

Curriculum Register

February 25, 2019

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 11, 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 Academic Programs at creview@csudh.edu or ext. 3308.

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CAMPUSWIDE PROPOSAL SHARING

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

College of Arts and Humanities

Program/Course: B.A. and Minor, Africana Studies

Proposer: Donna J. Nicol

Type of Change: Program Modification

Summary of changes: The Africana Studies Department proposes a total major unit reduction from 45 to 36 units and the reduction of degree concentrations. These changes will help to streamline the curriculum structure for advising and student degree and student degree completion. These proposed changes respond to the recommendations set forth in the 2017 Program Performance Review. The reduction of units and reductions of the degree concentrations (from 4 to 2 concentration) does not affect any of the non-AFS elective courses from other departments within CAH or NBS.

Program/Course: AFS 307: Theories and Methods in Africana Studies

Proposer: Donna J. Nicol

Type of Change: New Course

Summary of changes: The Africana Studies Department proposed a combined Africana Theories and Methods course so that students learn and apply theory in the same semester in order to begin developing their writing skills earlier as our 400-level courses require a significant amount of independent student research and writing.

Program/Course: CHS 340: Native American and Chicana Women's Prose

Proposer: Marisela Chavez

Type of Change: Course Modification – 100% online

Summary of changes: The Chicana/o Studies Department proposes to add a 100% online version of the existing course CHS 340: Native American and Chicana Women's Prose.

Program/Course: ENG 271, Introduction to Creative Writing

Proposer: Ed Zoerner

Type of Change: Course Modification / Prerequisite, GE Area C.2.

Summary of changes: The English Department proposes two modifications to ENG 271: Introduction to Creative Writing. First, we wish to remove the prerequisites. Second, we wish to add an Area C.2. (Humanities: Arts) utilization.

The catalog description is not changing and will read as follows: Experiences in creative writing through encounters with selected literary works.

Program/Course: ENG 306

Proposer: Debbie Best

Type of Change: Course Modification / Prerequisite, Title and description

Summary of changes: The English department proposes to change ENG 306 Backgrounds in Western Literature to ENG 306 Backgrounds in Literature. At the same time, we will change the prerequisite from ENG 111 to Completion of G.E. Area A.1. Composition.

The new catalog description will be as follows: Survey of traditional sources of world literature, including Greek and Roman mythology, Old and New Testaments, and early traditions of Asia, Africa, and the Americas. (3 units)

Program/Course: ENG 308: Children's Literature

Proposer: Helen Oesterheld

Type of Change: Course Modification / GE Area F.1.

Summary of changes: The English Department proposes to add an Area F.1. (Upper Division G.E. Humanities) utilization to ENG 308.

Program/Course: ENG 310: The Study of Language

Proposer: Ed Zoerner

Type of Change: Course modification

Summary of changes: Demote ENG 310 (The Study of Language) to ENG 210. This class is essentially our “Introduction to Linguistics” class and should be taken very early on in the major. Giving it a 200-level number makes that clearer, and again gives underclassmen an opportunity to make meaningful progress toward their major.

Program/Course: HUM 310: Key Concepts: Heroes and Antiheroes (UDGE Conversion)

Proposer: Debbie Best

Type of Change: UDGE Conversion

Summary of changes: The English Department proposes to convert HUM 310: Key Concepts: Heroes and Antiheroes to ENG 360: Heroes and Antiheroes.

The new catalog description will be as follows: Analysis of heroes and antiheroes as major concepts in humanistic thought and expression. (3 units)

Program/Course: HUM 310: Key Concepts: Success and Values in the United States

Proposer: Debbie Best

Type of Change: UDGE Conversion

Summary of changes: The English Department proposes to convert HUM 310: Key Concepts: Success and Values in the United States to ENG 361: Success and Values in the United States.

The new catalog description will be as follows: Analysis of how success and values have been defined in American/U.S. culture and of what has prompted changes. (3 units)

Program/Course: HUM 310: Key Concepts: Science Fiction

Proposers: Debbie Best

Type of Change: UDGE Conversion

Summary of changes: The English Department proposes to convert HUM 310: Key Concepts: Science Fiction to ENG 363: Science Fiction.

The new catalog description will be as follows: Analysis of science fiction in literature and popular culture, with exploration of speculative fiction’s most common themes, including new technologies, frontiers, alternate worlds, and more.

Program/Course: HUM 310: Surviving Trauma

Proposer: Lorna Fitzsimmons

Type of Change: New Course

Summary of Changes: This course cultivates trauma sensitivity and coping skills from multicultural arts, humanities, and science perspectives, through the study of representations of survivors of combat PTSD, disabling injury, attempted suicide, suicide loss, discrimination, forced labor, and refugeedom.

Program/Course: HUM 312: Hispanic Literature, Art, and Culture

Proposer: Benito Gómez

Type of Change: UDGE Conversion

Summary of Changes: The Modern Languages Department proposes to convert HUM 312: Hispanic Literature, Art, and Culture to **SPA 312**.

Course Description: Historical development and the cultural and artistic production created by Hispanic authors and artists through an interdisciplinary perspective. Study of artwork, historical texts, music, and literature to expand by discussing the links of cultural production that develop in Latin America.

Program/Course: HUM 314: Romantic Love in the Western Tradition

Proposer: Benito Gómez

Type of Change: UDGE Conversion

Summary of Changes: The Modern Languages Department proposes to convert HUM 314: Romantic Love in the Western Tradition to **SPA 310**.

Course Description: Evaluation of the construct of love using historical, aesthetic, and social perspectives, how it defines psychological patterns, develops styles in literature, is the center of some philosophical approaches, and is linked to values and ethical definitions in contemporary movements.

Program/Course: HUM 314: Encountering the Other

Proposer: Benito Gómez

Type of Change: UDGE Conversion

Summary of Changes: The Modern Languages Department proposes to convert HUM 314: Encountering the Other to **SPA 313**.

Course Description: Analysis of major contemporary issues will be undertaken from a humanistic perspective about encountering the other in the western tradition. Historical, literary, musical, philosophical and art works will be introduced to develop critical thinking about how diverse groups interact.

Program/Course: IDS 304: Global Politics, Economics, Environment, and Society

Proposer: Patricia Kalayjian

Type of Change: Course Modification/ GE Area F3

Summary of Changes: Title Change: IDS seeks to change an unwieldy, overlong, and perhaps confusing title of IDS 304, “Global Politics, Economics, Environment, and Society,” to the more user friendly “Issues in Global Studies.” IDS 304 is a recently (spring 2018) approved course.

GE Area F3: We propose IDS 304 as an Area F3 course. It easily fits the parameters for such a course and also offers a new topic for this GE area. We also hope that UDGE credit will help draw students to the Global Studies minor and thus expand our campus’s commitment to international education per the Strategic Plan.

Program/Course: Japanese 110

Proposers: Sachi Katagari-Johnston

Type of change: Course Modification / GE Area C3

Summary of changes: The Department of Modern Languages proposes to change Japanese 110 into a GE course in Area C3. This course is an introduction to Japanese culture and language. It is designed for students who have had little to no experience learning Japanese. While this course introduces important elements of Japanese culture and customs of Japanese people through hands-on Japanese cultural activities and discussions, it aims for the development of language skills, including speaking, listening, reading and writing in modern Japanese. The two Japanese phonetic scripts of *hiragana* and *katakana* will be introduced also as representations of Japanese culture. Upon successful completion of this course, students will be able to carry on basic daily conversations, and read and write a short paragraph on familiar and routine matters in the present/future tense using socially appropriate expressions and vocabulary reflecting aspects of Japanese culture.

Program/Course: Japanese 111

Proposers: Sachi Katagari-Johnston

Type of change: Course Modification / GE Area C3

Summary of changes: The Department of Modern Languages proposes to change Japanese 111 into a GE course in Area C3. This course is a continuation of JPN 111, an introduction to Japanese culture and language. It is designed for students who are familiar with the grammatical principles, vocabulary and the two Japanese phonetic scripts of *hiragana* and *katakana* presented in

JPN110. While this course continues emphasizing important elements of Japanese culture and customs of Japanese people through hands-on Japanese cultural activities and discussions, it aims for the further development of language skills with more advanced vocabulary and sentence structures, in speaking, listening, reading and writing in modern Japanese. In addition to *hiragana* and *katakana* learned in JPN110, *kanji* and its historical background will be introduced as representations of Japanese culture. Upon successful completion of this course, students will be able to exchange information and ask questions, and read and write multiple paragraphs on familiar topics in everyday life in the present/future and past tenses using socially appropriate expressions and vocabulary reflecting aspects of Japanese culture.

Program/Course: JPN 231 Japanese Culture

Proposers: Ivonne Heinze Balcazar

Type of change: Prefix change

Summary of changes: This course will explore the culture of Japan through its traditions, language, arts, food, etiquette, manners and education.

Program/Course: MLG 319 Latin for Spanish Speakers

Proposers: Ivonne Heinze Balcazar

Type of change: New Course / GE Area C3

Summary of changes: The Department of Modern Languages proposes its new MLG 319 course for Area C3 of the GE program. This course introduces students who are Spanish speakers to the Latin Language and key aspects of Ancient Roman culture.

Program/Course: MLG 320 Language, Memory and the Brain.

Proposers: Ivonne Heinze Balcazar

Type of change: New Course / GE Area E

Summary of changes: The Department of Modern Languages proposes its new MLG 319 course for Area E of the GE Program. This course explores the relationship between language, memory and brain. Some of its topics include: language processing; the role of Broca's Area in language function; language and Alzheimer's disease; intersections of language and memory; and language, aging and mental health.

Program/Course: MLG 322 Indigenous Languages and Societies of Latin America

Proposers: Ivonne Heinze Balcazar

Type of change: New Course / GE Area F3

Summary of changes: The Department of Modern Languages proposes its new MLG 322 course for Area F3 of the GE Program. This course is intended as an introduction to the languages and societies of Latin America and focuses on topics regarding the interaction of language and society such as indigenous languages in contact with the Spanish language, indigenous peoples and language identity, and indigenous peoples and language rights.

Program/Course: MLG 323 Raciolinguistics

Proposers: Ivonne Heinze Balcazar

Type of change: New Course / GE Area E

Summary of changes: The Department of Modern Languages proposes its new MLG 323 course for Area E of the GE Program. In this course, students will examine the role of language in the social construction of race and gender, as well as its impact on identity and self-esteem. Standard language ideologies will be analyzed as they relate to language issues faced by African Americans, Latinos/as, Asian Americans and Native Americans.

Program/Course: MLG 318 – New Perspectives on Language and Sex

Proposers: Ivonne Heinze Balcazar

Type of change: Prefix change

Summary of changes: The Department of Modern Languages proposes to change the prefix of this course (SBS 318 New Perspectives on Language and Sex). This course introduces students to the analysis of language and gender from a sociolinguistic perspective. Students will explore, analyze and discuss themes regarding social visibility and representation, sex, sexuality, romance and politeness through a critical examination of the interaction and interrelation between language and gender from a sociolinguistic perspective.

Program/Course: MUS 201: Music in Film

Proposer: Scott Morris

Type of Change: Course Modification

Summary of Changes: In an effort to make MUS 201 more assessable to students, the Department of Music is proposing adding online delivery for the course. The demand for Area C G.E. courses and a shortage of appropriate classrooms makes this an even greater necessity.

Program/Course: MUS 223: Intermediate Flamenco Guitar

Proposer: Scott Morris

Type of Change: New Course

Summary of Changes: This course is designed to provide you with an introduction to the concepts and techniques necessary to play flamenco guitar, including tonality/mode and the workings of ‘compás’ (the rhythmic structures unique to flamenco). Techniques will include Rasgueado, Thumb, Arpeggio and Picado (rest-stroke scales), and will be used in learning a piece in the style of Soleares, the oldest of the flamenco forms.

Program/Course: MUS 250: History of Rock

Proposer: Scott Morris

Type of Change: Course Modification

Summary of Changes In an effort to make MUS 250 more assessable to students, the Department of Music is proposing adding online delivery for the course. The demand for Area C G.E. courses and a shortage of appropriate classrooms makes this an even greater necessity.

Program/Course: MUS 290: Music Industry I: Survey of the Music Industry

Proposer: Scott Morris

Type of Change: New Course

Summary of Changes: The Department of Music is working to update the curriculum to better prepare our students for careers in today’s music industry as well as offering the students a more musically diverse curriculum. With these goals in mind, we will now require MUS 290 (Music Industry I) and MUS 390 (Music Industry II) for the option. These courses will complement the musical training curriculum while teaching them valuable entrepreneurial skills which they can apply to a variety of possible careers in the music industry.

Program/Course: MUS 323: Advanced Flamenco Guitar

Proposer: Scott Morris

Type of Change: New Course

Summary of Changes: This course follows up on the concepts and techniques introduced in MUS 223, allowing student to move closer to mastery of flamenco guitar.

Program/Course: MUS 390: Music Industry II: Music Marketing, Media and Management

Proposer: Scott Morris

Type of Change: New Course

Summary of Changes: The Department of Music is working to update the curriculum to better prepare our students for careers in today’s music industry as well as offering the students a more musically diverse curriculum. With these goals in mind, we will now require MUS 290 (Music Industry I) and MUS

390 (Music Industry II) for the option. These courses will complement the musical training curriculum while teaching them valuable entrepreneurial skills which they can apply to a variety of possible careers in the music industry.

Program/Course: NCR 488: Indigenous Dispute Resolution

Proposer: Brian Jarrett

Type of Change: New Course

Summary of Changes: This course introduces students to the principles of Indigenous Peacemaking and Indigenous Dispute Resolution. Students will explore and analyze Indigenous conflict resolution case studies and be introduced to the steps and principles in the growing field of *Indigenous Dispute Resolution*. It will have two utilizations: it will be an upper-division elective in both the NCRP BA program as well as the newly proposed Indigenous Peoples of the Americas minor.

Program/Course: Spanish 110

Proposers: Ivonne Heinze Balcazar

Type of change: Course Modification / GE Area C3

Summary of changes: The Department of Modern Languages proposes to change Spanish 110 into a GE course in Area C3. This course is a basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish.

Program/Course: Spanish 111

Proposers: Ivonne Heinze Balcazar

Type of change: Course Modification / GE Area C3

Summary of changes: The Department of Modern Languages proposes to change Spanish 111 into a GE course in Area C3. This course is a continuation of Spanish 110.

Program/Course: SPA 318 - Sociolinguistics of Latin America

Proposers: Ivonne Heinze-Balcazar

Type of change: Prefix and title

Summary of changes: The Department of Modern Languages proposes to modify the prefix and title of the course SBS 318 Movements of Latin America. This course introduces students to the contemporary sociolinguistics of Latin America. It explores and analyzes the Indigenous movements for linguistic and cultural rights, and the populist, feminist and Black people's movements through their narratives, rhetoric, and discourse.

Program/Course: SPA 341

Proposers: Ivonne Heinze Balcazar

Type of change: Grading Method

Summary of changes: The Department of Modern Languages proposes to modify the grading method of this course from CR/NCR to A-F.

Program/Course: Certificate in Rhetoric and Composition

Proposer: Debbie Best

Type of Change: Program Modification

Summary of changes:

To update the curriculum through the introduction of new classes and to give our students a greater element of choice, the English department proposes the following changes to the Certificate in Rhetoric and Composition:

- ENG 575 (Teaching of Composition) and ENG 576 (History and Theories of Rhetoric) remain required courses
- For their three remaining courses, students will now choose from amongst any classes numbered ENG 570-580, inclusive.

- ENG 570 (Seminar in Writing), ENG 571 (Discourse Analysis), and ENG 577 (Current Issues in Rhetoric and Composition) will become required alternates. ENG 570 and ENG 577 are repeatable courses so long as the topic is different, so students will now be able to take them more than once as part of the program.
- The following proposed courses, if approved, will become required alternates: ENG 572 (Creative Non-Fiction Workshop) and ENG 573 (Tutoring and Responding to Writing)

Program/Course: English Subject Matter Preparation Program

Proposers: Ed Zoerner / Debbie Best

Type of Change: Program Modification

Summary of changes: Replace COM 358 (Communications Graphics) with either COM 333 (Electronic Journalism) or COM 346 (News Gathering and Reporting). COM 358 is no longer run. COM 333 and COM 346 are both appropriate courses for the aspiring journalism teachers that this program serves.

Program/Course: Minor in French

Proposer: Michael Galant

Type of Change: Program Discontinuance

Summary of Changes: The upper division French courses required for the minor (FRE305, FRE310, FRE450, and FRE452/FRE453), have not been offered at CSUDH for at least 15 years (they are tagged as "infrequently offered" in the CSUDH catalog), although a few students have been able to complete the minor anyhow by taking French courses abroad, taking French courses via cross-enrollment and/or by substituting ENG310 for FRE310. In terms of courses needed as prerequisites, FRE220 (Second-Year French), also tagged as "infrequently offered" in the CSUDH catalog, has not been offered at CSUDH since 2005, although FRE110 (Beginning French I) and FRE111 (Beginning French II) are offered regularly. Given that the upper division courses required for the minor and Second-Year French have not been offered in a long time, it is not feasible to maintain the FRE minor, and it is unfair to students to advertise its existence. Additionally, there are currently no enrolled or eligible students in the French minor. Therefore, we propose that the FRE minor be discontinued.

Program/Course: B.A. English: English Education Option (Extended Studies in Communications)

Proposers: Ed Zoerner / Debbie Best

Type of Change: Program Modification

Summary of changes: Replace COM 358 (Communications Graphics) with either COM 333 (Electronic Journalism) or COM 346 (News Gathering and Reporting). COM 358 is no longer run. COM 333 and COM 346 are both appropriate courses for the aspiring journalism teachers that this program serves.

Program/Course: B.A. English: Linguistics

Proposer: Ed Zoerner

Type of Change: Program Modification

Summary of changes:

The English department proposes the following modifications to the B.A. English: Linguistics in order to work toward our PLOs more effectively and to introduce lower division courses into the major.

- Add ENG 150 (Languages of the World) as a required class
- Demote ENG 310 (The Study of Language) to ENG 210
- Remove ENG 305 (Critical Reading of Literature) (Course does not contribute to PLOs)
- Add ENG 314 (English Syntax: Traditional) as a required course (strengthens Syntax PLO)
- Add ENG 317 (Sociolinguistics: Black English) as a required course (ensures all majors meet sociolinguistics PLO)
- Require *both* ENG 413 (History of English) and ENG 414 (American English) instead of letting students choose one or the other. (Strengthens Language History and Development PLO)
- Reduction of electives from three to one.

- Net gain of 3 units to the program, from 33 to 36 units. 6 of these units are lower division, meeting the need for lower division courses in the major. 6 of these units can be fulfilled by General Education courses (ENG 150 and one of the upper division G.E.s currently being proposed in English, which can be used as the elective)

Program/Course: B.A. Music Performance

Proposer: Scott Morris

Type of Change: Program Modification

Summary of changes: The Department of Music is working to update the curriculum to better prepare our students for careers in today's music industry as well as offering the students a more musically diverse curriculum. With these goals in mind, we will now require MUS 209 (Music Industry I) and MUS 309 (Music Industry II) for the option. These courses will complement the musical training curriculum while teaching them valuable entrepreneurial skills which they can apply to a variety of possible careers in the music industry.

Program/Course: M.A. English: Literature

Proposer: Debbie Best

Type of Change: Program Modification

Summary of changes: In response to CO Executive Order 1071, the English department proposes adding ENG 575, Teaching of Writing, to the core requirements for the M.A. English: Literature. Given that our student population largely consists of current and future high school and community college teachers, as well as students going on to Ph.D. programs, this course is appropriate to their future careers as teachers. Indeed, many of them already take this course as an elective. The degree will then consist of six core requirements and four electives. There will be no increase in unit count due to this change.

Program/Course: M.A. English: Literature (emphasis in Rhetoric and Composition)

Proposer: Debbie Best

Type of Change: Program Modification

Summary of changes:

The M.A. English: Literature (emphasis in Rhetoric and Composition) includes a requirement of five courses in Rhetoric and Composition. To update the curriculum through the introduction of new classes and to give our students a greater element of choice, the English department proposes the following changes to this five course requirement:

- ENG 575 (Teaching of Composition) and ENG 576 (History and Theories of Rhetoric) remain required courses.
- For their three remaining courses, students will now choose from amongst any classes numbered ENG 570-580, inclusive.
- ENG 570 (Seminar in Writing), ENG 571 (Discourse Analysis), and ENG 577 (Current Issues in Rhetoric and Composition) will become required alternates. ENG 570 and ENG 577 are repeatable courses so long as the topic is different, so students will now be able to take them more than once as part of the program.
- The following proposed courses, if approved, will become required alternates: ENG 572 (Creative Non-Fiction Workshop) and ENG 573 (Tutoring and Responding to Writing)

Program/Course: M.A. in the Teaching of the Spanish Language

Proposers: Ivonne Heinze Balcazar, Raúl Romero, Miguel Domínguez and Michael Galant

Type of change: New Program

Summary of changes: The Department of Modern Languages proposes to modify the M.A. in the Teaching of the Spanish Language. The MA will prepare students with linguistic and psycholinguistic knowledge of the Spanish language, diachronic and synchronic, as well as knowledge from Applied Linguistics that will prepare and enhance the teaching of Spanish in AP Spanish and Spanish acquisition courses in high schools and community colleges. This innovative MA, responsive to educators' linguistic and methodological needs for the teaching of Spanish in the community, interconnects with the current CSUDH mission to "provide education, scholarship that are, by design, transformative". Neither other CSU nor any UC campus offers an MA in the Spanish language that focuses on training students to apply linguistic and literary knowledge to the teaching of the Spanish language. Our pioneering program will result in in-depth applied linguistic knowledge to be utilized for immediate implementation to classrooms in California and will respond to the needs generated by the recent passage of Proposition 58 (Multilingual Education. Initiative Statute.)

The proposed subject areas constitute a coherent program since they represent the necessary knowledge and training to teach the Spanish Language successfully. Students will interconnect the knowledge and theories of Psycholinguistics, Spanish Linguistics, Dialectology, and Bilingualism with the methodologies of Applied Linguistics, Literature and Pragmatics to the Teaching of the Spanish Language. It is also an integrated degree program that has potential value to students because it is cohesive and practical in that applies knowledge from several disciplines to the context of the teaching of the Spanish language in the classroom. It also meets CSU requirements for an academic program at graduate level. Students have to provide proof that they have a B.A. in Spanish. Moreover, the program is more rigorous than undergraduate programs since it will require a higher level of critical thinking; necessitate considerably more intellectual rigor; require research; presentations of the course material and demand integration of information into the frameworks of knowledge of the cutting-edge disciplines of Psycholinguistics, Linguistics, Pragmatics and Applied Linguistics. Also, the proposed MA responds and fits with CSUDH's strategic plan and mission in particular objective 1b, which states that the goal of the university is to enhance existing academic programs and create high quality ones that are "responsive to student interest, regional workforce trends and needs." (CSUDH Strategic Plan 2014-2020)

MA Requirements (30 units)

The following courses are required of all candidates for this degree.

SPA 501	Psycholinguistics
SPA 502	Linguistics of Spanish
SPA 503	Bilingualism & Spanish Language Contact
SPA 504	Methods Teaching Spoken Spanish
SPA 505	Methods for Teaching Reading & Writing
SPA 506	Linguistic Variations in Spanish Speaking Communities
SPA 507	Literacy and the Teaching of Literature
SPA 508	Pragmatics to Teaching Spanish
SPA 509	Spanish Applied Linguistics
SPA 510	Master's Field Project – Directed Research and Writing

Course Offerings

The credit value of all courses is three semester units, which is indicated for each term by a number in parentheses following the title. Please check the list of course offerings in the current Class Schedule for course availability.

Spanish 501 Psycholinguistics

This course provides an introduction to the study of the Psycholinguistics and explores the psychological processes underlying the acquisition, production, and comprehension of languages, particularly Spanish and English.

SPA 502 Spanish Linguistics

This course explores the Spanish language from the perspective of Phonetics, Phonology, Language Contact, Morphology, Syntax, Semantics, Pragmatics and Psycholinguistics.

Spanish 503 Bilingualism and Multilingualism: Spanish in Contact with other Languages

This course explores issues of Spanish Bilingualism and Multilingualism and Spanish in Contact with other languages, particularly Indigenous and English languages.

SPANISH 504 Current Methods of Teaching Spoken Spanish in the SSL Classroom

This course focuses on current practices, methods and research of how to teach spoken interaction in the Spanish as a Second Language (SSL) classroom. Additionally this class stresses listening comprehension and the conversational act as performance.

SPANISH 505 Methods for Teaching Reading and Writing in Spanish In the Second/Heritage Language Classroom (SHLC)

This course is a comprehensive exploration of current methods, practices and research for the teaching of reading and writing in Spanish as a second or heritage language (SSHL). Additionally this course introduces students to current pedagogical materials and programs.

SPANISH 506 Linguistic Variations in Speaking

Speaking Communities - The study of the origin and contemporary manifestation (lexicon and semantics) of Latin-American dialects or folks speech to enhance more effective teaching of Spanish in high school and higher education.

SPANISH 507 Literacy and the Teaching of Literature

The study of the approaches to the teaching of Spanish literature focusing on meeting California Commission on Teacher Credentialing as well as rhetoric and style of writing by selected authors.

SPANISH 508 Applied Pragmatics for the Teaching of Spanish

This course is a comprehensive introduction to pragmatics – "language use in social contexts", and to sociopragmatics in particular, as they both apply to the teaching and learning of Spanish. Topics include theories of pragmatic meaning and pragmatics in the classroom.

SPA 509 Spanish Applied Linguistics

This course focuses on the practical application of the theoretical approaches of Phonetics, Phonology, Morphology, Psycholinguistics, Syntax and Semantics to the teaching of Spanish as Heritage and Second Languages.

SPANISH 510 Master's Field Project – Directed Research and Writing

The primary purpose of this capstone course is for the Master's in SSSL student to research, create multiple interim drafts, and a final draft of all of the required component parts of her/his Master's Field Project research paper. [38]

College of Education

Program/Course: M.A. in Education: Reading Option

Proposer: Anthony Normore

Type of Change: Discontinue Option

Summary of Changes: The Graduate Education Department will retire three options in the MA in Education, effective end of fall semester, 2018 and beginning spring semester, 2019. This option has been suspended for three years with no new students enrolled since 2015. All students have graduated and all faculty who teach in these programs have retired.

Program/Course: Technology-Based Education Certificate

Proposer: Anthony Normore

Type of Change: Discontinue Program

Summary of Changes: The Graduate Education Department will retire three options in the MA in Education, effective end of fall semester, 2018 and beginning spring semester, 2019. This option has been suspended for three years with no new students enrolled since 2015. All students have graduated and all faculty who teach in these programs have retired.

College of Health, Human Services, & Nursing

Program/Course: HUS 381: Seminar in HUS I

Proposer: Phu Phan

Type of Change: Course Modification

Summary of Changes: First of three fieldwork seminars in Human Services, structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will examine and integrate personal and professional values and understand their professional selves in the helping process.

Program/Course: HUS 391: Seminar in HUS II

Proposer: Phu Phan

Type of Change: Course Modification

Summary of Changes: Second of three fieldwork seminars in Human Services, structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will examine and integrate personal and professional values and understand their professional selves in the helping process.

Program/Course: HUS 480: Seminar in HUS III

Proposer: Phu Phan

Type of Change: Course Modification

Summary of Changes: Third of three supervised fieldwork experiences with an emphasis on human services. Students will apply knowledge of human services theory and skills at an advanced level of practice with supervision in a community agency.

Program/Course: HUS 490: International Studies in Human Services

Proposer: Phu Phan

Type of Change: New Course

Summary of Changes: This class focuses on the comparative analyses of human services policies and service between the U.S. and the host country (varies). Students will travel abroad to experience first-hand knowledge of the influences of social welfare policy on service delivery.

Program/Course: B.A. Human Services

Proposer: Phu Phan

Type of Change: Program Modification

Summary of Changes: In heeding the university president's call for "internationalizing" the campus, we would like to add HUS 490 to our program as a dedicated study abroad course so our students can experience the world. It will significantly enhance their educational experience.

Program/Course: MS in Nursing, Adult-Gerontology Clinical Nurse Specialist option

Proposer: Terri Ares

Type of Change: Program modification

Summary of Changes: Propose to modify the designation of Core courses to include the courses common across the options and the residency courses mandated by state/national accrediting bodies. The specialty theory (didactic) courses are excluded from the Core and are unique to each option.

Program/Course: MS in Nursing, Pediatric Clinical Nurse Specialist option

Proposer: Terri Ares

Type of Change: Program modification

Summary of Changes: Propose to modify the designation of Core courses to include the courses common across the options and the residency courses mandated by state/national accrediting bodies. The specialty theory (didactic) courses are excluded from the Core and are unique to each option.

Program/Course: MS in Nursing, Family Nurse Practitioner option

Proposer: Terri Ares

Type of Change: Program modification

Summary of Changes: Propose to modify the designation of Core courses to include the courses common across the options and the residency courses mandated by state/national accrediting bodies. The specialty theory (didactic) courses are excluded from the Core and are unique to each option.

Program/Course: MS in Nursing, Nurse Educator option

Proposer: Terri Ares

Type of Change: Program modification

Summary of Changes: Propose to modify the designation of Core courses to include the courses common across the options and the residency courses mandated by state/national accrediting bodies. The specialty theory (didactic) courses are excluded from the Core and are unique to each option.

Program/Course: MS in Nursing, Nurse Administrator option

Proposer: Kathleen Chai

Type of Change: Degree Elevation

Summary of Changes: Propose to elevate this option to a new degree, Master of Nursing (MN) in Nursing Administration. The curriculum is substantively different than the other MS options in that there is not a direct patient care focus and hence no science-based courses.

College of Natural & Behavioral Sciences

Program/Course: BIO 374: Drug Abuse

Proposer: Biology Department

Type of Change: Course Modification

Summary of Changes: The Department of Biology is proposing to offer BIO 374, Drug Abuse, as an upper division Science, Math and Technology GE course (Area F2). The class has been offered for many years on line as a non-majors course, available to students in the old Biology minor as well as to students in Behavioral Sciences and Physical Education. Following revisions to the minor that went into effect a year ago, this course will no longer be available to Biology minors. The Department feels that it is a valuable course and that it should be offered to a wider variety of CSUDH students. This course is highly interdisciplinary, including aspects of not only biology, but also chemistry, psychology, sociology, and multiple other fields. We feel that the SMT GE area, and CSUDH students overall, would be well-served by having an interdisciplinary course in Drug Abuse.

Program/Course: PSY 340: Social Psychology

Proposer: Psychology Department

Type of Change: Course Modification

Summary of Changes: This proposal seeks to add a hybrid delivery method (70% online) to a course that already exists with traditional and online (100%) formats. This course is a pre-requisite for a required upper-division lab course that creates a bottleneck for students trying to graduate in a timely manner. By adding hybrid delivery, students will be able to select from several options to meet the demands of their schedules. Additionally, the flexibility of a hybrid offering will help address the current lack of space on our campus for carrying out instruction.

Program/Course: PSY 360: Theories of Personality

Proposer: Psychology Department

Type of Change: Course Modification

Summary of Changes: This proposal seeks to add a hybrid method (70% online) to a course that already exists with traditional and online (100%) formats. This course is a pre-requisite for a required upper-division lab course that creates a bottleneck for students trying to graduate in a timely manner. By adding hybrid delivery, students will be able to select from several options to meet the demands of their schedules. Additionally, the flexibility of a hybrid offering will help address the current lack of space on our campus for carrying out instruction.

Program/Course: PSY 368: Human Sexuality

Proposer: Psychology Department

Type of Change: Course Modification

Summary of Changes PSY 368 [Human Sexuality] is a popular elective in the Psychology Department. Due to high demand and the large number of Psychology majors, an online modality of the course is being requested to meet the scheduling needs of students. The online modality will be equivalent to the face-to-face offering and will provide an additional option for delivery of this course.

University Library

Program/Course: LIB 151: Fundamentals of Information Literacy

Proposer: Carolyn Caffrey Gardner

Type of Change: New Course

Summary of Changes: LIB 151 would expand the campus's information literacy institutional outcomes to provide a foundation for information literacy skills and concepts appropriate to all disciplines. Currently, CSUDH has an undergraduate institutional learning outcome for information literacy and it is a core competency for WSCUC, however, courses within our majors may only cover select information literacy concepts and not allow for a full survey of the topic. Likewise, general education options emphasizing information literacy are limited. Library faculty provide supplemental information literacy instruction sessions by request but their single-session, optional nature stymies deep learning. This course would take the information literacy expertise librarians have and provide an opportunity for students regardless of major to deepen their information literacy skills through critically examining information systems, understanding the cycle of scholarship, exploring issues of information privilege and privacy, and finding and using information. It fulfills the GE Area E Lifelong Understanding and Self-Development with the recent changes from EO 1100 adding information literacy as a potential topic for the GE area. It also satisfies GE area E by addressing the sociological, psychological, and physiological impacts of access to and evaluation of information, and serves as a complement to all majors by helping students to make connections across disciplines and experiences. Many other campuses in the CSU system offer an information literacy course taught by library faculty.

**UNIVERSITY CURRICULUM COMMITTEE
RECOMMENDATIONS**

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