

# Curriculum Register

## February 20, 2018

This publication contains proposed curriculum changes. This Curriculum Register conforms to the curriculum review process as described in the fall 2007 Curriculum Review Guide. It contains two sections, **Campuswide Proposal Sharing**, which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee or program faculty and **University Curriculum Committee (UCC) Recommendations** that includes completed information on proposals reviewed by UCC.

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

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

### **Moratorium for Proposals in Campuswide Sharing Stage:**

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

### **Moratorium Date: March 5, 2018**

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

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

# CONTENTS

## CAMPUSWIDE PROPOSAL SHARING

### College of Arts and Humanities

HIS 306: History and Social Science in Secondary Schools (retire) .....	4
HIS 317: Modern England (retire) .....	4
HIS 349: History of Urban America (retire) .....	4
HIS 355: American Civil Rights History (new course: GE Area F1/G) .....	4
NCR 289: Key issues in Peacebuilding (modify course: GE Area D1) .....	4
NCR 290: Introduction to Negotiation Theory (modify course: GE Area D1) .....	4
NCR 291: Psychology of Peacebuilding (modify course: GE Area D1) .....	4
NCR 318: intercultural Conflict Resolution (modify course: UDGE conversion F3/G) .....	5
THE 313: Voices of Contemporary Women Playwrights (new course) .....	5
WMS 100: Gender, Sex, the Body & Politics (new course) .....	5
WMS 250: Foundations in Women's Studies (modify course) .....	5
WMS 310: The Witch (UDGE conversion F1) .....	5
WMS 311: Comedy, Sex & Gender (UDGE conversion F1) .....	6
WMS 314: Literature and the Rights of Women (UDGE conversion F1) .....	6
WMS 315: Feminism and Film (new course) .....	6
WMS 318: Race, Class and Gender (UDGE conversion F3/G) .....	6
WMS 320: Feminist Principles (new course) .....	7

### College of Education

TED 505: Educational Psychology (online/hybrid) .....	8
MA in Education/Teacher Education Programs (modify program) .....	9
TED 508: Research Methods for the Teacher-Scholar (new course) .....	9
TED 414: Integrating Cultural Ecology in the Classroom (modify course) .....	11
TED 404: Elementary Reading and Language Arts II (freeze course) .....	11
TED 412: Elementary Social Science Methods (modify course) .....	11
TED 422: Educating Students with Special Needs within Inclusive Settings (new course) .....	12

### College of Natural and Behavioral Sciences

MS in Systems Engineering (new program) .....	13
MS in Environmental Science (modify program) .....	13
PHY 250: Computer Methods in Physics (new course) .....	13
BS in Physics (modify program) .....	14
BA in Psychology (modify program/new courses/modified courses) .....	14
Minor in American Indian Studies (new program) .....	15

## **CAMPUSWIDE PROPOSAL SHARING**

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

# College of Arts and Humanities

**Program/Course:** HIS 306: History and Social Science in Secondary Schools

**Proposer:** Andrea Johnson

**Type of Change:** Course Discontinuance

**Summary of Changes:** Course has not been taught in some time and will be retired.

**Program/Course:** HIS 317: Modern England

**Proposer:** Andrea Johnson

**Type of Change:** Course Discontinuance

**Summary of Changes:** Course has not been taught in some time and will be retired.

**Program/Course:** HIS 349: History of Urban America

**Proposer:** Andrea Johnson

**Type of Change:** Course Discontinuance

**Summary of Changes:** Course has not been taught in some time and will be retired.

**Program/Course:** HIS 355: American Civil Rights History

**Proposer:** Andrea Johnson

**Type of Change:** New Course for major and general education

**Summary of Changes:** This course covers the long history of civil rights in the United States from the antebellum period to the present with a special emphasis on the non-violent movements of the Cold War era.

**Program/Course:** NCR 289: Key Issues in Peacebuilding

**Proposer:** Brian Jarrett

**Type of Change:** Course Modification

**Summary of Changes:** The NCRP Department proposes to modify NCR 289 by changing the course number and title to: NCR 189: Conflict Analysis and Peacebuilding. Additionally, the Department proposes to change the course utilization to include GE Area D1.

**Program/Course:** NCR 290: Introduction to Negotiation Theory

**Proposer:** Brian Jarrett

**Type of Change:** Course Modification

**Summary of Changes:** The NCRP Department proposes to modify NCR 290 by changing the course title to: Introduction to Negotiation and Conflict Resolution. Additionally, the Department proposes to change the course utilization to include GE Area D1

**Program/Course:** NCR 291: Psychology of Peacebuilding

**Proposer:** Brian Jarrett

**Type of Change:** Course Modification

**Summary of Changes:** The NCRP Department proposes to modify NCR 291 by changing the course title to: Psychology of Conflict Resolution and Peacebuilding. Additionally, the Department proposes to change the course utilization to include GE Area D1.

**Program/Course:** NCR 318: Cultural Pluralism: Intercultural Conflict Resolution

**Proposer:** Brian Jarrett

**Type of Change:** Course Modification

**Summary of Changes:** The NCRP Department proposes to modify the SBS 318 topic: Cultural Pluralism: Fundamentals of Conflict Resolution and Peace-building by changing the course prefix to NCR 318 and course title to Intercultural Conflict Resolution. The department is making a modification to the name so that it more accurately represents the course content as given in the course description. The course description contains the central theme of inter-cultural conflict.

**Program/Course:** THE 313: Voices of Contemporary Women Playwrights

**Proposer:** Bill Deluca

**Type of Change:** New Course

**Summary of Changes:** The Theatre Arts Department proposes a new course: THE313: Voices of Contemporary Women Playwrights. The course is an Analysis of contemporary works by women playwrights with focus on theatrical styles and gender issues.

**Program/Course:** WMS 100: Gender, Sex, the Body & Politics: An Introduction

**Proposer:** Dana Belu

**Type of Change:** New Course

**Summary of Changes:** The Women's Studies program proposes a new course WMS 100: Gender, Sex, the Body & Politics: An Introduction. Women's Studies designed this new course, ideal for freshmen and sophomore students, to serve as introduction to the varied aspects of women's experiences in the U.S. and around the globe.

Course Description: This course is an introduction to the rapidly expanding body of literature related to the gendered aspects of health and sexuality with an emphasis on women.

**Program/Course:** WMS 250: Introduction to Women's Studies

**Proposer:** Dana Belu

**Type of Change:** Modified Course

**Summary of Changes:** The Women's Studies program is requesting to modify, WMS 250: Foundations in Women's Studies by changing the course title to: Foundations in Women's Studies.

Course Description: This course introduces students to Women's Studies and feminism as interdisciplinary fields. Students learn about gender from a multicultural, multiracial feminist and global perspective. Emphasis is on women's history; gender, culture and nation; social institutions; sexuality, sexism and violence; and local and transnational women's movements.

**Program/Course:** WMS 310: The Witch

**Proposer:** Dana Belu

**Type of Change:** Modified Course

**Summary of Changes:** The Women's Studies program is requesting that HUM 310: The Witch be repatriated to the Women's Studies program.

**Program/Course:** WMS 311: Comedy, Sex & Gender

**Proposer:** Dana Belu

**Type of Change:** Modified Course

**Summary of Changes:** The Women's Studies program is requesting that HUM 310: Comedy, Power and Pleasure be repatriated to the Women's Studies program with the following prefix change and course title change: WMS 311: Comedy, Sex & Gender.

Course Description: This course examines representations of gender and sexuality in comedy and humor from multicultural perspectives. Topics include feminist humor, comedy and humor as vehicles of social criticism and advocacy, and the relationships of the comedic to ethnicity, race, and class.

**Program/Course:** WMS 314: Literature and the Rights of Women

**Proposer:** Dana Belu

**Type of Change:** Modified Course

**Summary of Changes:** The Women's Studies program is requesting that HUM 314: Literature and the Rights of Women be repatriated to the Women's Studies program with the following prefix change: WMS 314: Literature and the Rights of Women.

Course Description: This course provides comparatist perspectives on the representation of women's roles and rights as expressed in a variety of writings from different historical periods and cultures. Students will gain an understanding of the experiences and circumstances of women's differential treatment in legal systems and social institutions from antiquity to the present. Issues may include seclusion, education, marriage, sexuality, and employment.

**Program/Course:** WMS 315: Feminism and Film

**Proposer:** Dana Belu

**Type of Change:** New Course

**Summary of Changes:** The Women's Studies program proposes a new course WMS 315: Feminism and Film.

Course Description: This course introduces issues that feminist theory poses for the analysis of film and culture. It focuses on women's contribution to, and representation in, film.

**Program/Course:** WMS 318: Race, Class and Gender

**Proposer:** Dana Belu

**Type of Change:** Modified Course

**Summary of Changes:** The WMS program is requesting that SBS 318: Race, Class and Gender be repatriated to the WMS program with the following prefix change: WMS 318: Race, Class and Gender.

Course Description: This course is designed to train students to become proficient at analyzing race, class and gender diversity from a global perspective. This cross-cultural, interdisciplinary course will introduce students to women's issues as these issues interface with race and class. Students will recognize, analyze and evaluate the social, political, and economic forces that affect women's lives through a critical examination of race, class, and gender.

**Program/Course:** WMS 320: Feminist Principles

**Proposer:** Dana Belu

**Type of Change:** New Course

**Summary of Changes:** The Women's Studies program proposes a new course WMS 320: Feminist Principles. This course is a primer to principles of feminist philosophy, history, thought, methodology and current issues pertaining to women. The Women's Studies Program requests approval for this new upper division course to become an integral part of the program and a requirement for the emerging B.A.

# College of Education

**Program:** Teacher Education

**Proposer:** Lilia Sarmiento

**Type of Change:** Course Delivery Change

**Summary of Changes:** TED 505 Educational Psychology (3 units) is currently a face-to-face class. In addition, TED faculty members would like the option of offering this class online.

**The faculty members of the department of teacher education propose the following change to the multiple and single subject credential programs:**

Program	Current	Proposed Changes
Multiple Subject Credential Program and Multiple Subject Credential Program with MA Education Curriculum and Instruction	TED 505 Educational Psychology (3 units) face-to-face	Offer TED 505 Educational Psychology (3 units) online

Program	Current	Proposed Changes
Single Subject Credential Program and Single Subject Credential Program with MA Education Curriculum and Instruction	TED 505 Educational Psychology (3 units) face-to-face	Offer TED 505 Educational Psychology (3 units) online



**Program:** Teacher Education

**Proposer:** Lilia E. Sarmiento

**Type of Change:** Program Modification

**Summary of Changes:** The faculty members of TED request the addition of a new course TED 508 to replace GED 500.

**Course:** TED 508 (3 units)

**Proposer:** Lilia Sarmiento

**Type of Change:** New course (online)

**Summary of Changes:** TED faculty members would like to replace GED 500 Research Methods with TED 508. The new course will become one of the core courses for the MA Education.

<b>Program</b>	<b>Current</b>	<b>Proposed Changes</b>
Multiple Subject Credential Program and Multiple Subject Credential Program with MA Education Curriculum and Instruction	Candidates take GED 500 Research Methods (3 units)	Require all candidates to take the new class TED 508 Research Methods for the Teacher-Scholar (3 units) - online

**The faculty members of the department of teacher education propose the following change to the MA Education core courses:**

<b>Program</b>	<b>Current</b>	<b>Proposed Changes</b>
Single Subject Credential Program and Single Subject Credential Program with MA Education Curriculum and Instruction	Candidates take GED 500 Research Methods (3 units)	Require all candidates to take the new class TED 508 Research Methods for the Teacher-Scholar (3 units) - online

**Program:** Teacher Education

**Proposer:** Deandrea Nelson

**Type of Change:** Program Modification

**Summary of Changes:** The state of California's Commission on Teacher Credentialing (CTC) has adopted new credential program standards, Teacher Performance Expectations (TPE) <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf> . Each credential program in California must adopt the new TPEs by September 2017. These modifications will address the standards and begin the new accreditation process.

Program	Current	Proposed Changes
Multiple Subject Credential Program and Multiple Subject Credential Program with MA Education Curriculum and Instruction	Candidates take TED 411 Classroom Management (2 Units)	Require all candidates to take the revised class: TED 414 Integrating Cultural Ecology in the Classroom (3 units). Retire TED 411 Classroom Management (3 units).
	TED 404 Elementary Reading and Language Arts II ( 3 units) and TED 412 Elementary Social Science Methods (3 units)	Combine the two classes into TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom (4 units)
	No support class	Add the new class TED 422 Educating Students with Special Needs within Inclusive Settings (3 units)

The faculty members of the department of teacher education have aligned our courses with the new standards and propose the following changes to the multiple and single subject credential programs:

Program	Current	Proposed Changes
Single Subject Credential Program and Single Subject Credential Program with MA Education Curriculum and Instruction	TED 414 Classroom Management (3 units)	Revise the class to TED 414 Integrating Cultural Ecology in the Classroom ( 3 units)
	No support class	Add the new class TED 422 Educating Students with Special Needs within Inclusive Settings (3 units)

**Course:** TED 411 Classroom Management (2 units)

**Proposer:** Deandrea Nelson

**Type of Change:** Suspend course

**Summary of Changes:** The proposed course modifications are being made to comply with the California Commission on Teaching Credential's (CTC) standards for teaching credential programs adopted June 2016 <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

Suspend the course because credential candidates will be taking a modified TED 414 (3 units).

**Course:** TED 414 Classroom Management (3 units)

**Proposer:** Deandrea Nelson

**Type of Change:** Course modification

**Summary of Changes:** The proposed course modifications are being made to comply with the California Commission on Teaching Credential's (CTC) standards for teaching credential programs adopted June 2016 <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

TED 414 Integrating Cultural Ecology in the Classroom (3units)

Open to multiple and single subject credential candidates

This course integrates knowledge of cultural ecologies from the home, school and community.

The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms.

**Course:** TED 404 Elementary Reading and Language Arts II (3units)

**Proposer:** Deandrea Nelson

**Type of Change:** Suspend course

**Summary of Change:** The proposed course modifications are being made to comply with the California Commission on Teaching Credential's (CTC) standards for teaching credential programs adopted June 2016 <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

Suspend TED 404 because content will be added to a modified TED 412.

**Course:** TED 412 Elementary Social Science Methods (3 units)

**Proposer:** Deandrea Nelson

**Type of Change:** Course modification

**Summary of Change:** The proposed course modifications are being made to comply with the California Commission on Teaching Credential's (CTC) standards for teaching credential programs adopted June 2016 <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

Must be admitted to phase 3

TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom (4 units)

An inquiry-based approach to teaching elementary social studies integrated with reading/language arts, aligned with Common Core standards and California Subject Matter Frameworks. Candidates learn strategies to develop social studies content, concepts, and analysis skills, and expository and narrative literacy skills.

**Course:** TED 422 Educating Students with Special Needs within Inclusive Settings (3units)

**Proposer:** Deandrea Nelson

**Type of Change:** New course and addition to credential programs

**Summary of Change:** The proposed course modifications are being made to comply with the California Commission on Teaching Credential's (CTC) standards for teaching credential programs adopted June 2016 <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

TED 422 Educating Students with Special Needs within Inclusive Settings (3 units)

Co-requisite TED 433/453

This course will focus on identifying collaborative strategies, tools and approaches that will assist in making general education classrooms more inclusive for all students. Candidates will integrate students' regional funds of knowledge, social-emotional learning, developmental considerations and technology to support, communicate, and engage students to promote learning and engage their families. Establish professional learning goals to improve pedagogical practice through reflection and video recording of personal practice. (3 units)

# College of Natural and Behavioral Sciences

**Program/Course:** MS in Systems Engineering

**Type of Change:** New Program

**Proposer:** Antonia Boadi

**Summary of Changes:** “The Master of Science in Systems Engineering program is designed to provide advanced professional preparation for private, public and non-profit sector professionals in the field of Systems Engineering. The curriculum, delivered in an accelerated 18-month cohort model, requires completion of 34 units and exposes learners to recent developments in the realization and management of complex, interdependent systems. The program culminates with a Systems Engineering research project supervised by a faculty member. Students will learn how to apply systems engineering knowledge and techniques to problems from the automotive, commercial aviation, defense, electronic communication and space industries. They will learn the importance of implementing Model Based Systems Engineering in the development of complex, interdependent systems that may be comprised of a combination of legacy and new components. Systems Engineers typically begin their careers in engineering, physical science or computing positions. Systems Engineers not only have depth in their primary application domain, they develop skills and ‘systems thinking’ that allows them to solve problems that transcend disciplinary boundaries.”

**Program/Course:** MS in Environmental Science

**Proposer:** Ashish Sinha and Cheyenne Cummings

**Type of Change:** Add additional culminating experience requirement

**Summary of Changes:** A lack of alternative culminating experience requirement (CER) options have severely hampered the growth of the program. Here we are proposing to add a second CER option to the MS program, which we designate as an “Internship Option” or a “Professional Track”. When/if this modification is incorporated, the MS program will provide two distinct CERs to our potential students: (1) Thesis option (or Research Track), designed for students who want to continue on to doctoral studies; (2) Internship option (or Professional Track), geared towards those students who wish to enter the workforce directly after the program. We strongly believe that the addition of the latter track would allow the program to grow and better serve the changing needs of the students. Internships provide not only on-the-job training but contact within the industry that will assist in securing a full-time position after graduating.

**Program/Course:** PHY 250: Computer Methods in Physics

**Type of Change:** New Course

**Proposer:** Michael Durand

**Summary of Changes:** The Physics Department proposes a new course, PHY 250: Computer Methods in Physics. This course has been designed to provide instruction and practice for students to understand and solve highly complex problems in a range of applications related to physics and engineering. Students can use these tools to develop a project portfolio that will be

useful for research, interviews, internships, and summer research activities. This course develops student skills and a competitive edge in the marketplace by making students proficient in a computing environment that is widely used in industry. Additionally, the department requests the course be considered for GE Area A2.

**Program/Course:** BS in Physics

**Type of Change:** Program Modification

**Proposer:** Michael Durand

**Summary of Changes:** PHY 250 introduces advanced critical reasoning skills, this course should count in lieu of our GE-A2 critical reasoning requirement. In addition, PHY 250 will be added to the course(s) accepted for the Physics degree as a computer programming course. For our General Physics Option and Physical Science Option, PHY 250 will be offered along with other computing science electives to satisfy the computer programming requirements. For our Electrical Engineering Option, CSC 121 will be replaced by PHY 250 as a computer programming elective requirement.

**Program/Course:** BA in Psychology

**Type of Change:** Program Modification

**Proposer:** Carl Sneed

**Summary of Changes:** The Psychology Department proposes to modify the BA in Psychology. This modification includes:

**Courses Added:**

PSY 306 – Design Your Life

This course would be offered as an alternative to the PSY 305 major requirement.

PSY 371 – Forensic and Legal Psychology

This course would be a new upper division elective. It is being proposed in two formats; traditional and online.

PSY 419 – Advanced Research Methods in Forensic and Legal Psychology

This course would fulfill the advanced research methods requirement, but would offer students an alternative topic to learn about (Forensic and Legal Psychology). It is being proposed in two formats; traditional and online.

PSY 420 – Research Seminar in Forensic and Legal Psychology

This course would fulfill the research seminar requirement, but would offer students an alternative topic to learn about (Forensic and Legal Psychology).

**Courses Modified:**

PSY 490 – Senior Seminar in Psychology

Change in instruction modality. Hybrid (30% face-to-face, 70% online) and online (100% online) modalities are proposed.

**Program/Course:** Minor in American Indian Studies

**Type of Change:** New Program

**Proposer:** Cheryl McKnight

**Summary of Changes:**

According to the U.S. Census, Los Angeles County has the largest Native American/Alaskan Native population in the United States. Few people know this as little is done to educate others about Native Americans leaving the general public with stereotypical attitudes toward Natives. Natives also tend to be undercounted and overlooked by government entities, thus denying them a seat at the table when important civic decisions are made as well as denying material support resulting in a population with the greatest disparities in health, education, and economic welfare.

We at California State University Dominguez Hills take pride in our Mission to *provide education, scholarship and service that are, by design accessible and transformative.*

Our Vision states we will be known as a campus community and gathering place where:

- *Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefits the world.*
- *Faculty and staff across the University are engaged in serving the dynamic needs of the surrounding communities.*
- *Ultimately, our students graduate with an exemplary academic education, a highly respected degree, and a genuine commitment to justice and social responsibility.*

Our Core Values go on to state:

- *Respect. We celebrate and respect diversity in all forms.*
- *Responsiveness. We are here to serve the needs of students, this community and society.*

Currently, we have departments for Chicano/Chicana Studies, African American Studies, and the Asian Pacific Islander Program. This minor would complement these programs.

A Native American Studies Minor builds on interest shown by students who have organized the Native American Indian Association (NAIA) and is further supported by the large number of faculty across the disciplines who participate in the Annual American Indian Pow Wow and various other Native events throughout the year.

Nearly every CSU has a Native American or American Indian Studies Program. This minor will add Dominguez Hills, a campus who takes pride in providing access to education for the underrepresented, to the list of campuses educating students about the Native American heritage and history.

In order to promote a well-balanced, interdisciplinary understanding of Native Peoples, students will have access to four courses from varying academic disciplines. The minor would be housed in the Anthropology Department with an interdisciplinary focus. The courses below represent good cross disciplinary offerings.

ANT 330, North American Indians

ANT 334, Indigenous Peoples of Mesoamerica

ANT 342, Indigenous Peoples of South America

HEA 468, Multicultural Health  
NCRP \_\_\_\_, Indigenous Peacekeeping  
CBAPP/ \_\_\_\_, Tribal Law, Sovereign Nations

Educational opportunities through quality academic internships are available through SLICE/American Indian Institute to work with the local Native American Indian Community.

It is felt these courses will prepare students for an increasingly diverse, competitive world in many fields including health, education, law, social services, and business.

Learning outcomes and goals for students minoring in American Indian Studies are designed to make students aware, articulate, and analytical about diverse Native American Tribal Nations and increase cultural competence for working in a world that demands tolerance and sensitivity to all peoples.



**UNIVERSITY CURRICULUM COMMITTEE  
RECOMMENDATIONS**

**During the current cycle, there are no UCC recommendations to report.**