individuals, Couples, and Families

(MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** An introduction to key concepts and theories related to various types and causes of private and public crises and trauma affecting individuals, couples, and families from diverse backgrounds. The course examines assessments and interventions for trauma-related diagnoses, including Acute Stress Disorder, Post-Traumatic Stress Disorder, and Traumatic Brain Injuries.

**Summary of Change and Rationale:** Changes include a revision of the course description, removing the department's consent to the course, and adding the pre-req and co-req.

**Program/Course Name:** MFT 589: Advanced Therapeutic Approaches and Application (MC)

**Proposer:** Karen Quek

**Type of Change:** Course Modification

**Course Description:** An inclusive integration of major theoretical psychotherapeutic approaches, evidence-based practices, research, and legal and ethical issues, applied to individuals, couples, and families from diverse backgrounds. The course emphasizes case conceptualization, diagnosis, assessment, treatment planning, and intervention, with a focus on the development of the therapist.

**Summary of Change and Rationale:** Changes include a revision to the course description, prereq and co-req, and removal of the department consent to the course.

**Program/Course Name:** OTR 529: Fieldwork I Adolescents (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

**Course Description:** An inclusive integration of major theoretical psychotherapeutic approaches, evidence-based practices, research, and legal and ethical issues, applied to individuals, couples, and families from diverse backgrounds. The course emphasizes case conceptualization, diagnosis, assessment, treatment planning, and intervention, with a focus on the development of the therapist.

**Summary of Change and Rationale:** We would like to have ALL OT Fieldwork courses be C/NC. These internship courses have individualized learning experiences in various/different clinical placements per student. Each student is evaluated by different clinical instructors at each site, which do not equate to a basis for an A-F grading. Nonetheless, there is a benchmark for the clinical placement evaluation performance for what is considered a pass or fail, which could then be a basis for C/NC for the course.

**Program/Course Name:** OTR 550: Level I Fieldwork - Pediatrics (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** We would like to have ALL OT Fieldwork courses be C/NC. These internship courses have individualized learning experiences in various/different clinical placements per student. Each student is evaluated by different clinical instructors at each site, which do not equate to a basis for an A-F grading. Nonetheless, there is a benchmark for the clinical placement evaluation

performance for what is considered a pass or fail, which could then be a basis for C/NC for the course.

**Program/Course Name:** OTR 571: Level I Fieldwork - Adults (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** We would like to have ALL OT Fieldwork courses be C/NC.

These internship courses have individualized learning experiences in various/different clinical placements per student. Each student is evaluated by different clinical instructors at each site, which do not equate to a basis for an A-F grading. Nonetheless, there is a benchmark for the clinical placement evaluation performance for what is considered a pass or fail, which could then be a basis for C/NC for the course.

**Program/Course Name:** OTR 591: Level I Fieldwork - Geriatrics (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

**Course Description:** Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

**Summary of Change and Rationale:** We would like to have ALL OT Fieldwork courses be C/NC.

These internship courses have individualized learning experiences in various/different clinical placements per student. Each student is evaluated by different clinical instructors at each site, which do not equate to a basis for an A-F grading. Nonetheless, there is a benchmark for the clinical placement evaluation performance for what is considered a pass or fail, which could then be a basis for C/NC for the course.

**Program/Course Name:** OTR 790: OTD Capstone Portfolio 1 Needs Assessment: Identifying OT Problem (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

**Course Description:** Introduction to an individual e-portfolio for the OTD Degree capstone. As the first of five courses, the focus is to perform a needs assessment to identify an OT problem as a baseline for the development of a research or evidence-based capstone project in succeeding courses.

**Summary of Change and Rationale:** All Capstone courses (OTR 553, OTR 790, OTR 791, OTR 792, OTR 793, OTR 797) guide each doctoral student to develop an ongoing self-initiative and self-directed capstone project. The capstone topics and projects vary significantly across the students. The outcome of each capstone course/project will be more fairly and objectively determined by CR/NC rather than the letter-grade system that typically requires specific and standardized grading criteria applied to all students.

**Program/Course Name:** OTR 791: OTD Capstone Portfolio 2 - Evidence-based Practice: Reviewing Best Intervention (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

**Course Description:** Evidence-based rehabilitation as applied to occupational therapy practice. The student is mentored through the development of an evidence-based program proposal for a potential capstone experience placement site. A research project proposal may also be acceptable as approved by the academic advisor.

**Summary of Change and Rationale:** OTR 791 is a graduate course in the department's doctoral (OTD) program. The administrative faculty believe OTR 791, similarly to all the OTD program's fieldwork courses, should be graded on a credit/no credit basis to better reflect its supervision/mentorship by an external practitioner and the variances that will exist between practitioners.

**Program/Course Name:** OTR 793: OTD Capstone Portfolio 4 Capstone Project 1 (MC)

**Proposer:** Daniel Swiatek

**Type of Change:** Course Modification

**Course Description:** The first phase of the capstone project completion. The student is mentored through (1) the selection of doctoral capstone project committee, (2) development of a capstone project proposal for committee review and approval, (3) facilitation of the research or evidence-based program.

**Summary of Change and Rationale:** All Capstone courses (OTR 553, OTR 790, OTR 791, OTR 792, OTR 793, OTR 797) guide each doctoral student to develop an ongoing self-initiative and self-directed capstone project. The capstone topics and projects vary significantly across the students. The outcome of each capstone course/project will be more fairly and objectively determined by CR/NC rather than the letter-grade system that typically requires specific and standardized grading criteria applied to all students. The option of hybrid/online delivery provides digital accessibility and enhanced visibility to students when sharing text-heavy resources and graphs in class.

## College of Natural & Behavioral Sciences

No submissions received.

## University Library

No submissions received.