

Curriculum Register

November 15, 2021

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

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

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

New Degree Programs & Program Modifications

New & Modified Courses

Moratorium for Proposals in Campus-wide Sharing Stage:

The Campus-wide Sharing section of the Curriculum Register contains only a summary of the curriculum proposal. There will be a 10 working-day moratorium, starting from the publication date of the Curriculum Register, during which departments, deans, or individual faculty may raise objections or concerns to the proposing faculty and College Curriculum Committee.

After the College Curriculum Committee has been contacted with 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: November 30, 2021

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

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

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REQUEST TO INCLUDE PROPOSED DEGREE PROGRAM IN ACADEMIC MASTER PLAN

College of Education

Doctor of Education: Leadership for Social Justice (Fall 2023)

Title of Proposed Program	Leadership for Justice in Education
Degree Designation (e.g., BS)	EdD (Education Doctorate)
Projected Implementation Date	Fall 2023
College	College of Education
Department	Graduate Education
Contact Name(s) and Email(s)	Kitty Fortner kfortner@csudh.edu Pamela Robinson parobinson@csudh.edu

1. **Delivery mode of program:** Fully Face-to-Face Hybrid Fully Online

2. **Support Mode:** State-Support Self-Support/Extended Education

3. **A brief summary of the purpose and characteristics of the proposed degree program:**

School leaders have stages in their careers and the School Leadership Program (SLP) in the College of Education at California State University, Dominguez Hills has been developing and supporting the beginning and middle stages of school leaders' careers in California for decades. Building on the demonstrable success of CSUDH graduates, providing an Educational Doctorate (EdD) in Leadership is the next logical step as our graduates continue to lead and transform schools, colleges, non-profit organizations, and government agencies.

The EdD program will continue to build on the successes of the School Leadership Program (SLP) by providing a supportive cohort model for educators who are working full-time. High quality instruction that reflects the best thinking and practices of leadership and a passion for equity and social justice have always been at the core of the SLP. The courses in the proposed EdD program will be taught by experienced and dedicated faculty who are research-oriented and bring a wealth of working knowledge and skills for leading large organizations in a variety of settings, including PK-12, community colleges, universities, non-profit organizations and government agencies. The concepts provided in the coursework will be supported by a coaching network as candidates apply concepts to their current work and the skills of leadership and research become habit.

The current School Leadership Program develops compassionate leaders with an adaptive mindset who use their hearts to engage courageously and humanistically to create liberated learning environments. Using the lenses of critical pedagogy, generative dispositions, and habits of mind, our graduates build relationships and foster restorative school cultures that manifest learning, critical thinking, voice, debate, and collaboration. Creating systems that support growth for all, with a moral commitment to and compassion for the most under-served populations, equity, justice, and critical consciousness are ensured. With lenses of culture, care, dignity, social responsibility, compassion and informed citizenry, communities of activism thrive and transform. Graduates of the EdD program will extend this work to higher levels in their organizations and communities.

4. List the program learning objective(s):

The primary objective of this program is to prepare practitioner-scholars to apply the principles of justice, equity and anti-racism in the practice and application of leadership at local, state, national, and international levels. The skills, mindsets, and dispositions of adaptivity, transformation, and innovation will be grown individually, enabling graduates to perform the leadership necessary across the vast landscape of contexts. This objective is accomplished by adherence to the Program Goals through a combination of coursework, comprehensive research, field experiences, and inquiry opportunities. Program Goals are organized around the following categories of leadership practice (LP):

LP1 Visionary, Supportive, and Inclusive Leadership

Goal 1: To develop visionary, supportive, and inclusive leaders who: research, develop, nurture, model and articulate an anti-racist vision for an inclusive organization as they regularly audit, interrogate, and refine current and historical systems for equity, and as they dismantle all systems of cultural and racial domination/oppression; and demonstrate an executive perspective informed by current research and practice using humanizing pedagogies and an ethic of care, are conscientious and deliberate, lead with JOY, create synergy, focus on excellence and the genius found in people, possess a vision of an inclusive anti-racist school system, act ethically in support of all students and parents, and work to heal harm created in and by oppressive environments.

LP2 Reflective and Activist Practice

Goal 2: To develop reflective activist leaders who: engage in ongoing reflective praxis through purposeful reflection, inquiry, coaching, and self-analysis using an equity lens to improve their practice and take ongoing action for improvement while modeling these habits with their colleagues; and use multiple forms of coaching, reflection, and analysis to inform decision making pertaining to equitable student success, democratic structures, and an organizational culture focused on ethical behavior that intentionally centers multi-culturalism and anti-racist practices.

LP3 Equity and Cultural Proficiency

Goal 3: To develop culturally proficient leaders who: intentionally develop culturally proficient practitioner-advocates who purposefully and actively work with families, communities, and outside entities for equity and justice to dismantle systems of cultural and racial domination and oppression; and confront and dismantle: institutionalized and cultural biases that marginalize some students and their families; deficit-based practices; and low expectations related to race, class, culture, language, gender sexual orientation, differentially abled and special status. They purposefully demonstrate humanism and an ethic of care, situated in respect for cultural contexts, resulting in the healing of harm created in and by oppressive environments.

LP4 Systems Thinker

Goal 4: To develop system thinkers who: understand the dynamics and manage the complexities of large organizations and the systems that support or hinder the goals of the organization, and are able to leverage systems in coherent, aligned strategies for educational change by creating democratic learning communities that promote high achievement for all students; and research and analyze a range of strategies, methods, and practices to ensure that all members of the educational community are working in concert to design global systems that include diverse perspectives, achieve a shared vision, and support continuous improvement of the organization (PK-12, community colleges, universities, non-profits, and government agencies), eliminating systems of oppression and racism in their organizations.

LP5 Instructional Leadership

Goal 5: To develop instructional leaders who: create inclusive and collaborative organizations that foster and support engaging learning spaces where critically conscious, justice oriented, innovative leaders improve teaching and learning outcomes that reduce academic opportunity gaps and maintain an organizational focus on the mission and vision of educating each and every child; and implement and maintain high quality instructional systems with professional multicultural communities focused on honoring all voices, working together, liberating educational spaces, anti-racist education, and reducing disparities in learning outcomes that are informed by best practices, developing structures and processes that foster continuous instructional improvement with a focus on equity and cultural proficiency.

LP6 Leadership Capacity, Organizational Management

Goal 6: To develop organizational leaders who: are powerful communicators in multiple genres, able to create relationships and promote equity with a wide variety of audiences, including academics, policy makers, and educational stakeholders and communities; and have values-based, research-grounded, adaptive, and generative mindsets (as nimble, transformational change agents) so they can work to eliminate systems of oppression and racism in education. They assess, organize, and allocate resources that build innovative methods for an equitable and just organizational culture, fostering generative and positive organizational climates, shared leadership, and change processes that move educational systems toward high achievement for all students.

LP7 Politics & Policies

Goal 7: To develop political leaders who: understand and manage the dynamic nature of educational systems, policies and politics, and develop and shape policies in ways that support goals of inclusion, equity and achievement for all constituents, especially underrepresented groups; and apply research-based systems theory to manage the conflicting forces of federal, state, and local politics and priorities on organizations, and establish and maintain strategic relationships to influence policy and policy makers to allocate resources focused on reducing and dismantling structures, policies, and practices that contribute to institutionalized racism.

LP8 Practitioner Researchers

Goal 8: To develop practitioner research leaders who: demonstrate a commitment to rigorous research and critical thinking purposefully engaging in inquiry, reflection, and the construction and/or reconstruction of knowledge that promotes equity, justice in education and advances the public good in their organizations; and apply current critical pedagogical and research methodologies to their work in order to inform praxis and organizational goals.

5. Suggested CIP code:

13.0406

6. For new degree programs that are not already offered in the CSU, provide a compelling rationale explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

A Doctor of Education (EdD) in Educational Leadership serves practitioners from schools, districts, higher education, and other educational and community environments. Twenty-first century educators work in complex organizations with challenging problems. Educational leaders are expected to make important, informed decisions that influence teaching and learning, the core function of the educational institutions where they work. Effective leaders must access, analyze, and communicate relevant information, and, when they lack the information they need, know how to gather it.

CSUDH's EdD program will equip candidates with the tools they need as committed leaders promoting equity, justice, anti-racist and inclusive pedagogies while liberating educational settings. Graduates will be uniquely prepared for leadership positions in a variety of settings, including K-12 schools, universities, non-profit organizations, and government agencies. They will gain the knowledge, disposition, research skills and tools to construct, reconstruct and utilize information effectively in decision-making and problem-solving related to organizational transformation and improvement. Candidates will combine academic, theoretical, and practical understandings with personal practice and self-reflection to become change leaders in service of others.

The Doctor of Education represents the highest level of scholarly attainment in the professional field of education. The EdD Program Standards were developed with the understanding that graduates should be competent in identifying and solving complex problems. The integration of the knowledge gained from research and praxis will support the development of thoughtful and reflective practitioners. As intellectual and professional leaders, EdD graduates are expected to inspire and lead by taking on difficult problems and designing solutions across a broad range of K-12, higher education, and educational environments.

The proposed CSU Dominguez Hills program will offer working professionals and scholar-practitioners from various backgrounds and perspectives the practical knowledge and experience they need to develop and conduct research to investigate, explore, and transform their organizational and institutional landscapes. There are currently 14 EdD programs in the CSU system; overall they report a 92.5% completion rate and report that 80% of graduates are promoted during or after degree completion. Preliminary discussions took place in 2019 and 2020 with California State University Los Angeles about a joint endeavor for an EdD program. With the onset of COVID-19, we were unable to reach an agreement on a working partnership that was beneficial for all parties. As the conversation ended, a collaborative relationship was started with California State University East Bay, one in which both parties collaborate on the needs of the program. Although CSUDH and CSUEB will collaborate on activities, curriculum and events, no joint doctoral programming or curriculum is planned. CSUDH receives as many as 100 requests each year for an EdD program, ensuring a robust program. Our School Leadership Program graduates are deeply loyal to CSUDH and to the vision and mission of the School Leadership Program. We anticipate many of them will be our first doctoral candidates.

7. The program's fit with the campus mission and strategic plan:

Through effective recruitment, transition, and retention, the CSUDH EdD program will provide a pathway for our diverse graduate student population who seek career advancement and personal fulfillment as they prepare to lead ever-larger components of educational systems. The current School Leadership Program is one of the largest and most esteemed programs for school leadership in California. That success has been built upon a solid foundation of equity, social justice, academic excellence, high quality instruction and continuing support for candidates as they navigate their careers to high levels of responsibility in education. Honoring CSUDH's historic roots, the EdD program will support, enhance,

and culminate in a globally relevant degree, by being an innovative, high-touch, high quality comprehensive urban program serving Los Angeles, the South Bay, and many districts and schools in our region. In line with the CSUDH Vision, the EdD also envisions:

- *Candidates as full partners, engaging in the CSUDH community, and taking hold of their futures.*
- *Candidates empowered to partner with faculty, staff, and the community to create dynamic co-curricular experiences in the creation of a vibrant campus life.*
- *Faculty, staff, and candidates engaging in local partnerships that create high-impact learning experiences and innovative community development and business growth.*
- *The campus community cultivates meaningful, evolving, and lasting relationships.* (adopted from the CSUDH Vision, 2021)

The foundational thoughts and values of the EdD program align with the themes of the CSUDH Strategic Plan. One CSUDH strategic commitments states, “All members of the CSUDH community will be prepared to confidently navigate the social injustices, inequities, and racism they may face in society and to become allies in social justice, equity, and antiracism work.” Many of the goals of the EdD program at CSUDH incorporate the same mindset for its graduates. Dismantling inequities and disrupting injustices are fundamental to the role of the leaders who will graduate from this program.

Candidates in the current credential and MA School Leadership Program report that they are ready to lead and that the support and connections they have made in the program are meaningful and add value as they move forward in their careers. The research tools they acquire in the CSUDH EdD program will advance their careers in line with CSUDH’s strategic commitment to “Student Success” with support from “High Quality Staff”, which will elevate them to higher levels of academic and professional success.

8. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	20	60	60
Number of Graduates (Cumulative)		20	60

Evidence: The CSUDH School Leadership Program currently serves approximately 200 Preliminary and Clear Credential Candidates. It is the largest program on one campus in the state, serving over five percent of all candidates in California. Many of these candidates have obtained a Master’s degree from CSUDH. In addition to SLP Master’s graduates, CSUDH has Master’s graduates in Counseling, Special Education, and Curriculum and Instruction in the College of Education, many of whom have expressed interest in participating in a CSUDH EdD Program.

CSUDH understands the cultural, linguistic, historically underserved needs of populations served in Los Angeles, and the leaders it produces will be prepared to ensure students growth. A CSUDH EdD program will continue to provide our own graduates and graduates from other institutions the opportunity to further their leadership education and research skills as they progress in the field of education. The EdD program will enroll 1 cohort of 22-25 students each year (with an expected attrition of 5 percent), with a final goal of at least 20 students in each annual cohort.

9. Workforce demands and employment opportunities for graduates: Describe the demands and opportunities, as well as the evidence you have used to make these claims.

There are over 80 school districts in Los Angeles County. These school districts, institutions of higher education, non-profit organizations and government agencies need leaders who are prepared to lead using an equity lens and build anti-racist educational systems that support student inclusion and achievement. In district offices, Superintendents and their assistants, directors of curriculum, programs, and personnel, as well as school site leaders who benefit from a focus on the leadership of large systems, are all perfect candidates for this program. There are over 100 colleges locally that would benefit from hiring graduates from this program who understand the balance between academics and practitioner research. Additionally, every County Office of Education, many non-profits, as well as other educational entities would benefit from leadership focused on equitable organizational success provided by this program.

The EMSI Program Development and Review Labor Market Demand data for September 2020 to August 2021 revealed workforce needs for persons holding a doctorate degree. The report collected over 5,000 job postings in California for education administrators positions such as superintendents, assistant superintendents, vice presidents, deans, and program directors. Almost 50% of the jobs are in Los Angeles, the area served most heavily by CSUDH. In addition to the over 200 positions at local Colleges and Universities there are 222 positions for Education Administrators in PK-12 in Los Angeles Unified School District. The positions requiring Doctoral or professional degrees will grow over 4% by 2025. Based on our polling and feedback from graduates and district administrators, there is a great need for EdD graduates to fill leadership positions in many types of institutions.

10. Other relevant societal needs:

Leading in the future will require a focus on leading diverse, multicultural communities effectively. In California we are highly diverse, which mandates a justice focus that's inclusive and centers cultural proficiency work. There is nothing more relevant and essential to the well-being of our society than the education of people. If we continue with current practices, then the same outcomes will be the result. The key factor in change is leadership in schools, in the community, in state houses, in churches, and in local institutions. Well-prepared leaders ensure that each and every person attains success and has the social and emotional health to meet future challenges.

In light of the COVID-19 pandemic, leaders also need the skills to transform the learning landscape for all people. COVID-19 has produced anxiety, isolation, fear, and loneliness, which makes it even more imperative that leaders have the ability to recognize and solve these issues. Even more importantly, the racial tensions that have escalated over the past 18 months must be addressed by leaders whose dispositions, skills and knowledge aligns with the objectives of the CSUDH EdD program. These objectives were created with the current societal need at the forefront of our program planning.

11. An assessment of the required resources and the campus commitment to allocating those resources:

Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

Funding for this initiative has been discussed and will be negotiated with the Provost and the President at CSUDH.

Initial Personnel	After 3 Years Personnel:	After 5 Years Personnel:
<p><u>Faculty</u> 2 New TT positions Part-time Faculty Positions</p> <p><u>Staff</u> Admissions/Enrollment Analyst Administrative Analyst</p> <p>Doctoral Culture: Graduate Research/Writing Lab Annual Summer Institute Grad Seminars Teaching/Research Grants Branding</p> <p>Operational Cost: Space – classrooms, offices Furniture Supplies - office Equipment – office, technology</p>	<p>• Faculty as needed • Staff as needed</p> <p>Doctoral Culture: • Center for Justice in Education • Teaching/Research Assistants • Annual Conference Support • Travel</p> <p>Operational Cost: • Space – classrooms, offices • Furniture • Supplies - office • Equipment – office, technology • Branding • Support – library, technology</p>	<p>• Faculty as needed • Staff as needed</p> <p>Doctoral Culture: • Center for Justice in Education • Teaching/Research Assistants • Annual Conference Support • Travel Support</p> <p>Operational Cost: • Space – classrooms, offices • Furniture • Supplies - office • Equipment – office, technology • Branding • Support – library, technology</p>

The initial resources needed for the program include resources in the following categories: Personnel, Doctoral Culture, and Operational Costs.

Initial needs in the area of personnel are to hire two Tenure-Track positions and one part-time faculty position. These positions will fill general instructional needs for expertise in higher education. Additionally, these faculty members will assist and support summer teaching loads, boot camps, graduate writing/research labs, and graduate seminars. Resources are needed for compensation and training of Dissertation Chairs and Committee members. Additional staff will be needed to assist with marketing, promotion, and recruitment for the program as well as with application and enrollment procedures. The need for additional faculty and staff will depend on the program’s rate of growth. Additional faculty and staff will be needed as new cohorts of students are admitted each year.

The second category of resources that are needed are in the areas of cultivating a “Doctoral Culture”. CSUDH is a campus that offers much to the students who attend. The Toro Nation is a place where identities develop, undergraduate students find their niches, Master’s students confirm their purpose, and where Doctoral students will fulfill their calling. Developing a doctoral culture means that we have to create and provide opportunities for our doctoral candidates to develop their identities as professional, independent scholars and researchers. The College of Education has established a wonderful graduate level culture for our students. They have opportunities to participate in mini symposiums, webinar series, and special topic seminars.

In order to create a doctoral culture in the College of Education on the CSUDH campus at large, resources are needed to elevated student participation. Mentorships and partnerships with districts and organizations

in the community will provide students access for their research needs. Having a Graduate Writing/Research Lab focused on research, dissertation writing and publication of student and faculty work will support students' academic growth. We will create graduate seminars, symposia and colloquia on special topics connected to the scholarly community and interest of students, and an annual conference and summer institutes designed to allow students to showcase their research and glean knowledge from scholars and researchers in the field. We anticipate the need for funding to support opportunities to travel to conferences like the American Educational Research Association's Annual Meeting; all of these intentional efforts will create space for doctoral students to have pride and ownership in the CSUDH community. As the program grows, a Center for Justice in Education will add to the Doctoral Culture, providing a laboratory setting for students to exercise their newfound scholar-researcher identities. The Center will become the hub for the Graduate Writing Lab, Summer Institutes, and the Annual Conference, and will offer grant writing support across the College. Additional components will be added to the Center as needs arise.

The final category of resources needed is in the area of operations. This category includes classroom space, office space, office equipment, technology, distance learning resources, library and technical assistance, professional development for doctoral faculty, photocopying and printing, website development, office supplies and branding. These will be ongoing needs throughout the life of the program.

12. a. Description of Campus Approval Process (<https://www.csudh.edu/Assets/csudh-sites/academic-programs/docs/curriculum-forms-2019-20/new-process/new-program-program-mod-cr-process.pdf?cr-process-new-program-program-mod>)

New Degree Program & Program Modification Approval Process

Step #1: Chancellor's Office (CO) Approval to Get on the Academic Master Plan (AMP)

No new program can be implemented without first getting on the AMP. Once approved by the CO and placed on the AMP, campus has ten years to develop and implement the program.

Step #2: Campus-wide Sharing #1

Purpose: To allow affected departments to join the conversation

Step #3: Academic Programs consults with Department to Submit the WASC Substantive Change Screening Form Information about this form can be found at this link.

Step #4: Department/Dean (Program Modifications start here.)

Faculty member(s) develop the following in consultation with the Dean regarding resources & alignment with college mission: o Program description & requirements (catalogue copy) o Rationale for Program o Program Learning Outcomes (PLOs)

*Note: Dean's Impact Statement Checklist can be accessed here.

Step #5: Department Approval

Appropriate consultations have been made and addressed, including with the dean; to the proposed program is current & relevant to society's needs.

Step #6: Campus-Wide Sharing #2

Synopsis of the proposal (what we do now) with a link to the whole proposal, any objections that were raised, & explanation of how the objections have been considered.

Step #7: College Curriculum Committee

What does this committee consider?

Does the program align with the College mission?

Does the proposal makes sense/cohere in a way faculty members outside of the discipline can see and understand?

Step #8: Graduate Council (as appropriate)

What does this committee consider?

Does the program align with the standards for graduate curricula?

Do the program admission policies align with current admission standards?

Does the program's culminating experience meet the criteria as defined in Title V?

Step #9: University Curriculum Committee (UCC)

What does this committee consider?

Is this program beneficial to the campus community?? Is there a need/demand for it?

Does the program align with our Institutional Learning Outcomes (PLO to ILO alignment)?

Is the modality accurate based on WASC's definitions? (Note, almost everything will now be classified as hybrid for CO purposes, since they define "hybrid" as any mix of face-to-face and online)

Does it overlap with other programs offered at the University? Is the disciplinary lens/boundary clear and distinctive? Do the course descriptions reflect the disciplinary perspectives and approaches? o Have intra-college objections been sufficiently addressed?

Unresolved inter-college objections to Any further objections/appeals

Step #10: Provost's Office (Program Modifications stop here.)

Ensures that curriculum review process was followed appropriately

Deals with WASC screening form

Reviews Dean's Impact Statement

Reviews outcomes and assessment plan

Checks for compliance with Title V and all relevant Chancellor's Office Executive Order's

Step #11: President's Office Step #12: Chancellor's Office

Objections Process

The full details for the objections process can be found on the Curriculum Review webpage at this link.

Appeals Process

College Curriculum Committee decisions can be appealed to UCC and UCC decisions can be appealed to EPC within 10 working days of having received notification of the decision and must explain, in writing, why the department is not satisfied with the decision.

College Health, Human Services, & Nursing

Doctor of Nursing Practice: Family Nurse Practitioner (Fall 2024)

Title of Proposed Program	Doctor of Nursing Practice--Family Nurse Practitioner
Degree Designation (e.g., BS)	Doctor of Nursing Practice (DNP)
Projected Implementation Date	Fall 2024
College	Health, Human Services and Nursing
Department	Nursing
Contact Name(s) and Email(s)	Ronald Norby, Director rnorby@csudh.edu

Delivery mode of program: Fully Face-to-Face Hybrid Fully Online

13. Support Mode: State-Support Self-Support/Extended Education

14. A brief summary of the purpose and characteristics of the proposed degree program:

The proposed Doctor of Nursing Practice (DNP)—Family Nurse Practitioner program will replace the existing Master of Science in Nursing degree for Family Nurse Practitioners that has been offered at CSUDH since 1996. As proposed, the existing curriculum will be extensively revised to include doctoral level content and redesigned to include learning activities required to meet the 1000-hour direct-care requirements for doctoral nursing programs. The program will be structured to so that students can complete the course of study in the least time possible if they choose to do so but it will offer flexibility so that students can also undertake study at their desired pace. The DNP program will take full advantage of CSUDH Nursing’s unique approach to on-line learning which has distinguished our nursing programs over the years.

Importantly, this proposed conversion of the CSUDH Family Nurse Practitioner (FNP) program will address the national mandate to convert Nurse Practitioner and other Advanced Practice Nursing programs from masters-level programs to DNP programs. The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) have promulgated position statements that target conversion of existing masters-level Nurse Practitioner programs to DNP programs by calendar year 2025. A large number of FNP programs throughout the nation have already undertaken this conversion and are currently offering DNP degrees for students completing their programs. Many of the competitive schools in Southern California have also completed this conversion, which will soon impact the number of applicants for the CSUDH FNP program unless the program remains competitive. It is imperative that CSUDH undertake this conversion to maintain its competitive position. The AACN is the accrediting body for the CSUDH FNP program and it is yet to be determined how AACN will deal with programs that have not undertaken conversion when they make accreditation visits. Conceivably, such lack of conversion could place national accreditation in jeopardy.

15. List the program learning objectives:

- A. Develop a detailed understanding of the role, responsibilities and expectations for scholarly endeavor as a Doctor of Nursing Practice, including full understanding and incorporation of the nationally promulgated *AACN Essentials* promulgated by the American Association of Colleges of Nursing (AACN).

B. Possess knowledge of and demonstrate expertise in integrative clinical scholarship, the ability to analyze peer reviewed studies and incorporate evidence-based research into Advanced Family Nurse Practitioner clinical practice.

C. Demonstrate expertise in designing interventions in primary care healthcare settings that positively impact the design, redesign or implementation of improvements in key patient outcomes in conditions and diseases commonly encountered in primary care settings.

D. Articulate current social, cultural, political, environmental, institutional and economic issues to examine how they impact healthcare delivery, financing, advocacy, scopes of practice and the delivery of care for patients, families, communities and the general population.

E. Apply nursing and other theories along with complexity, leadership, and information science in planning, organizing, and evaluating care practices

F. Demonstrate advanced clinical practice skills for families across the lifespan through completing comprehensive plans of care that integrate assessment, clinical reasoning, patient education, referral, and follow up that integrates with various complex healthcare systems.

16. Suggested CIP code: 51.3818 Nursing Practice or 51.3805 Family Practice Nurse/Nursing

17. For new degree programs that are not already offered in the CSU, provide a compelling rationale explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level

The Doctor of Nursing Practice will be a new degree for CSUDH; however, the Family Nurse Practitioner program has existed for many years. The DNP will offer new rigor to the existing masters program and will incorporate content to meet national promulgated standards for doctoral programs in nursing which meet all accreditation requirements. The Family Nurse Practitioner program has traditionally been evaluated by students, employers of graduates and accrediting bodies as an academically sound program that has graduated excellent practitioners.

18. The program's fit with the campus mission and strategic plan:

This program fits with the campus mission in that it will provide advanced education to registered nurses to enable them to work in an expanded role as advanced practice nurses. Making the program online ensures accessibility for registered nurses who typically work all shifts, around the clock. This program will significantly address the shortage of primary care health care providers in California and provide programs that nurses from diverse backgrounds continue to demand to meet their career goals.

19. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)			
Number of Graduates (Cumulative)	14-18	14-25	14-30

Evidence: Current FNP Program New Admits: Fall 2018 -22; Fall 2019-19, Fall 2020-18; Fall 2021-26

Workforce demands and employment opportunities for graduates: Describe the demands and opportunities, as well as the evidence you have used to make these claims.

Recent studies from the Board of Labor statistics have indicated that the demand for Nurse Practitioners will represent one of the top employment needs in the next five years. The U.S. Department of Health and Human Services Health Resources and Services Administration is projecting that by 2025, the nation must increase the number of new Nurse Practitioner graduates by approximately 20%. In California, despite the number of accredited schools of nursing, it is projected that by the year 2030 California will have a shortage of approximately 140,000 nurses. According to the American Journal of Medical Quality the shortage of nurses in California would represent one of the nation's largest nurse shortages.

20. Other relevant societal needs:

There is a dire projection that physicians, particularly those providing primary care services, will not be in sufficient supply to meet the burgeoning need. Nurse Practitioners are ideally prepared to provide these services and are currently doing so, particularly in underserved and rural areas. Dealing with these shortages will require talented nurse practitioners to design and provide services in an everchanging healthcare environment as well as to move into faculty roles to facilitate expanding the numbers of nurse-practitioners. The proposed Family Nurse Practitioner DNP program will do both since the graduates of the DNP program would be able to transition to faculty roles as well as the advanced clinical role.

21. An assessment of the required resources and the campus commitment to allocating those resources:

Since CSUDH currently has a Family Nurse Practitioner master's program, most faculty positions have already been allocated for the program. Faculty can easily be transitioned to the DNP program. The current practice within the CSU system for compensating faculty teaching DNP courses, however, differs because of the high level of expectations for student mentoring and faculty teaching 3-unit DNP courses are paid 4 units for the course. In addition, faculty assigned as Chair or Member for the DNP projects that all students must complete are compensated for serving in that capacity at the rate of 1 unit for Chair and 0.5 unit for Member. Therefore, there will be some need for budgeting faculty compensation to meet these needs. It may also be necessary to upgrade the qualifications of faculty through faculty attrition and setting new faculty recruitment requirements for the DNP program. Since the DNP program is new in the CSU system and will be totally new for CSUDH, it is anticipated that there will need for additional collaborative support from pertinent university administrative departments to accommodate doctoral education. Additionally dedicated support would need to be in place for academic writing support/tutoring, library support and statistical analysis. It is unknown if resources to provide this support are currently in place and/or could be absorbed by those departments without the addition of staff. The current masters and proposed DNP didactic portion of the program is on-line with three on-campus face to face meetings each semester. The clinical placements are in community healthcare facilities so there would be no anticipated needs for additional space.

22. a. Description of Campus Approval Process

b. Approval Signatures

College of Natural & Behavioral Sciences

Bachelor of Science: Environmental Science (Fall 2024)

Title of Proposed Program	Bachelor of Science Environmental Science
Degree Designation (e.g., BS)	BS
Projected Implementation Date	Fall 2024
College	Natural and Behavioral Sciences
Department	Earth Science and Geography
Contact Name(s) and Email(s)	Parveen Chhetri (pchhetri@csudh.edu); Tianjun Lu (tilu@csudh.edu)

23. Delivery mode of program: Fully Face-to-Face Hybrid Fully Online

24. Support Mode: State-Support Self-Support/Extended Education

25. A brief summary of the purpose and characteristics of the proposed degree program:

The BS in environmental science is a four-year degree designed for students to learn across a variety of science fields such as chemistry, biology, earth sciences, geography and ecology. This program provides students with a solid interdisciplinary foundation to analyze human-environment interactions using in-class, field and virtual research through application of analytical and scientific methods.

26. List the program learning objectives:

- a. Apply foundational knowledge from environmental science disciplines to address prominent environmental challenges.
- b. Understand major environmental policies and strategies in monitoring, assessment, and remediation.
- c. Demonstrate skills to collect, analyze, and interpret environmental data.
- d. Communicate scientific ideas effectively and efficiently.
- e. Prepare for environmental professions and further education through graduate studies.

27. Suggested CIP code: 03.0104

28. For new degree programs that are not already offered in the CSU, provide a compelling rationale explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level

- a. There is a very clear emerging need for training next-generation scientists to resolve current and future environmental challenges and uncertainties (e.g., climate change, wildfires, drought, environmental justice, air pollution).
- b. The CSU system is strongly promoting environmental education and environmental sustainability.

- c. The number of underrepresented minority students (URM) in STEM education remains low, and this new program will attract URM students (especially given their exposure to environmental justice issues in their communities).
- d. Environmental science enlightens us on how to conserve our environment with increasing human population growth and anthropogenic activities that degrade natural resources and ecosystems.
- e. The program is "interdisciplinary" in every aspect.
- f. There are few CSU campuses offering the BS in Environmental Science, especially in Southern California.

29. The program’s fit with the campus mission and strategic plan: The proposed BS in Environmental Science degree is aligned with the CSUDH mission and strategic plan to provide transformational education. It also aligns with the mission and strategic plan to produce cutting-edge research and sustainable initiatives for the benefit of the local South Bay region and beyond. Environmental Science education will also help CSUDH students distinguish themselves not only by their intellect, creativity, and determination but also by their commitment to making a difference in the world. Further, we believe that the BS in Environmental Science degree will help CSUDH in its goal towards becoming a “top-performing Comprehensive Model Urban University”, thus serving as a vital educational resource and economic driver in the South Bay region.

30. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	20	30	50
Number of Graduates (Cumulative)		15	25

Evidence:

31. Workforce demands and employment opportunities for graduates: The field of Environmental Science education is much needed in this era of uncertainty, and is growing rapidly due to issues such as climate change, wildfire, drought, environmental pollution and environmental justice. Individuals who pursue an Environmental Science degree have many options when it comes to jobs, including a career as an environmental scientist, environmental engineer, environmental technician, environmental science teacher, environmental consultant, environmental biologist, water quality scientist, environmental health and safety officer, and many more.

32. Other relevant societal needs:

33. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.
The Department of Earth Science and Geography is in a good position to offer the BS in Environmental Science degree. We already teach numerous relevant courses that can directly fit into the elective and required course categories of the proposed degree. These include Natural Resources,

Environmental Analysis and Planning, Environmental Geology, Geographic Information Systems (GIS), Global Change, Human Environment, Remote Sensing, and World Ocean. Notably, our two new faculty (Dr. Parveen Chhetri, Dr. Tianjun Lu) are well versed in the field of environmental science, and capable of offering new courses in the subject (e.g., Introduction to Environmental Science, Environmental Air Pollution, Solid Waste Management, Urban Planning, Climate Change and Forest Fires). Lastly, we note that the Department of Earth Science and Geography also currently houses the MS in Environmental Science program, and thus there is already an educational infrastructure in place in regard to Environmental Science.

Campus-Wide Proposal Sharing

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 400 Proseminar in History

Proposer: Laura Talamante

Type of Change: Course Modification – GWAR-Certifying

Course Description: Provides advanced disciplinary training designed to prepare students to undertake independent historical research. Offers advanced instruction in historical research and writing through exercises in historiographic analysis based on intensive collective studies of important events or themes in history.

Summary of Change and Rationale: HIS 400 has been modified to meet GWAR-Certifying requirements. All majors in History and the History-Education Option are required to take HIS 400, which is one of three core courses in the major. Students must complete HIS 300 with a “C” or better to enroll in HIS 400. It is a writing-intensive course with embedded HIPs for advanced disciplinary training designed to prepare students to undertake independent historical research in HIS 490 (HIS 400 & HIS 490 are cohosted courses). It offers advanced instruction in historical research and writing through exercises in historiographic analysis based on intensive collective studies of important events or themes in history. Projects are scaffolded to strengthen reading, critical analysis, research, and writing skills with informal and formal written assignments. Modification’s address aligning course content, assignments, and Student Learning Outcomes to GWAR Program Learning Outcomes. The redesigned course includes informal and formal reflective writing to help students with research, writing, and professional development metacognition.

Program/Course Name: IDS 397 Writing Adjunct

Proposer: Anne Soon Choi

Type of Change: Course Modification – GWAR-Certifying

Course Description: IDS 397/IDS 398 a linked sequence provides the opportunity for students to develop a writing practice that allows them to situate themselves as writers within broader disciplinary conversations. The development of this writing practice will culminate in a writing portfolio.

Summary of Change and Rationale: The rationale for this course modification is the new GWAR requirement that requires all previous GWAR courses to be revised to meet the new GWAR standards

Program/Course Name: IDS 398 Writing Adjunct

Proposer: Anne Soon Choi

Type of Change: Course Modification – GWAR-Certifying

Course Description: IDS 397/IDS 398 a linked sequence provides the opportunity for students to develop a writing practice that allows them to situate themselves as writers within broader disciplinary conversations. The development of this writing practice will culminate in a writing portfolio.

Summary of Change and Rationale: The rationale for this course modification is the new GWAR requirement that requires all previous GWAR courses to be revised to meet the new GWAR standards.

Program/Course Name: IDS 490 Interdisciplinary Studies Senior Seminar

Proposer: Anne Soon Choi

Type of Change: Course Modification – GVAR-Certifying

Course Description: Students will produce an original research paper grounded in theories of race, class, gender and sexuality. Students will engage in developing a writing practice that includes the critical evaluation of sources and data, the process of revision and peer review.

Summary of Change and Rationale: The rationale for this course modification is the new GVAR requirement that requires all previous GVAR courses to be revised to meet the new GVAR standards

Program/Course Name: MUS 100 Concert Music I

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Grade based on verified attendance at seven approved concerts and final essay exam. Open to all students. Repeatable once. CR/NC grading.

Summary of Change and Rationale: Music 100 is a course where students attend six concerts of live music performances, writing concert reports for each. This report is a piece of journalism, and as such, must convey the essential facts of the performance, including date, time, place, repertoire, and performers. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 101 Introducing Music

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: The technique of listening to music. The elements of music, musical form, and historical style. Concert attendance and discussion will be an integral part.

Summary of Change and Rationale: MUS 101 (Introducing Music) is a lecture course that introduces the technique of listening to music as well as the elements of music, musical forms, and historical styles. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 109 Intro to Musicianship

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course.

Summary of Change and Rationale: MUS 108 (Introduction to Musicianship), formerly MUS 109, is a developmental course which is not officially required for the music degree but prepares students lacking a basic foundation in these skills for Musicianship I. We have offered Musicianship I at the 200-level for years but in response to a Chancellor's Office request we will now offer it at the 100-level.

Program/Course Name: MUS 181 Beginning Piano I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: None.

Summary of Change and Rationale: Change of title to align with other music courses instructing remedial skill courses.

Program/Course Name: MUS 182 Beginning Piano I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Beginning instruction in keyboard technique. Repeatable course. Two hours of activity per week.

Summary of Change and Rationale: Change of title to align with other music courses instructing remedial skill courses.

Program/Course Name: MUS 200 Concert Music II

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Grade based on verified attendance at seven approved concerts and final essay exam. Open to all students. Repeatable once. CR/NC grading.

Summary of Change and Rationale: Music 200 is a course where students attend seven concerts of live music performances, writing concert reports for each. This report is a piece of journalism, and as such, must convey the essential facts of the performance, including date, time, place, repertoire, and performers. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 201 Music in Film

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: This course traces the history and development of music in films from the 1930s to present and is open to students of any major. Through readings, lectures, critical listening, and viewing of films, students study the process and art of film scoring as well as music's continually changing relationship with film. Other topics include compositional styles, musical and cultural diversity, and listening critically to film scores while watching movies.

Summary of Change and Rationale: MUS 201 (Music in Film) is a lecture course examining film music from the 1930s to present-day. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 209 Musicianship Skills

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Ear training, sight-singing, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 112 and MUS 113. Repeatable course.

Summary of Change and Rationale: MUS 109, formerly MUS 209, is being moved from the 200-level to the 100-level in response to the Chancellor's Office request that we do so. Most music programs in the CSU system have Musicianship at the 100-level and Advanced Musicianship at the 200-level. This ensures that qualified transfer student will receive credit for musicianship/ear-training classes they took at community college and not delay graduation.

Program/Course Name: MUS 210 Music Theory I

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Musical theory emphasizing materials from the Common Practice Period (1700-1900). The vocabulary of diatonic scales and modes, chords and their relationships, phrase structure and cadences, harmonic progressions, non-harmonic tones, and the techniques of harmonization.

Summary of Change and Rationale: MUS 112, formerly MUS 210, is being moved from the 200-level to the 100-level in response to the Chancellor's Office request that we do so. Most music programs in the CSU system have Music Theory I and II at the 100-level and Advanced Music Theory I and II at the 200-level. This ensures that qualified transfer students will receive credit for the theory classes they took at community college and not delay graduation.

Program/Course Name: MUS 211 Music Theory II

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Chromatic Harmony of the Common Practice Period. Harmonic analysis, secondary dominants, modulation, borrowed chords, augmented sixth chords. Neapolitan sixth chords, diminished sevenths, and ninth, eleventh, and thirteenth chords.

Summary of Change and Rationale: MUS 113, formerly, MUS 211, is being moved from the 200-level to the 100-level in response to the Chancellor's Office request that we do so. Most music program in the CSU system have Music Theory I and II at the 100-level and Advanced Music Theory I and II at the 200-level. This ensures that qualified transfer students will receive credit for the theory classes they took at community college and not delay graduation.

Program/Course Name: MUS 250 History of Rock

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: This course studies the origins and movements of rock music including blues, original R&B, soul, funk, and hip-hop. Includes historical development and social contexts, associated styles, and sub-genres, aesthetics, meanings, and musical technology. Examines influential and innovative performers, songwriters, and producers.

Summary of Change and Rationale: MUS 250 (History of Rock) is a lecture course examining the origins and movements of rock music including blues, original R&B, soul, funk, and hip-hop. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 281 Intermediate Piano I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: None.

Summary of Change and Rationale: Change of course number and title to meet NASM numbering requirement and align title with other lower-level music courses.

Program/Course Name: MUS 282 Intermediate Piano II

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: None.

Summary of Change and Rationale: Change of course number, prerequisite, and title to meet NASM numbering requirement, align title with other lower-level music courses, and correct prerequisite course number due to other course mods.

Program/Course Name: MUS 300 Concert Music III

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Grade based on verified attendance at seven approved concerts and final essay exam. Open to all students. Repeatable once. CR/NC grading.

Summary of Change and Rationale: Music 300 is a course where students attend seven concerts of live music performances, writing concert reports for each. This report is a piece of journalism, and as such, must convey the essential facts of the performance, including date, time, place, repertoire, and performers. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 309 Advanced Musicianship Skills

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic, and rhythmic dictation. This course parallels works in MUS 212 and MUS 213 and proved preparation for the Musicianship Proficiency Exam. Repeatable course.

Summary of Change and Rationale: MUS 209, formerly MUS 309, is being moved from the 300-level to the 200-level in response to the Chancellor's Office request that we do so. Most music programs in the CSU system have Musicianship at the 100-level and Advanced Musicianship at the 200-level. This ensures that qualified transfer students will receive credit for musicianship/ ear-training classes they took at the community college and not delay graduation.

Program/Course Name: MUS 310 Advanced Music Theory I

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Structural, contrapuntal, and harmonic analysis of musical forms from the Medieval through the Classical periods. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition.

Summary of Change and Rationale: MUS 212, formerly, MUS 310, is being moved from the 300-level to the 200-level in response to the Chancellor's Office request that we do so. Most music program in the CSU system have Music Theory I and II at the 100-level and Advanced Music Theory I and II at the 200-level. This ensures that qualified transfer students will receive credit for the theory classes they took at community college and not delay graduation.

Program/Course Name: MUS 311 Advanced Music Theory II

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Structural, harmonic, and contrapuntal analysis of musical forms from the Romantic period through the Twentieth Century. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition.

Summary of Change and Rationale: MUS 213, formerly MUS 311, is being moved from the 300-level to the 200-level in response to the Chancellor's Office request that we do so. Most music programs in the CSU system have Music Theory I and II at the 100-level and Advanced Music Theory I and II at the 200-level. This ensure that qualified transfer students will receive credit for the theory classes they took at community college and not delay graduation.

Program/Course Name: MUS 320 Advanced Voice Class

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week.

Summary of Change and Rationale: Change of course number, title, prerequisite, and description to better align with other music techniques classes while altering a course deemed unnecessary for the music education degree.

Program/Course Name: MUS 325 Conducting

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: An introduction to the basic techniques of conducting both instrumental and choral groups. Score reading, baton technique and fundamentals of interpretation. Repeatable course. Two hours of lecture and two hours of activity per week.

Summary of Change and Rationale: Change of title and description to better articulate and add focus to

the course and its content.

Program/Course Name: MUS 381 Advanced Piano I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Advanced instruction in keyboard technique. Development of solo repertoire and preparation for the Piano Proficiency Exam. Repeatable course. Two hours of activity per week.

Summary of Change and Rationale: Change of course number, prerequisite, and title to meet NASM numbering requirement, align title with other lower-level music courses, and correct prerequisite course number due to other course mods.

Program/Course Name: MUS 382 Advanced Piano II

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: None.

Summary of Change and Rationale: Change of course number, prerequisite, and title to meet NASM numbering requirement, align title with other lower-level music courses, and correct prerequisite course number due to other course mods.

Program/Course Name: MUS 400 Concert Music IV

Proposer: Scott Morris

Type of Change: Course Modification

Course Description: Grade based on verified attendance at seven approved concerts and final essay exam. Open to all students. Repeatable once. CR/NC grading.

Summary of Change and Rationale: Music 400 is a course where students attend seven concerts of live music performances, writing concert reports for each. This report is a piece of journalism, and as such, must convey the essential facts of the performance, including date, time, place, repertoire, and performers. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery.

Program/Course Name: MUS 420 Vocal and Choral Techniques

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Voice physiology and function, common vocal faults, pedagogical approaches, and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.

Summary of Change and Rationale: Changes to the title, prerequisite, and description to provide more focus to the content that will better serve students obtaining a music education degree.

College of Business Administration & Public Policy

No submissions received

College of Education

Program/Course Name: B.A. Liberal Studies: Integrated Teacher Education – Mild/Moderate

Proposer: Laurie Inman

Type of Change: Program Modification

Summary of Change and Rationale: The Liberal Studies Integrated Mild Moderate program must make modifications to align with the necessary changes to the special education curriculum. The program will add SPE 451: Biomedical Information and Technological Interventions with Children with Disabilities, add LBS 402: Liberal Studies ITEP Capstone, an existing course for ITEP students who prepare the CTC assessment (CalTPA) and remove LBS 302: Responsive Teaching and Classroom Management. The revision to SPE 479 of changing the course number to SPE 477 (Final Fieldwork for Mild/Moderate Support Needs (ITEP) will occur automatically through the SPE program modification and will reduce the number of units for student teaching to maintain the 135 units maximum for ITEP students.

The course changes are necessary to make in the LBS Integrated Program for Mild/Moderate due to the modifications of the Special Education curriculum per the new program standards from the Commission on Teacher Credentialing. With the new requirement that Education Specialists candidates also complete the state performance assessment (CalTPA), it is critical to add the capstone course (LBS 402) and provide the same guidance and support that general education candidates receive.

Program/Course Name: M.A. Special Education

Proposer: Kate Esposito

Type of Change: Program Modification

Summary of Change and Rationale: SPE 477 is being added to the Liberal Studies Integrated Teacher Education Program to assist candidates in meeting the Commission on Teacher Credentialing requirements. for the Education Specialist Credential.

Program/Course Name: Early Childhood Special Education

Proposer: Kate Esposito

Type of Change: Program Modification

Summary of Change and Rationale: The Special Education program is proposing several minor modifications to the Educational Specialists Teaching Credential Programs to meet the California's Commission on Teacher Credentialing new credential requirements

- Change title and modify content of three SPE ECSE Courses
 - PE 458 Managing Learning Environments in Special and General Education Settings To Positive Classroom Environments
 - SPE 462 Language Disorder and Communication to Language, Literacy and Cognition
 - SPE 405 Collaborating to Develop Self-Determined Learners to Collaboration with Families and School Personnel
- Change course numbering of student teaching credential coursework from 500 level to 400 level (SPE 551 Bio Medical, ECSE 575 Student Teaching ECSE)
- Remove SPE 481, SPE 549, SPE 550, SPE 553, SPE 552, TED 403 and HEA 300 as required courses for the ECSE Credential
- Add the following required coursework
 - LBS 310: Early Language and Literacy,
 - SPE 467: Assessment in Special Education Settings,
 - SPE 456 Early Fieldwork General and Special Education Settings,
 - SPE 488 Cal TPA Special Education and
 - TED 410 Math Methods

- Change in Units for the following Supervision Coursework
 - SPE 523 and SPE 525 Induction Seminar from 3 units to 6 units
 - SPE 455 and SPE 555 Final Fieldwork from 6 units to 13 Units

Program/Course Name: Mild/Moderate Special Education

Type of Change: Program Modification

Summary of Change and Rationale: The Special Education program is proposing several minor modifications to the Educational Specialists Teaching Credential Programs to meet the California's Commission on Teacher Credentialing new credential requirements

- Change title of program from Educational Specialists Mild/Moderate Disabilities to Educational Specialists Mild Moderate Support Needs
- Change title and modify content of three SPE MMSN Courses:
 - SPE 458 Managing Learning Environments in Special and General Education Settings to Positive Classroom Environments
 - SPE 462 Language Disorder and Communication to Language, Literacy and Cognition
 - SPE 405 Collaborating to Develop Self-Determined Learners to Collaboration with Families and School Personnel
 - SPE 467 Assessment and Curriculum for Student with Mild/Moderate Disabilities to Assessment in Special Education Settings
 - SPE 468 Curriculum and Instruction Mild Moderate Disabilities to Curriculum and Instruction Students Mild
- Moderate Support Needs: STEAM
- Remove SPE 481, SPE 504 and HEA 300 as required courses for the MMSN Credential
- Add the following required coursework, SPE 488 Cal TPA Special Education
- Add SPE 477 Directed Teaching MMSN ITEP
- Change in Units for the following Supervision Coursework
 - SPE 523 and SPE 525 Initial and Advanced Fieldwork Intern Candidates from 3 units to 6 units
 - SPE 479 and SPE 5579 Final Fieldwork for Mild Moderate Support Needs Candidates from 6 units to 13 Units

Program/Course Name: Moderate Severe Disabilities Credential

Proposer: Kate Esposito

Type of Change: Program Modification

Summary of Change and Rationale: The Special Education program is proposing several minor modifications to the Educational Specialists Teaching Credential Programs to meet the California's Commission on Teacher Credentialing new credential requirements

- Change title of program from Educational Specialists Mild/Moderate Disabilities to Educational Specialists Mild Moderate Support Needs
- Change title and modify content of three SPE MMSN Courses:
 - SPE 458 Managing Learning Environments in Special and General Education Settings to Positive Classroom Environments
 - SPE 462 Language Disorder and Communication to Language, Literacy and Cognition
 - SPE 405 Collaborating to Develop Self-Determined Learners to Collaboration with Families and School Personnel
 - SPE 467 Assessment and Curriculum for Student with Mild/Moderate Disabilities to Assessment in Special Education Settings
 - SPE 468 Curriculum and Instruction Mild Moderate Disabilities to Curriculum and Instruction Students Mild
- Moderate Support Needs: STEAM

- Remove SPE 481, SPE 504 and HEA 300 as required courses for the MMSN Credential
- Add the following required coursework, SPE 488 Cal TPA Special Education
- Add SPE 477 Directed Teaching MMSN ITEP
- Change in Units for the following Supervision Coursework
 - SPE 523 and SPE 525 Initial and Advanced Fieldwork Intern Candidates from 3 units to 6 units
 - SPE 479 and SPE 5579 Final Fieldwork for Mild Moderate Support Needs Candidates from 6 units to 13 Units

Program/Course Name: SPE 405 Collaborating to Develop Self-Determined Learners

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: This course is designed to develop expertise in working with stakeholders in the education of children and youth with special needs as they transition to different levels of education into adulthood.

Summary of Change and Rationale: Change in title from Collaborating to Develop Self Determined Learners to Collaboration with Families and School Personnel

- Eliminate prerequisites: SPE 481, LBS 301 and LBS 370
- Add on-line and hybrid as modes of instruction

This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing. The proposed title and course description reflects modifications made in course content as well as current terminology used in the field of special education.

Program/Course Name: SPE 456 Field Experience in General & Special Education

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Supervised observation and participation in general and special education settings (50 hours in each setting). General education focuses on classroom interactions and teaching responsibilities with students in pre-K-high school. Special Education focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. Fieldwork and seminar. Credit/no credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 458 Behavior Managements in School Settings

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Survey and practice of research-based techniques for managing and motivating the behavior of students at-risk, or with mild, moderate or severe disabilities in special or general education settings. Examination of current laws, regulations and practices regarding behavior management in special education. Field projects included

Summary of Change and Rationale: Change in Title from Behavior Management in School Settings to Positive Classroom Environments.

- Eliminate prerequisites: SPE 480, SPE 481, LBS 301 and LBS 370
- Add on-line and hybrid as modes of instruction

This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing. The proposed title and course description reflects modifications made in course content as well as current terminology used in the field of special education.

Program/Course Name: SPE 461 Typical and Atypical

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Overview of development of children with and without disabilities including physical growth/development, cognitive, motor, social/emotional development, cultural and genetic contributors to atypical outcomes. Integrates theory and research into effective practice for working with children who manifest a range of disabilities.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 462 Language Disorders and Communication

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Basic concepts of language structure, normal and disordered speech and language development; relevant diagnostic-prescriptive methods for the classroom teacher; and the use of specialized services. Additionally, theoretical perspective; cultural difference and the relationship between language disorders and academic learning.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 465 Curriculum & Instruction Moderate/Severe

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Review of current issues and research on effective teaching practices for students with moderate/severe disabilities. Practice in developing and delivering curricula appropriate to the student's development and functional needs. Generalization of effective teaching techniques to a variety of skill areas and environments. Field projects.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 467 Assessment of Students with Mild/Moderate Disabilities

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Acquisition of knowledge and skill in using formal and informal assessment and evaluation procedures for individuals with mild/moderate disabilities, including K-12 students with Autism. Assessment information used to develop appropriate individual educational plans and curriculum management systems. Field projects required.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 468 Instructional Strategies for Individuals w/Mild/Moderate Disabilities

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Review of issues and research regarding teaching practices effective for students with mild/moderate disabilities. Supervised practice in small group instructional strategies. Generalization of effective teaching techniques to a variety of curricula and content areas appropriate to students with learning disabilities.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 477 Student Teaching Mild/Moderate Support Needs

Proposer: Laurie Inman

Type of Change: New Course

Course Description: Supervised experience in an approved public-school education program under the guidance of a university supervisor and district mentor for students with mild/moderate disabilities. Integrates learned theoretical models with practical, hands-on experience in planning, implementing, and evaluating intervention strategies and outcomes.

Summary of Change and Rationale: SPE 477 is being added to the Liberal Studies Integrated Teacher Education Program to assist candidates in meeting the Commission on Teacher Credentialing requirements. for the Education Specialist Credential.

Program/Course Name: SPE 488 CALTPA for Educational Specialists

Proposer: Kate Esposito

Type of Change: New Course

Course Description: This capstone experience is designed to link theory and practice, as students reflect on their learning, connecting subject matter knowledge and the teaching profession. Students will complete a philosophy of education and website portfolio that substantiates their learning in the major and complete an instructional cycle in an elementary classroom aligned with Cycle 1 or 2 of the required summative assessment to demonstrate competency in all Teacher Performance Expectations (EdSp CalTPA). Candidates will focus on student learning, selecting a learning segment, submitting teaching artifacts and analyzing, as well as assessing the teaching event.

Summary of Change and Rationale: Add new class SPE 488 CalTPA for all Educational Specialists Credentials (MMSN, ESN and ECSE).

This class is designed in response to state accreditation requirements from the California Commission on Teacher Credentialing. The proposed course will assist Special Education Candidates in meeting a CTC requirement, passage of the Cal TPA Assessment.

Program/Course Name: SPE 523 Special Education Intern Initial Field Experience

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Observation and evaluation of intern candidates' initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

- Change in units from 3 to 6 units.
- Eliminate prerequisite: SPE 481 add Prerequisite SPE 480
- Add on-line and hybrid as modes of instruction

Program/Course Name: SPE 525 Special Education Intern Advanced Field Experience

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Observation and evaluation of intern candidates' initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 545 Curriculum and Instruction in Early Childhood Special Education

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Observation and evaluation of intern candidates' initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

- Change in units from 3 to 6 units.
- Eliminate prerequisite: SPE 481 add Prerequisite SPE 480
- Add on-line and hybrid as modes of instruction

Program/Course Name: SPE 551 Biomedical Information & Technological Interventions

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Review of physical disabilities, presentation, etiology, behavioral/psychosocial sequelae, and impact on development. Medical care required for monitoring and ongoing management, technological procedures, and accommodations to facilitate full inclusion of medically fragile children in school and community settings. Field experience included.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 555 Directed Teaching in Early Childhood Special Education

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Student must be in the last semester of credential program. Supervised teaching in an approved public school education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in elementary/secondary/post-secondary special education programs. Fieldwork and seminars. Credit/No Credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

Program/Course Name: SPE 565 Curriculum & Instruction Moderate/Severe

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Review of current issues and research on effective teaching practices for students with moderate/severe disabilities. Practice in developing and delivering curricula appropriate to the student's development and functional needs. Generalization of effective teaching techniques to a variety of skill areas and environments. Field projects.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

- Change in number from SPE 565 to SPE 465
- Add on-line and hybrid as modes of instruction
- Removal of SPE 481 as a prerequisite course. SPE 481 is no longer required for the Extensive Support Needs Credential. This change also enables master's students use this class as an elective.

Program/Course Name: SPE 575 Student Teaching in Early Childhood Special Education

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Student must be in the last semester of credential program in ECSE. Supervised experience with young children (birth-5 years) with mild, moderate and severe disabilities in early intervention/educational settings with the guidance of a master teacher. Integrates learned theoretical models with everyday situations in planning, implementing and evaluating intervention strategies. Seminars and fieldwork. Credit/No-Credit grading.

Summary of Change and Rationale: This change is being made in response to state accreditation requirements from the California Commission on Teacher Credentialing.

- Change in units from 9 to 13 units.
- Eliminate prerequisite: SPE 481 add Prerequisite SPE 480
- Change from 500 level to 400 level. All fieldwork classes for students completing student teaching pathway are 400 level.
- Add on-line and hybrid as modes of instruction

Program/Course Name: Child Welfare and Attendance Authorization Credential

Proposer: Adrieon Mancillas

Type of Change: Program Modification

Summary of Change and Rationale: The Counseling program currently offers a specialization to the PPS Credential in School Counseling called the Child Welfare and Attendance (CWA). The PPS and CWA are issued by our accrediting body, the California Commission on Teacher Credentialing (CCTC). CCTC has changed the standards for the CWA authorization, which will go into effect July 2022. CCTC no longer requires that the CWA consist of a nine-unit program as it is currently, and instead is recommending School Counseling programs embed CWA content into their PPS credential curriculum. To this end, we would like to remove our PPS 555 CWA Fieldwork course from the program and embed its content into the remaining two CWA courses (PPS 557 and PPS 558). The removal of PPS 555 will also require course modifications for PPS 557 and PPS 558 in order to correct the existing corequisites, course descriptions, and move to a hybrid format (the format that PPS 555 was offered in).

Program/Course Name: PPS 538 Fieldwork in College Counseling

Proposer: Adrieon Mancillas

Type of Change: Course Modification

Course Description: Advanced field experience directly related to the functions and responsibilities of college counselors. Experience a minimum of two different settings within a college campus is required.

Summary of Change and Rationale: The Counseling program requests to change the mode of delivery of PPS 538 Fieldwork in College Counseling to a hybrid course. During the pandemic when we shifted to online delivery, we discovered that a hybrid delivery of PPS 538 has better met the needs of students because they did not have to leave their fieldwork sites early to come to class on-campus. Students have commented that taking the PPS 538 course synchronously online combined with face-to-face meetings at their sites, has allowed them to better accomplish the instructional goals of the course, especially those who are working at college sites far from campus.

Program/Course Name: PPS 555 Child Welfare and Attendance Fieldwork

Proposer: Adrieon Mancillas

Type of Change: Deactivate Course/Freeze

Course Description: Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors. Students will work with pupils to apply and implement school attendance improvement strategies and truancy intervention measures and procedures. CR/NC grading.

Summary of Change and Rationale: We wish to deactivate / freeze the PPS 555 Child Welfare and Attendance Fieldwork course because our accrediting body, CCTC, has changed the requirements for the CWA, authorization (an added, optional authorization to the PPS Credential in School Counseling). Due to the new standards and CTC's recommendation to embed CWA content into existing coursework, we wish to remove PPS 555 and embed the fieldwork content into the existing CWA courses: PPS 557 and PPS 558. This not only will help us align with the new CCTC standards but will also streamline the requirements for students by reducing their CWA authorization requirements from nine units to six.

Program/Course Name: PPS 557 Child Welfare and Attendance

Proposer: Adrieon Mancillas

Type of Change: Course Modification

Course Description: Provides knowledge and skill in program leadership and management, collaboration and partnerships, assessment, and evaluation of barriers to student learning and monitoring Average Daily Attendance, utilizing legal and procedural strategies associated with building maximum levels of school attendance.

Summary of Change and Rationale: To better align with the new CA School Counseling standards that go into effect Fall 2022, we are proposing to modify this PPS 557 course to correct the co-requisite, modify the course description, and modify from face to face to hybrid format, which would enable students to better accomplish the required fieldwork hours for this course.

Program/Course Name: PPS 558 School Attendance Improvement & Truancy Remediation

Proposer: Adrieon Mancillas

Type of Change: Course Modification

Course Description: Provides knowledge and skill in providing programs and services to remove barriers to learning and improve pupil attendance. Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors is required.

Summary of Change and Rationale: To better align with the new CA School Counseling standards that go into effect Fall 2022, we are proposing to modify this PPS 558 course to correct the co-requisite, modify the course description, and modify from face to face to hybrid format, which would enable students to better accomplish the required fieldwork hours for this course.

Program/Course Name: PPS 575 Fieldwork in School Counseling

Proposer: Adrieon Mancillas

Type of Change: Course Modification

Course Description: Prerequisite: Consent of instructor. Field experience directly related to functions and responsibilities of certificated school counselors. Experience in two different settings, including a cross-cultural experience, is required. CR/NC grading. Repeatable course.

Summary of Change and Rationale: The Counseling program requests to change the mode of delivery of PPS 575 Fieldwork in School Counseling to a hybrid course, as well as to update the course description to align with current terminology of the field. During the pandemic when we shifted to online delivery, we discovered that a hybrid delivery of PPS 575 has better met the needs of students because they did not have to leave their fieldwork sites early to come to class on-campus. Students have commented that taking the PPS 575 course synchronously online combined with face-to-face meetings at their sites, has allowed them to better accomplish the instructional goals of the course, especially those who are working at school sites far from campus.

College of Extended & International Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: M.S. in Marital & Family Therapy

Proposer: Monique Willis

Type of Change: Program Modification

Summary of Change and Rationale: The Marital and Family Therapy (MFT) department is proposing and seeking approval to modify its existing Master of Science in Marital and Family Therapy program currently under curriculum review. The current master's degree program is a qualifying degree program for The Board of Behavioral Sciences (BBS) meets the requirements stipulated in Business and professional Code 4980.36 required for license or registration for marriage and family therapists. The MFT department seeks to amend the program to adhere to the coursework and clinical training essential for eligibility for the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The proposed modification supports the program's pursuit of COAMFTE, a recognized higher education quality assurance provider in marriage and family therapy. This accreditation for the department of Marital and Family Therapy adds significant standing to the program.

The proposed changes for the MFT program include changing from a 63-unit program to a 64-unit program. The following restructuring is requested to achieve this requirement:

1. MFT 596 Practicum: Marital Family Therapy Traineeship (1-3); increase to a minimum of nine units from six units over three consecutive semesters. The justification for the change is that COAMFTE requires 100 hours of course instructor lead hours; the BBS only requires a minimum of six units. However, this current structure does not allow students to meet the required 100 hours readily.
2. MFT 576: Human Communication, Theory, and Skill (2); removal of the core course not required for the BBS or COAMFTE. The justification for eliminating MFT 576 from the core class requirements is to keep the program load closer to the minimum requirement of 60 units as determined by the BBS, thereby keeping the program competitive with other MFT programs near and in Los Angeles region. In addition, the duration of the program will remain either a 3-year or 2.5-year program, and this unit increase does not increase the tuition for full-time graduate students.

Summary of Changes:

1. Increase units in Practica section from 10 to 13 units
2. Remove MFT 576 from Section B Required Courses, resulting in a change from 52 to 50 units
3. Changes to Section B of the university catalog: Required Courses and Section C: Practica results in a net change in units from 63 to 64

Program/Course Name: B.S. in Physical Education: Pre-Physical Therapy Option

Proposer: Scott Cheatham

Type of Change: Program Discontinuation

Summary of Change and Rationale: This request for program discontinuation is part of the process for a degree elevation in the department of Kinesiology. The Chancellor's office has requested that CSU degree programs move away from having options to just degrees.

Program/Course Name: HEA 104 Food, Health, and Environment

Proposer: Jeremy Green

Type of Change: Course Modification/ LDGE E

Course Description: This course will explore the links among food, the environment and health. The contributions of social trends and government policies to the current state of health, disease and environmental impact of food systems will be examined.

Summary of Change and Rationale: The Division of Health Science is proposing a new course, HEA 104 Food, Health, and Environment as a GE course offered in Area E.

College of Natural & Behavioral Sciences

Program/Course: B.A. in Anthropology

Proposer: Sarah R. Taylor

Summary of changes/rationale for need: The Anthropology department proposes to add ANT 371: Historical and Cultural Perspectives in Disability Studies (3 units) to the Applied list of courses in the General, Biological, and Archaeology concentrations and to section C of the Applied concentration. Among the existing applied courses, only one is taught regularly. Many students already substitute ANT 371 for their applied anthropology course requirement.

Program/Course: BPH 340 Experimental Biophysics

Proposer: Horace Crogman

Type of Change: New Course

Course Description: A laboratory-based course introducing biophysics majors to interdisciplinary research techniques and research writing. The course will cover the basic concepts behind commonly used biological techniques and how to collect and communicate discipline-specific data in scientific reports. Students will create a portfolio.

Summary of changes/rationale for need: The Physics department has designed a new interdisciplinary course design to suit the careers of students who intend to be involved in the field of Biotechnology, Biological Sciences, or Medicine. Specifically, the Biophysical Research course is built to provide research training for students. The common aim of the course is to understand how structure and dynamics at the molecular level contributes to the observed function of macromolecules, and the role that individual macromolecules and macromolecular assemblies play in function of biological cells. Hands-on experiences serve as a way for students to understand protocols and the conceptual reasoning behind them, which is often useful to physicist performing biological experiments for the first time. The class culminates with a lab final where students are given a prompt to investigate and use the scientific writing process they have learned throughout the semester to communicate their results.

Program/Course: MAT 191 Calculus I

Proposer: Sharon Lanaghan

Type of Change: Course Modification

Course Description: Limits, continuity, derivatives, differentiation formulas, applications of derivatives, introduction to integration, fundamental theorem of calculus, application of integration. Satisfies the General Education Quantitative Reasoning Requirement.

Summary of changes/rationale for need: Add MAT 151 as a prerequisite for MAT 191.

In response to EO 1110, a two-semester pre-calculus sequence, MAT 103 (Introduction to College Algebra) - MAT 151 (College Algebra with Trigonometry) was developed. This sequence has the same learning objectives and covers the same content as MAT 153 (Pre-Calculus). This course modification adds MAT 151 as an official pre-requisite to MAT 191 so that students who complete the MAT 103-MAT 151 sequence will not have to obtain a permission number from the department or instructor in order to enroll in MAT 191.

Program/Course: SMT 310 Science and Technology

Proposer: Kenneth Rodriguez

Type of Change: Course Modification

Course Description: Prerequisite: Completion of lower division General Education. An assessment of the interrelationships of Science and Technology. Study of the development of technological advances and the scientific principles behind them

Summary of changes/rationale for need: This SMT310 course will now be offered on-line and still in person.

The proposed change is to now include an on-line component of teaching. SMT310 course meets the upper division GE area B5 that is required for graduation. The course has been part of the GE curriculum

that has been offered in person. However, by offering to make this course more accessible to students, we would like to be able to offer some of these sections as an on-line course moving forward. By also offering students the flexibility and opportunity to take and complete such a course on-line will keep with the goals by the university to increase graduation rate to take courses due to unique circumstances and/or full-time worker students to complete their degree programs.

University Library

No submissions received.