

Curriculum Register

September 21, 2022

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

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

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

New Degree Programs & Program Modifications

New & Modified Courses

Moratorium for Proposals in Campus-wide Sharing Stage:

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

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

Moratorium Date: October 6, 2022

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

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



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Campus-Wide Proposal Sharing for Undergraduate Proposals

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

College of Arts and Humanities

Program/Course Name: Music B.A., General Music Option

Proposer: Kathleen Janert

Type of Change: Program Modification

Summary of Change and Rationale: The Department of Music seeks to improve the less-performance based music degree option by adding courses to make the option more robust in the academic study of music. The addition of multiple music survey courses (APP 325, CHS 125, MUS 201, 250, 302, 312, 345) focusing on several cultures, genres, and time periods increases in rigor of this degree option. The option is being added for students to choose between instrumental or choral conducting to better align with their music concentration. In addition, NASM requested course number changes for the new B.M. degree and will need to be implemented in all degrees. The class voice required courses within this option (MUS 220 and 320) are being replaced by beginning and intermediate guitar (MUS 122 and 222). Voice instruction is already embedded in core courses within the degree; adding guitar will make students in this option more diverse and marketable. Concert Music I-IV (MUS 100, 200, 300, 400) is being removed from the option to make room for other courses deemed more necessary; concert music is a course more beneficial to the music education and performance options because of its focus on musical performance practice.

In addition, MUS 209/106 and 309/206 are required to be taken twice and not once. MUS 210/112 is required to be taken once and not twice. These changes are merely editing typos in the current catalog. PeopleSoft lists the courses correctly and will not need the same revisions; only the catalog requires revision. All music majors currently take MUS 180, MUS 280, MUS 301, MUS 386, MUS 485, and MUS 486 as part of their music degree option. Therefore, these courses are being restructured as part of the core curriculum.

Program/Course Name: Music B.A., Music Performance Option

Proposer: Kathleen Janert

Type of Change: Program Modification

Summary of Change and Rationale: NASM requested course number changes for the new B.M. degree and will need to be implemented in all degrees. The music education degree is out of compliance with the 120-unit rule and so the MUS 160 series was removed as the MUS 180 series was modified. The 180 series modifications will provide the same amount and content of instruction as before, only with fewer units because the CS# has been updated to provide the same lessons length to students. Previously, students enrolled in one 160 series and 180 series courses to equal one-hour of lessons per week during the semester; there is no difference in course content between the 160 series and the 180 series. MUS 326 choral conducting is being added as an option so students may now tailor their degree to match their concentration. The class voice required course within this option (MUS 220) is being replaced by beginning and intermediate guitar (MUS 122 and 222). Voice instruction is already embedded in core courses within the degree; adding guitar will make students in this option more diverse and marketable. Music industry knowledge is incredibly valuable for a someone wanting to market themselves as a performer and so MUS 290 and 390 are being added since there is now space.

In addition, MUS 209/106, 309/206, 380, 480, and 493 are required to be taken twice and not once. MUS 210/112 is required to be taken once and not twice. These changes are merely editing typos in the current



catalog. PeopleSoft lists the courses correctly and will not need the same revisions; only the catalog requires revision. All music majors currently take MUS 180, MUS 280, MUS 301, MUS 386, MUS 485, and MUS 486 as part of their music degree option. Therefore, these courses are being restructured as part of the core curriculum.

Program/Course Name: Music B.A., Music Education Option

Proposer: Kathleen Janert

Type of Change: Program Modification

Summary of Change and Rationale: The music education degree had two voice courses (with a total of 4 units) with similar content and was deemed excessive while wasting credits. Therefore, MUS 320, Advanced Vocal Methods, 1 unit, is being discontinued, and MUS 420 Vocal and Choral Techniques, currently 3 units, the remaining course of these two courses, will be reduced to 1 unit, with the new number MUS 449. The music education degree is out of compliance with the 120 unit rule and so the MUS 160 series was removed as the MUS 180 series was modified. The 180 series modifications will provide the same amount and content of instruction as before, only with fewer units because the CS# has been updated to provide the same lessons length to students. Previously, students enrolled in one 160 series and 180 series course to equal one-hour of lessons per week during the semester; there is no difference in course content between the 160 series and the 180 series. MUS 326 choral conducting is being added as a requirement so students will now obtain adequate training in both instrumental (MUS 325) and choral conducting; there has been no choral conducting training until now for music education majors.

In addition, MUS 209/106, 309/206, 380, 480, and 493 are required to be taken twice and not once. MUS 210/112 is required to be taken once and not twice. These changes are merely editing typos in the current catalog. PeopleSoft lists the courses correctly and will not need the same revisions; only the catalog requires revision. All music majors currently take MUS 180, MUS 280, MUS 301, MUS 386, MUS 485, and MUS 486 as part of their music degree option. Therefore, these courses are being restructured as part of the core curriculum.

Program/Course Name: Health Humanities for People and Planet Earth Minor

Proposer: Lorna Fitzsimmons **Type of Change:** New Minor

Summary of Change and Rationale: Knowledge is power. Power to help people. Power to save

nonhuman existence on the planet.

The complex problems of sustainability and habitability that we now face urgently require applications of the health, natural, and social sciences combined with the transformative powers of the humanities. By bringing science into dialogue with humanities we strengthen our potential to imagine and build sustainable and habitable worlds at multiple scales. Learning to understand that the health and wellbeing of humans and the planet are two sides of the same coin is crucial for the survival of life on Earth.

The Health Humanities for People and Planet Earth minor enables holistic understandings of human and planetary health by drawing together humanities (language, visual, and performing arts, philosophy, and history) and scientific perspectives (health, natural, and social science) on the five-dimensions (5-D) of human experience (biological, ecological, mental, social, and cultural) with nonhuman-centric studies (other-than-human forms of life, natural systems) and practices. It cultivates ethical and caring dispositions, transdisciplinary knowledge, skills, and competencies for the health and wellbeing Sustainable Development Goal (SDG) at the core of the United Nations SDG agenda in multi-scalar terms. The tools it provides serve many careers, including health care, management, education, social



work, public relations, occupational therapy, counseling, environmental protection, expressive arts therapy, media, politics, child development, animal welfare advocacy, and intercultural communication.

Summary of Rationale: The Health Humanities for People and Planet Earth Minor contributes to the sustainability initiative at CSUDH, which is part of the global sustainable development (SD) movement. Around the world, the "urgent need to move from researching and developing SD integration objectives or aims to their actual integration in university curricula" is increasingly recognized (Loranzo et al., "Sustainable Development in Higher Education"). It is now widely accepted that "[h]igher education is a principal agent for addressing the sustainable development goals proposed by the 2030 Agenda, because of its key mission of knowledge generation, teaching and social innovation for sustainability" (Tejedor, "Didactic Strategies to Promote Competencies in Sustainability"). As Ellie Perry, Sustainability Manager at CSUDH, informed the campus on 11.18.2021, "CSUDH has been recognized nationally in the Association for the Advancement of Sustainability in Higher Education (AASHE)'s 2021 Sustainable Campus Index (SCI) publication which recognizes the most sustainable colleges and universities as reported through STARS." (The AASHE has named CSUDH a Silver-Ranked institution.)

Much work is needed to advance SDGs in the United States. The "United States Sustainable Development Report 2021," launched 11.16.2021, states, "[t]he overall shortcoming of the United States in progress towards the SDGs is easily grasped by the overall US ranking among nations. In the global Sustainable Development Report 2021, the US ranks 32nd in the world, far behind most of the highincome countries." In adopting the SDGs, "the world's governments committed to 'leave no one behind' (LNOB). This Agenda requires prioritizing the needs of the most marginalized, discriminated against, impoverished, and vulnerable, ensuring that public policies support human dignity for all foremost, and guaranteeing basic human needs are met for all" ("US Sustainable Development Report 2021"). It therefore behooves CSUDH to intensify its commitment to education for sustainable development. By enabling our students to understand relationships between human and planetary health within a transdisciplinary humanities framework, the Health Humanities for People and Planet Earth minor will play an important part in providing the Toro Nation more opportunities to gain knowledge to advance SDGs.

Program/Course Name: HUM 100 Planetary Survival Skills

Proposer: Lorna Fitzsimmons

Type of Change: New Course (Minor and GE Area E credit)

Course Description: Build your cognitive and affective skills, environmental knowledge, resilience, and activism for sustainability/habitability: emotional intelligence, psychology of climate change; biosensitivity; systemic and ecological thinking; the cognitive set of hope: agency and pathway thinking. Summary of Change and Rationale: New course for GE E & new minor Health Humanities for People

and Planet Earth

Program/Course Name: HUM 300 Health Humanities

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Health Humanities bridges the arts, humanities, and sciences in studying representations of health and illness. Students will gain a multicultural understanding of perceptions of health practices and practitioners. Topics include self-mutilation (cutting), race and medicine, cancer, music therapy, cloning, aging, and poetry and healing (3 units).

Summary of Change and Rationale: Modification of title and course description of HUM 300 Introduction to Health Humanities. This course is being modified in order to clarify its introductory status as a foundational course in the proposed Health Humanities for People and Planet Earth minor and to



integrate important content such as neurodiversity and sustainability.

Program/Course Name: HUM 302 Lives of Faust: Deals with the Devil

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Deals with the devil exert an extraordinary grip on imagination, inspiring creativity and provocative social criticism. This cross-cultural approach to the magician Faust's devil bargain explores its deployment in critique of consumerism, racism, sexism, colonialism, nuclear weapons, and environmental issues.

Summary of Change and Rationale: A cultural history of magic, from its ancient uses to its contemporary rhetorical deployment to criticize environmental degradation and technology, centering on transformations of the magician Faust's devil bargain. Understanding magical belief is a key competency for sustainability.

Program/Course Name: HUM 303 All Creatures Great and Small: Animals from Sacred to Endangered

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Animals have inspired many works in the arts and humanities around the world. This cross-cultural course explores creative representations of species in relation to the sacred, social criticism and humor, commodification, and consumption, in visual culture, literature, music, and dance. Summary of Change and Rationale: Change in title and description to better integrate the course into the proposed minor Health Humanities for People and Planet Earth.

Animals from Sacred to Endangered Nonhuman animals' relationships to the sacred, social criticism, consumption, commodification, climate change and other threats to biodiversity, and technology.

Program/Course Name: HUM 304 Vampires

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Course takes a cross-cultural approach to the concept of the vampire around the world. Students get their teeth into representations of vampires in the arts and humanities examined from critical and scientific perspectives.

Summary of Change and Rationale: The title and description of this course are being modified in order to increase students' understanding of the relevance of the concept of the vampire to health and sustainability issues. It will be utilized in the proposed Health Humanities for People and Planet Earth minor.

Vampires: Disease, Identities, Predatory Capitalism

The vampire concept from physiological, medical, ecological, psychological, psychiatric, cultural, and social perspectives. Topics include forensic pathology, psychosis, alternative identities, emotional vampirism, economic vampirism, and sustainability.

Program/Course Name: HUM 306 Humanities, Science, Technology, and Environment

Proposer: Lorna Fitzsimmons **Type of Change:** New Course

Course Description: Intersections between humanities, technology, and science for representing, critiquing, and changing human relations with the environment. Environmental sound art, broad bioethics, eco-music therapy, biopoetry, digital eco-art, eco-theatre, cyberprotest, and eco-writing addressing extinction, environmental injustice, climate change, e-waste, plastic oceans, sustainability.

Summary of Change and Rationale: New course for GE C3 and proposed Heath Humanities for People



and Planet Earth minor.

Program/Course Name: HUM 307 eSports Issues: Health, Society, Sustainability

Proposer: Lorna Fitzsimmons **Type of Change:** New Course

Course Description: A multi-perspectival approach to electronic sports (eSports). Engage eSports representations in relation to health, including cognition, addiction, and neurodiversity; racism, violence,

and sustainability; and nonhuman animals.

Summary of Change and Rationale: New course for GE C3 and the proposed Health Humanities for

People and Planet Earth Minor

Program/Course Name: HUM 492 Internship in Health Humanities for People and Planet Earth

Proposer: Lorna Fitzsimmons **Type of Change:** New Course

Course Description: Prerequisites: completion of at least twelve units in the Health Humanities for People and Planet Earth minor; consent of the program coordinator. Training relevant to health

humanities for people and planet Earth.

Summary of Change and Rationale: New course: HUM 492 Internship in Health Humanities for People

and Planet Earth

Program/Course Name: HUM 310 Key Concepts

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Prerequisite: HUM 200 or equivalent. Analysis of a major concept in humanistic thought and expression, e.g. the individual and society, success and values in the U.S., death and dying,

war and society, global popular music, etc. Repeatable with different topics for credit.

Summary of Change and Rationale: This course description is being modified because the HUM 200 prerequisite has been discontinued and some of the titles currently listed in the description have migrated to other departments. This course is being modified in utilization in order to integrate it into the proposed HUM minor.

Program/Course Name: HUM 310 Key Concepts: Garden of Delights

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: We will examine the garden and the pastoral impulse as it operates in our cultural psyches. Gardens are tremendously accommodating sites both geographically and conceptually, so we will be able to stir up quite a lot of dirt in this course as we poke around at the inhabitants of the garden and their relationships with each other. All the participants of the garden are fair game for interrogation, but let's not use the old trusty gardening tools to go mucking about; let's try to forge some new, maybe more useful, ones.

Summary of Change and Rationale: This course is being modified to online format in order to enhance student access to the course. Students need the flexibility of online delivery. The title is being corrected and the description shortened to align with current expectations. The course is being integrated into the proposed HUM minor. It provides an option for meeting the proposed minor requirements.

Program/Course Name: HUM 310: Power of Myth

Proposer: Lorna Fitzsimmons **Type of Change:** Course

Course Description: Myth is the underpinning of all ancient civilizations, reflecting humanity's search



for meaning and answers to life's most important questions: what does it mean to be human? What is the meaning of life and death?

Summary of Change and Rationale: This course is being modified to online format in order to enhance student access to the course. Students need the flexibility of online delivery.

The description is being shortened to align with current expectations. The course is being integrated into the proposed Health Myth is the underpinning of all ancient civilizations, reflecting humanity's search for meaning and answers to life's most important questions: what does it mean to be human? What is the meaning of life and death? Humanities for People and Planet Earth minor. It provides an option for meeting the proposed minor requirements.

Program/Course Name: HUM 310 Key Concepts: Warm and Human Experience

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: In looking at history, it seems that war has been ever-present, a virtually unavoidable part of the human experience. To the military historian, war may be viewed as a series of battles, or tactical engagements, or glorious triumphs (or, alternatively, tragic failures). But at the heart of warfare lies its effect on individuals, whether they be generals or ordinary infantry soldiers, guerrilla fighters or dashing cavalrymen, civilians working in munitions plants or families waiting for their men to return. Though we will look at wars in many contexts and time periods, our major focus will be on modern warfare—because it is this type of war that has most totally engaged all members of society, not just soldiers on the battlefield.

Summary of Change and Rationale: This course is being modified to online format in order to enhance student access to the course. Students need the flexibility of hybrid delivery.

The title is being corrected for misspelling. The description is being shortened to align with current expectations. The course is being integrated into the proposed Health Humanities for People and Planet Earth minor. It provides an option for meeting the proposed minor requirements.

Program/Course Name: HUM 312 Key Movements

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Prerequisite: HUM 200 or equivalent. Analysis of a major historical movement from a humanistic perspective, e.g. Harlem Renaissance, Modernism, the Jazz Age, African Literature and Culture, Medieval Japan and Europe, etc. Repeatable with different topics for credit.

Summary of Change and Rationale: This course description is being modified because the HUM 200 prerequisite has been discontinued and some of the titles currently listed in the description have migrated to other departments. This course is being modified in utilization in order to integrate it into the proposed HUM minor.

Program/Course Name: HUM 314 Key Issues

Proposer: Lorna Fitzsimmons

Type of Change: Course Modification

Course Description: Prerequisite: HUM 200 or equivalent. Analysis of major contemporary issues from a humanities perspective. Examples include the role of the arts in society, literature and the rights of women, romantic love, visions of Los Angeles, etc. Repeatable with different topics for credit.

Summary of Change and Rationale: This course description is being modified because the HUM 200 prerequisite has been discontinued and some of the titles currently listed in the description have migrated to other departments. This course is being modified in utilization in order to integrate it into the proposed

HUM minor.



Program/Course Name: ENG 305 Critical Reading of Literature

Proposer: Andrew Kalaidjian

Type of Change: Course Modification

Course Description: Prerequisite: Completion of G.E. Area A.1. Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward

major/minor in English with Literature option. Written exercises required.

Summary of Change and Rationale: English 305 will now have the option to be taught online as well as in person. We foresee primarily offering 305 online in the summer to provide more flexibility for students and faculty.

Program/Course Name: ENG 487 Introduction to Second-Language Learning and Teaching

Proposer: Andrew Kalaidjian

Type of Change: Course Modification

Course Description: Prerequisite: Completion of G.E. Area A.1. Composition. Focus on linguistic, social, and cultural factors in schooling language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies.

Summary of Change and Rationale: English 487 will now have the option to be taught online as well as in person. We foresee primarily offering 487 online in the summer to provide more flexibility for students and faculty.

Program/Course Name: HUM 310 Key Concepts: The American Musical

Proposer: Bill DeLuca

Type of Change: Course Modification

Course Description: This course investigates the American Musical as social history, and studies musicals as a reflection of the cultural, economic, and political developments of modern and contemporary eras. Through the analysis of selected musicals and criticism, discussion of their relevance to modern life, and the production of thesis-based written and oral compositions, students will learn how our musicals have portrayed our national identity and ourselves.

Summary of Change and Rationale: The online and hybrid modalities of this course will offer more opportunities for students to experience HUM310 The American Musical in addition to our face-to-face version (THE310). Students are able to deliver their required 3 speeches on Zoom. This is in addition to the online lectures, teaching materials, lecture videos, power points, and all reading resources without cost, that would are provided throughout the rest of the course. Utilizing online and hybrid methods for the class allows for greater flexibility for students to satisfy their Upper Division HUM requirement.

Program/Course Name: IDS 341 Digital Professional Identity

Proposer: Anne Soon Choi **Type of Change:** New Course

Course Description: Introduces concepts critical to developing a professional digital identity. Students will learn to develop documents such as cover letters, social media profiles and creator profiles. Students will also learn how to maximize employment oriented digital platforms such as Linkedin.

Summary of Change and Rationale: IDS 341 is a new 1-unit four-week course that focuses on developing a professional digital identity. In this four-week, online course, students will develop a digital portfolio that includes a resume/cv, cover letter, Linkedin profile and a Social Media Brand Project and Creator Statement. It was successfully piloted twice in Fall 21 nd Spring 22 with great success. The sections were fully enrolled and had full waitlists. Additionally, given the significant number of students who transfer to CSUDH from other institutions, many students are in need of 1-unit courses to complete their 120 unit count which makes this course useful for a wide variety of students. Finally, this course



contributes to CSUDH's ongoing interest in workforce development opportunities for our students.

Program/Course Name: THE 100 Television Film & Theatre

Proposer: Doris Ressl

Type of Change: Course Modification

Course Description: Appreciation of the performing arts of television, film, and the live theatre through

the viewing of films and videotapes, as well as attendance at plays and musicals.

Summary of Change and Rationale: THE100 Television, Film and Theatre has been successfully taught in Broadcast/TV format for over 15 years and from 2020 through 2022 during Covid. We have just been

made aware that it never went through the approval process for online/hybrid.



College of Business Administration & Public Policy

No submissions received



College of Education

No submissions received



College of Extended & International Education

No submissions received.



College of Health, Human Services, & Nursing

Program/Course Name: BSN 307 Healthcare Informatics and Technology

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: Provides and overview of the resources, devices and methods required to optimize the retrieval, storage, and use of information in health care. Explores technology in nursing/ health care

practice, research, education, and leadership.

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400, 408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: BSN 340 Prof Collaboration Nrsg Pract.

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: Examines communication skills critical to the practice of nursing, incorporating theoretical principles and applications. Includes analysis of helping relationships with clients, as well as collaboration, networking, negotiation, and conflict resolution in interdisciplinary health care settings. Offered Infrequent

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no existing students that will need these courses:

BSN 307,340,400, 408, 3011, 3012, 3013, 3014 & 3254 MSN 510, 534, 544, 545, 546, 580, 581, 582, & 583

Program/Course Name: BSN 400 Health Promotion and Teaching

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: Prerequisite: BSN 302 is required. Explores the concepts of health promotion and the inter-related teaching process. Considers a variety of client situations and the appropriate teaching strategies. Investigates the learning needs within health care institutions and addresses program evaluation. This course is designated as a writing intensive course.

Offered Infrequent

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400, 408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546, 580,581,582, & 583



Program/Course Name: BSN 408 Gerontological Nursing Practice

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: BSN 408. Gerontological Nursing Practice. (3 Units)

Equips nurses with the specific skills and knowledge to respond effectively to the needs of the aging population. Centers on health needs of older adults and the application of efficacious, individual ways to assess and manage complex care of the older adult in various practice settings.

assess and manage complex care of the older adult in various

Offered Infrequent

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254 MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: BSN 3013 Pathology (345.3)

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: (very old course with no description)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no

existing students that will need these courses: BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544, 545, 546,580,581,582, & 583

Program/Course Name: BSN 3014 Pathology (345.4)

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: (very old course with no description)

Summary of Change and Rationale: I he School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no existing students that will need these courses:

BSN 307,340,400, 408, 3011, 3012, 3013, 3014 & 3254 MSN 510,534,544, 545, 546,580,581,582, & 583

Program/Course Name: BSN 3012 Pathology (345.2)

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: (very old course with no description)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no

existing students that will need these courses:

BSN 307, 340, 400, 408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: BSN 33011 Pathology (345.1)

Proposer: Ronald Norby

Type of Change: Course Discontinuation



Course Description: (very old course with no description)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no existing students that will need these courses:

BSN 307, 340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546, 580,581,582, & 583

Program/Course Name: BSN 3254 Culture of Health

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: (very old course with no description)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the fouture and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254 MSN 510, 534, 544, 545, 546, 580, 581, 582, & 583

Program/Course Name: HEA 312 Intro to Public Health

Proposer: Karla Castillo

Type of Change: Course Modification

Course Description: Nature, transmission, and control of disease from a public health perspective: Historical background, current problems, trends in prevention and control, and applications to health care planning. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

Offered Fall, Spring

Summary of Change and Rationale: Curriculum Register for campus-wide sharing.

HEA 201 is a prerequisite for all courses in the Health Sciences major. Thus, transfer students in their first semester must request a permission number for all courses they enroll in their first semester since they have not yet completed HEA 201. This is a request to make HEA 201 a prerequisite and co-requisite for all courses regardless of the order in which they are taken. By adding "co-requisite", students no longer need to request a permission number to enroll in courses they are taking concurrently with HEA 201.

Program/Course Name: HEA 313 Introduction to Biostatistics

Proposer: Karla Castillo

Type of Change: Course Modification

Course Description: Introduction to the basic concepts of biostatistics and their application and

interpretation. Topics include descriptive statustics, graphics, diagnostic tests,

probability distributions, inference, tests of significance, association, linear and logistic regression, and life tables.

Offered Fall

Summary of Change and Rationale: Curriculum Register for campus-wide sharing.

HEA 201 is a prerequisite for all courses in the Health Sciences major. Thus, transfer students in their first semester must request a permission number for all courses they enroll in their first semester since they have not yet completed HEA 201. This is a request to make

HEA 201 a prerequisite and co-requisite for all courses regardless of the order in which they are taken. By adding "co-requisite", students no longer need to request a permission number to enroll in courses they



are taking concurrently with HEA 201.

Program/Course Name: HEA 314 Health Behavior

Proposer: Karla Castillo

Type of Change: Course Modification

Course Description: Current concepts of the behavioral sciences in the health field with specific application to ethnically and culturally diverse urban communities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

Offered Fall, Spring

Summary of Change and Rationale: HEA 201 is a prerequisite for all courses in the Health Sciences major. Thus, transfer students- in their first semester must request a permission number for all courses they enroll in their first semester since they have not yet completed HEA 201. This is a request to make HEA 201 a prerequisite and co-requisite for all courses regardless of the order in which they are taken. By adding "co-requisite", students no longer need to request a permission number to enroll in courses they are taking concurrently with HEA 201.

Program/Course Name: HEA 315 Interpersonal Skills in Health Communication

Proposer: Karla Castillo

Type of Change: Course Modification

Course Description: Fundamentals, principles, and skills of interpersonal and group processes in health-related occupations. Special emphasis on theory and techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

Offered Fall, Spring

Summary of Change and Rationale: Curriculum Register for campus-wide sharing.

HEA 201 is a prerequisite for all courses in the Health Sciences major. Thus, transfer students in their first semester must request a permission number for all courses they enroll in their first semester since they have not yet completed HEA 201. This is a request to make

HEA 201 a prerequisite and co-requisite for all courses regardless of the order in which they are taken. By adding "co-requisite", students no longer need to request a permission number to enroll in courses they are taking concurrently with HEA 201.



College of Natural & Behavioral Sciences

Program/Course Name: CHE 460 Chemical Literature

Proposer: Kari Pederson

Type of Change: Course Modification: GWAR-Certifying

Course Description: Chemical literature, including the nature, content, and accessibility. Modern

electronic search and retrieval techniques.

Summary of Change and Rationale: As part of accreditation, the American Chemical Society (ACS) requires that the Chemistry & Biochemistry degrees include instruction in several essential student skills, one of which is the area of Chemical Literature and Information Management. CHE 460 currently fulfills this ACS requirement by including instruction on searching chemical literature, evaluating technical articles critically, managing many types of chemical information, performing and assessing the quality of searches using keywords, authors, abstracts, citations, patents, and structures/substructures, and managing citations.

The CHE 460 course is proposed to be modified with two purposes, to better support Chemistry & Biochemistry students within the major, providing them with updated instruction earlier in their degree program, and to expand the writing components of the course to meet the GWAR requirement within the Chemistry & Biochemistry degrees.

To this end, the course number and pre-requisites are changed to allow and encourage students to enroll in the course earlier in their degree program, the mode of instruction is changed to activity to allow for an active learning design and increase the in-class time above the threshold for GWAR courses, and the grading method is changed to A-F. Additionally, the course design is updated to include intentional instruction on Chemistry writing conventions and styles, writing assignments addressing the variety of audiences to whom chemists must communicate and the wide variety of topics about which chemists must be able to communicate, and instruction on using citation managers, databases for literature and spectroscopic data, and software for creating chemical structures.

Program/Course Name: MAT 443 History of Mathematics

Proposer: Carolyn Yarnall

Type of Change: Course Modification

Course Description: Traces the growth and development of mathematics from primitive origins to present, uses methods and concepts of mathematics to present the topics. MAT 443 requires about nine

hours of work per week.

Summary of Change and Rationale: This proposal will enable MAT 443 to be offered in an online format in addition to the existing face-to-face format. The online format for this course was piloted in Spring 2020 and has continued to run online successfully during the pandemic. This format enables more students to access the course without being constrained by classroom availability and scheduling conflicts. The instructor, John Wilkins, is emeritus faculty and has completed extensive training in effective online course design.

Program/Course Name: Master of Arts in Teaching Mathematics

Proposer: Matthew Jones

Type of Change: Program Discontinuation

Summary of Change and Rationale: The Master's in the Art of Teaching Mathematics program is to be

discontinued following several years of declining and then zero enrollment.



Program/Course Name: POL 300 Quantitative Methods of Political Analysis

Proposer: Hyo Joon Change

Type of Change: Course Modification: GWAR-Certifying

Course Description: This is a three-credit course, required for political science majors. The catalog describes this course as "An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research." The course will provide you with an introduction to research design and quantitative analysis of political data. You will comprehend the basic building blocks of political science research, and learn how to pose a research question, do a literature review, establish theories and hypothesis, and perform data analysis using a software, EXCEL.

Summary of Change and Rationale: POL 300 Research Design in Political Science is the first course of a two-course sequence that introduces students to the research methods in the field of political science. It will introduce students to the fundamentals of research design in political science and the myriad methodologies employed by political scientists. It is a three-unit, GWAR-certified, and required course for the major and offered every spring and fall.

Program/Course Name: SOC 334 Woman and Society

Proposer: Kara Dellacioppa

Type of Change: Course Modification

Course Description: Analysis of the changing role of women in different historical and cultural settings. Emphasis on the conflict women face from the value and belief systems of their cultures, those of their broader society and their social identity as women. They course will draw on material from diverse, including both industrialized and developing countries.

Offered Fall, Spring

Summary of Change and Rationale: This class will be able to be offered fully online to accommodate students needs and more scheduling flexibility.



Program/Course Name: SOC 335: Social Movements

Proposer: Kara Dellacioppa

Type of Change: Course Modification

Course Description: A study of major social movements with varying specific emphasis on topical problems or relevant issues from semester to semester. For example, a specific semester may be devoted

to Social Movements: Black Awareness; or Social Movements: Utopias. Repeatable course.

Summary of Change and Rationale: This class will be able to be offered fully online to accommodate

students needs and more scheduling flexibility.



University Library

No submissions received.



Campus-Wide Proposal Sharing for Graduate Proposals

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

College of Arts and Humanities

Program/Course Name: HUX 501 Defining the Humanities: History

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Advanced study of the nature of history through examination of the historiographic

method

Summary of Change and Rationale: We propose discontinuing HUX 501 as a part of our HUX Reboot curriculum process. The Phase I HUX series no longer fits within the new HUX blocks or within new HUX blocks that will be developed. We are no longer going to offer discipline-specific introduction classes but will instead focus on a truly inclusive and interdisciplinary humanities-based curriculum.

Program/Course Name: HUX 502 Defining the Humanities: Literature

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Advanced study of the nature of literature by examination of images of self in

selected poems and novels.

Summary of Change and Rationale: We propose discontinuing HUX 502 as a part of our HUX Reboot curriculum process. The Phase I HUX series no longer fits within the new HUX blocks or within new HUX blocks that will be developed. We are no longer going to offer discipline-specific introduction classes but will instead focus on a truly inclusive and interdisciplinary humanities-based curriculum.

Program/Course Name: HUX 503 Defining the Humanities: Music

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Advanced study of music, focusing on concepts of meaning and form in music at a

philosophical rather than theoretical level. The ability to read music not required.

Summary of Change and Rationale: We propose discontinuing HUX 503 as a part of our HUX Reboot curriculum process. The Phase I HUX series no longer fits within the new HUX blocks or within new HUX blocks that will be developed. We are no longer going to offer discipline-specific introduction classes but will instead focus on a truly inclusive and interdisciplinary humanities-based curriculum.

Program/Course Name: HUX 504 Defining the Humanities: Art

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Advanced study of key concepts in art by focusing on aesthetics and art theory. **Summary of Change and Rationale**: We propose discontinuing HUX 504 as a part of our HUX Reboot curriculum process. The Phase I HUX series no longer fits within the new HUX blocks or within new HUX blocks that will be developed. We are no longer going to offer discipline-specific introduction classes but will instead focus on a truly inclusive and interdisciplinary humanities-based curriculum.



Program/Course Name: HUX 505 Defining the Humanities: Philosophy

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Advanced study of key concepts of Philosophy by focusing on contemporary issues

and conflicts and their analogues in traditional philosophical readings.

Summary of Change and Rationale: We propose discontinuing HUX 505 as a part of our HUX Reboot curriculum process. The Phase I HUX series no longer fits within the new HUX blocks or within new HUX blocks that will be developed. We are no longer going to offer discipline-specific introduction classes but will instead focus on a truly inclusive and interdisciplinary humanities-based curriculum.

Program/Course Name: HUX 506 Introduction to the Humanities

Proposer:

Type of Change: New Course

Course Description: Introduction to the Humanities is one of the first three of the Master of Humanities core courses in the HUX Program. It provides a non-comprehensive overview of human culture,

particularly literature, history, music and philosophy.

Summary of Change and Rationale: We propose to add HUX 506 as a new core course for HUX's curriculum modification and redesign. In concert with HUX 507, our new core classes will replace the Phase I curriculum (HUX 501-505) in Legacy HUX, substituting five short, discipline-specific classes with two more substantive classes that more fully explore and lay out the foundations for a graduate education in the Humanities.

Program/Course Name: HUX 507 Graduate Writing in the Humanities **Proposer:** Gitanjali Singh, Ricardo M. Garcia, Jacqueline Shannon

Type of Change: New Course

Course Description: This course will teach students how to communicate in the humanities through academic writing that is supported by primary and secondary sources. Students will explore a variety of subjects, including art, gender, labor, music, and race to understand the humanities.

Summary of Change and Rationale: We propose to add HUX 507 as a new core course for HUX's curriculum modification and redesign. In concert with HUX 506, our new core classes will replace the Phase I curriculum (HUX 501-505) in Legacy HUX, substituting five short, discipline-specific classes with two more substantive classes that more fully explore and lay out the foundations for a graduate education in the Humanities.

Program/Course Name: HUX 523 Humanities Encounter: Historical Sites

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Exploring the historical roots of one's own community. Requires papers (including photographs) involving descriptions and analyses of three different historical sites. Papers on two additional sites required.

Summary of Change and Rationale: We propose discontinuing HUX 523 as a part of our HUX Reboot curriculum process. The Humanities Encounter Series is outdated within the reconstituted HUX because of its strong focus on U.S. or European examples of human endeavors. A class such as "The Living Theater" offers possibilities for Indigenous Religious theater and its relationship to Catholic passion plays, which offers an example of the interaction of theater from two very distinct cultural traditions to justify the humanities label. However, such was not the focus of the class, which is why it should be discontinued.



Program/Course Name: HUX 525 Philosophy of Punishment

Proposer: Dana S. Belu **Type of Change:** New Course

Course Description: This course explores the theme of incarceration, including its historical roots, within advanced capitalist societies. We will study the writings of Foucault, Bentham, Gramsci, and other prominent commentators who focus critically on incarceration and living in a carceral society. Summary of Change and Rationale: We propose to add HUX 525 as one of four new classes that comprise the "Disciples of Punishment" curricular block within our HUX program modification proposal. This block of courses explores the historical, racial, class, and patriarchal origins of mass incarceration from a variety of disciplinary perspectives, including history, philosophy, and cultural studies.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 526 Punishment and Popular Culture

Proposer: Daniel Greenspan Type of Change: New Course

Course Description: Students will reflect on an array of media sources to more deeply and critically understand popular culture's engagement with criminality and the justice system and to think about popular culture as a possible resource for criminal justice reform.

Summary of Change and Rationale: We propose to add HUX 526 as one of four new classes that comprise the "Disciples of Punishment" curricular block within our HUX program modification proposal. This block of courses explores the historical, racial, class, and patriarchal origins of mass incarceration from a variety of disciplinary perspectives, including history, philosophy, and cultural studies.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 527 History of American Punishment

Proposer: Matthew Luckett **Type of Change:** New Course

Course Description: Covers the history of punishment in the United States from the 17th century through the present. Emphasizes historiography and the interconnection of different historical narratives

and variables in creating the modern penal system.

Summary of Change and Rationale: We propose to add HUX 527 as one of four new classes that comprise the "Disciples of Punishment" curricular block within our HUX program modification proposal. This block of courses explores the historical, racial, class, and patriarchal origins of mass incarceration from a variety of disciplinary perspectives, including history, philosophy, and cultural studies.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.



Program/Course Name: HUX 528 Modern Discipline

Proposer: Tahereh Aghdasifar **Type of Change:** New Course

Course Description: This course explores the contemporary manifestations of discipline through an interrogation of the diffuse nature of power. The interdisciplinary humanities texts here offer a reflection on the origins of disciplinary relationality (between the state, sovereign, and subject) and how their evolving relations are revealed in technologies of surveillance and security.

Summary of Change and Rationale: We propose to add HUX 528 as one of four new classes that comprise the "Disciples of Punishment" curricular block within our HUX program modification proposal. This block of courses explores the historical, racial, class, and patriarchal origins of mass incarceration from a variety of disciplinary perspectives, including history, philosophy, and cultural studies.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 530 War and Experience

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination, through readings in history and literature, of the nature of war and its effect on individuals, families, groups, and communities. The course will draw on a wide range of examples, including conflicts in the ancient world, modern Europe, and the United States.

Summary of Change and Rationale: We propose discontinuing HUX 530 as a part of our HUX Reboot curriculum process. HUX 530 is outdated because it is very problematic due to ethnocentric bias. The objects of study are from Western Civilization courses, which examine the development of the "West" from antiquity to the present, including ancient Greece, the Middle Ages, the Renaissance, and World War I. Such a focus does not reflect the "Human Experience" but an ethnocentric experience. This course does not belong in HUX.

Program/Course Name: HUX 532 Slavery in History and Literature

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Examines the institution of slavery from an interdisciplinary humanistic perspective utilizing a comparative approach. Surveys slavery from ancient times to the present in all parts of the world, with focus upon American slavery.

Summary of Change and Rationale: We propose discontinuing HUX 532 as a part of our HUX Reboot curriculum process. This class does not fit within our new thematic emphasis on mass incarceration. Instead, material related to this subject has been built into several of our new classes, especially in the Abolition block.



Program/Course Name: HUX 533 Prisoner Movement and Theory

Proposer: Tahereh Aghdasifar **Type of Change:** New Course

Course Description: An in-depth study of transnational social justice-oriented prisoner movements. All assigned texts are written by incarcerated or formerly incarcerated peoples. Students will consider systemic roots of carceral violence while studying how incarcerated peoples have resisted and strategized for abolition.

Summary of Change and Rationale: We propose to add HUX 533 as one of four new classes that comprise the "Abolition and Liberation" curricular block within our HUX program modification proposal. This block of classes introduces, builds on, and adds to a growing body of academic work happening right now in anti-carceral studies, settler colonial studies, and women's studies. With an emphasis on abolition, this block offers practical yet evidence-based approaches to students interested in pursuing a social justice agenda.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 534 Race, Class, and Gender

Proposer: Gitanjali Singh **Type of Change:** New Course

Course Description: Modeled after the traditional Ethnic Studies and Women's Studies course, this course offers an intersectional analysis of the law, policing, incarceration, and their function in stifling marginalized people from building together.

Summary of Change and Rationale: We propose to add HUX 534 as one of four new classes that comprise the "Abolition and Liberation" curricular block within our HUX program modification proposal. This block of classes introduces, builds on, and adds to a growing body of academic work happening right now in anti-carceral studies, settler colonial studies, and women's studies. With an emphasis on abolition, this block offers practical yet evidence-based approaches to students interested in pursuing a social justice agenda.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 535: Criminalization, Colonization, and Counterinsurgency

Proposer: Amira Jarmakani **Type of Change:** New course

Course Description: This course offers a historical perspective on the fluidity of criminalization and how it coalesces around specific bodies at different times to justify oppressive systems from colonization to gentrification.

Summary of Change and Rationale: We propose to add HUX 535 as one of four new classes that comprise the "Abolition and Liberation" curricular block within our HUX program modification proposal. This block of classes introduces, builds on, and adds to a growing body of academic work happening right now in anti-carceral studies, settler colonial studies, and women's studies. With an emphasis on abolition, this block offers practical yet evidence-based approaches to students interested in pursuing a social justice agenda.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject



matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 536: Abolitionist Futures

Proposer: Christina Aushana **Type of Change:** New course

Course Description: This course teases out the differences between liberal reform and abolition while exploring transformative justice, mutual aid, and how people are already working to eliminate the prison

industrial complex.

Summary of Change and Rationale: We propose to add HUX 536 as one of four new classes that comprise the "Abolition and Liberation" curricular block within our HUX program modification proposal. This block of classes introduces, builds on, and adds to a growing body of academic work happening right now in anti-carceral studies, settler colonial studies, and women's studies. With an emphasis on abolition, this block offers practical yet evidence-based approaches to students interested in pursuing a social justice agenda.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 537 Building and Reforming the Industrial City in the Unites States

Proposer: Laura Redford **Type of Change:** New Course

Course Description: An interdisciplinary study of cities in the United States from 1880-1920s, with a focus on the history, literature, art, and social movements of the time period. Topics include poverty, housing, labor, and legal reform, and the start of urban planning.

Summary of Change and Rationale: We propose to add HUX 537 as one of four new classes that comprise the "Urban Development" curricular block within our HUX program modification proposal. This block of classes offers a multi-disciplinary approach to the social, cultural, historical, racial, ethnic, and gendered aspects of the modern city and its development.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 538 Whose House Is It Anyway?: Settler Colonialism, Racial Capitalism,

and the U.S. Housing Market

Proposer: Waverly Duck and Junia Howell

Type of Change: New Course

Course Description: This course explores the setter colonial and racial capitalists' roots of the U.S. housing market. Students will explore historical and contemporary housing policies and practices, examine empirical data on communities, and imagine how we can build an equitable housing market. Summary of Change and Rationale: We propose to add HUX 538 as one of four new classes that comprise the "Urban Development" curricular block within our HUX program modification proposal. This block of classes offers a multi-disciplinary approach to the social, cultural, historical, racial, ethnic, and gendered aspects of the modern city and its development.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this



class.

Program/Course Name: HUX 539 Creating Communities: Contemporary Urban Planning and

Community Development

Proposer: Andre Commandon and Silvia Gonzalez

Type of Change: New Course

Course Description: This course critically assesses the role of urban planning in shaping communities. Students will examine how the regulation of the use of space lastingly impacts community formation and inequality, and how it can be used to create more equitable cities.

Summary of Change and Rationale: We propose to add HUX 539 as one of four new classes that comprise the "Urban Development" curricular block within our HUX program modification proposal. This block of classes offers a multi-disciplinary approach to the social, cultural, historical, racial, ethnic, and gendered aspects of the modern city and its development.

Although we designed HUX 506 and HUX 507 to provide foundational writing, research, and subject matter skills to our graduate students, a bachelor's degree is sufficient preparation for enrolling in this class.

Program/Course Name: HUX 540 Evolution of Human Culture: Western Civilization

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the nature of change and cultural unfolding, using the development of the city as a key concept, and looking into three representative types of cities: ancient, medieval, and modern.

Summary of Change and Rationale: We propose discontinuing HUX 540 as a part of our HUX Reboot curriculum process. This class is outdated given its emphasis on Western Civilization as a privileged subject. It does not belong in the HUX reboot.

Program/Course Name: HUX 543 The Autonomous Individual

Proposer: Matthew Luckett

Type of Change: Course Inactivation

Course Description: Interdisciplinary study of the nature of the creative act, including the following: the artist's vision of self; the defenses of personalism; notions of aesthetics and of symbolic thought. **Summary of Change and Rationale**: HUX proposes to freeze HUX 543, as this course does not fit within our curriculum redesign but should be kept in reserve for future redevelopment. The thematic focus on "the autonomous individual" may be of special interest to incarcerated students.

Program/Course Name: HUX 544 The Individual and Society

Proposer: Matthew Luckett

Type of Change: Course Inactivation

Course Description: Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.

Summary of Change and Rationale: HUX proposes to freeze HUX 544, as this course does not fit within our curriculum redesign, but should be kept in reserve for future redevelopment. The thematic focus on "the individual and society" may be of special interest to incarcerated students.



Program/Course Name: HUX 546 Alienation, Estrangement, and Subcultures

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America. Readings from social Philosophy as well as from Chicano and African American studies.

Summary of Change and Rationale: We propose discontinuing HUX 546 as a part of our HUX Reboot curriculum process. The subject of study in HUX 546 is commendable, but it is outdated and should be discontinued for this reason. The instructor relies on Karl Marx, Friedrich Hegel, and Erich Fromm to categorize works by prominent Chicano and African writers from the 20th century. However, these writers of colors need to be examined on their own merit and for how they represent themselves and their communities.

Program/Course Name: HUX 550 Key Individuals, Art: Frank Lloyd Wright

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Intensive study of the buildings and architectural influence of Frank Lloyd Wright. **Summary of Change and Rationale**: We propose discontinuing HUX 550 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.

Program/Course Name: HUX 551 Key Individuals, Music: Beethoven

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the life and music of Ludwig Van Beethoven; the ability to read

music not required.

Summary of Change and Rationale: We propose discontinuing HUX 551 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.

Program/Course Name: HUX 552 Key Individuals, Philosophy: Rousseau

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the life, thought, and influence of Rousseau, focusing on several

recurrent themes: Self-other, rational-nonrational, classic-romantic, dependence-independence,

democracy-totalitarianism.

Summary of Change and Rationale: We propose discontinuing HUX 552 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.



Program/Course Name: HUX 553 Key Individuals, Literature: Hemingway and Faulkner

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the major works and influence of two modern American authors,

Ernest Hemingway, and William Faulkner

Summary of Change and Rationale: We propose discontinuing HUX 553 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.

Program/Course Name: HUX 554 Key Individuals, History: Carnegie, Rockefeller and Ford

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.

Summary of Change and Rationale: We propose discontinuing HUX 554 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.

Program/Course Name: HUX 555 Key Individuals, History: Stalin

Proposer: Matthew Luckett

Type of Change: Course discontinuation

Course Description: Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through a biography; his effect upon the people, through a novel; and his place in history as interpreted today.

Summary of Change and Rationale: We propose discontinuing HUX 555 as a part of our HUX Reboot curriculum process. The Key Individuals Series is outdated because it is very problematic due to ethnocentric bias. All of the individuals who are examined are usually profiled in Western Civilization 2 courses, which examine the development of the "West" from 1500 to the present. These courses do not belong in the 21st century HUX.

Program/Course Name: HUX 557 Key Periods and Movements, Philosophy: Greeks, Philosophy,

Tragedy, and the Polis **Proposer:** Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the emergence of philosophy out of the "mythical" thinking that precedes and continues within it. How classical Greek philosophy contrasted with Greek tragic poetry. **Summary of Change and Rationale:** We propose discontinuing HUX 557 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.



Program/Course Name: HUX 571 Key Periods and Movements, Music: Baroque

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Examination of Baroque music and the period in Western Europe (1600-1750)

during which it evolved. The ability to read music not required.

Summary of Change and Rationale: We propose discontinuing HUX 571 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.

Program/Course Name: HUX 573 Key Periods and Movements, Literature: Archetypal Criticism

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folktale, dream, ritual, and myth. **Summary of Change and Rationale**: We propose discontinuing HUX 573 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.

Program/Course Name: HUX 574 Key Periods and Movements, History: The Age of Revolution

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.

Summary of Change and Rationale: We propose discontinuing HUX 574 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.

Program/Course Name: HUX 575 Key Periods and Movements, Literature: Nineteenth Century

American Literature

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: dies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, James and Chopin, writers who established the mainstream of our creative aesthetic. Their novels, exploring evil, guilt, and sin, chronicle America's spiritual uncertainties and social turbulence.

Summary of Change and Rationale: We propose discontinuing HUX 575 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.



Program/Course Name: HUX 576 Key Periods and Movements, Art: Ancient Maya

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of the art and architecture of the Mayan civilization in

Mesoamerica in the context of its history, mythology, and archaeology.

Summary of Change and Rationale: We propose discontinuing HUX 576 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.

Program/Course Name: HUX 578 Key Periods and Movements, Literature: Female Coming of Age in

World Literature

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: An examination of 20th century world literature by female authors writing on the theme of "coming of age." Through fiction, poetry and autobiography from diverse world cultures including France, China, South Africa, Vietnam and the U.S., a study of the influence of ethnic background and cultural traditions on the coming-of-age experience. Examines modern definitions of women and their survival and growth strategies. Critical analysis in a comparative literatures and cultures framework with feminist perspectives.

Summary of Change and Rationale: We propose discontinuing HUX 578 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that will be developed.

Program/Course Name: HUX 580 Ancient Near East

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Ancient Egyptian and Sumerian political and cultural history and their impact on later civilizations. Analysis of historical questions through study of artifacts, documents, inscriptions, and monuments.

Summary of Change and Rationale: We propose discontinuing HUX 580 as a part of our HUX Reboot curriculum process. HUX 580 is outdated because of its categorization of "Ancient Near East," which frames the studied subjects from an outdated perspective. "The West" is privileged and other regions are framed in juxtaposition to it: Near East, Non-Western, Far East. Such a class does not belong in HUX.

Program/Course Name: HUX 581 Key Periods and Movements, Philosophy: Philosophy and

Postmodernism

Proposer: Matthew Luckett

Type of Change: Course Discontinuation

Course Description: Studies in contrasting meanings of postmodernism as it applies to philosophy. The place of philosophy in culture; the reciprocal influences of philosophy, architecture, literature and art upon each other.

Summary of Change and Rationale: We propose discontinuing HUX 581 as a part of our HUX Reboot curriculum process. Most of the series of courses titled "Key Periods and Movements" are outdated for the 21st century HUX program given that individual courses emphasize ethnocentric concepts as universal. The series no longer fits within the new HUX blocks or within new HUX blocks that



will be developed.

Program/Course Name: HUX 582 Seminar in History

Proposer: Matthew Luckett

Type of Change: Course Modification

Course Description: Students will use the methods and skills they learned in HUX 512, including the proper handling of primary sources and secondary source texts, to improve their understanding, to create

sound argument, and to communicate thoughtfully about the past.

Summary of Change and Rationale: HUX proposes to use the HUX 582 Seminar in History course as a mini capstone for our new Urban Development course block. The class fits within our pedagogical design plan for the four-course block, thereby eliminating the need to create a brand-new class. We are also eliminating its prerequisite requirement (HUX 512).

Program/Course Name: Humanities External Master's Degree

Proposer: Matthew Luckett

Type of Change: Program Modification

Program Description: The Master of Arts in Humanities offers broad interdisciplinary exposure to all of the areas of the humanities – including both area studies and traditional disciplinary fields such as history, philosophy, and literature – and the establishment of an integrative perspective among them, with emphasis on their interrelating effects and influences. The degree is offered entirely as a distance program. Courses are offered in fall and spring semesters of 15 weeks each.

Summary of Change and Rationale: We wish to drop the word "External" from the degree name in order to emphasize the close collaboration that exists between the College of Extended Education and the College of Arts and Humanities. Moreover, since there are no longer any other active Humanities graduate degrees on campus (at one time there were four), HUX will be the only Humanities graduate degree on campus.



College of Business Administration & Public Policy

Program/Course Name: CIS 502 Advanced Topics and Information Systems

Proposer: Mohammad Eyadat **Type of Change:** New Course

Course Description: The course presents a unique blend of practical and theoretical treatment of software engineering topics for producing high quality software systems. It offers a comprehensive overview of software and its process. It introduces students to the intermediate and advanced development of a software product. A variety of topics will be discussed include but not limited to software metrics (presented as a management tool), real-time software design, quality assurance, reliability, risk management, cost and schedule estimation, planning, test and integration process, software security engineering, and business aspects of software engineering. In addition, each semester it is offered, the course will focus on current issues in software quality. Students will participate in a software development team.

Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course will be added to this program.

Program/Course Name: CIS 522 Data Management

Proposer: Xuefei "Nancy" Deng **Type of Change:** New Course

Course Description: The course focuses on foundational knowledge and skills about data modeling and management. Students will learn and apply SQL to extract and analyze data from databases; interpret data analysis to derive valuable insights; and communicate insights for data-driven decision-making.

Summary of Change and Rationale: The department of Information Systems and Operations

Management (ISOM) seeks to propose a new program - MS in Business Analytics - that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course will be added to this program.

Program/Course Name: CIS 531 Data Analysis for Better Decision-Making Using Python

Proposer: Chi-Wen Chen **Type of Change:** New Course

Course Description: Students will learn the data analysis concepts and utilize an analytical tool called Python which is widely applicable to data analysis and visualization. By introducing to core Python programming basics, including data types, model structures, and program design with functions, students will develop data/information processing skills and how to make decisions based on result of data analyses.

Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course will be added to this program.

Program/Course Name: CIS 543 Advanced Topics in Information Systems

Proposer: Myron Sheu

Type of Change: New Course

Course Description: Covers data visualization and design including use of color, visual variability, and dashboards. Applications through one or two popular visualization tools are illustrated and developed throughout the course to gain data visualization skills.



Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course will be added to this program.

Program/Course Name: OMG 503 Quantitative Methods for Managerial Decision Making

Proposer: Hamid Pourmohammadi Type of Change: New Course

Course: Description: This course provides a comprehensive treatment of selected topics in mathematical analysis with extensive applications in business and economics. Emphasis is placed on the use of linear programming and statistical analysis and their special applications as modeling tools for management in decision-making process. The methods presented in this course are generic and robust. They can be applied to solve decision problems in finance, marketing, production, distribution, and transportation in private enterprises and in public service organizations.

Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course will be added to this program.

Program/Course Name: OMG 533 Predictive Analytics

Proposer: Jian-Yu Ke

Type of Change: New Course

Course Description: Identify and apply statistical models that are commonly used to implement predictive analytics in business and industry; Learn to use Excel-based tools to construct models based on regression and time-series analysis of trend, cyclical and seasonal components.

Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. This new course, which identifies and applies statistical models that are commonly used to implement predictive analytics in business and industry, will be added to this program.

In predictive modeling and analytics, time series models are used to analyze data that are collected sequentially over time. A primary goal of these models is to exploit the association structure of the observations in order to predict future values. The course will emphasize the usefulness of Excel-based regression for analyzing time-series data. Topics to be covered include the concept of stationarity, moving average models, identification and estimation of models, prediction and assessment of model forecast, seasonal models, and intervention analysis. The course goals are for each student to understand time series methods and obtain "hands-on" experience using, analyzing, and developing forecasting models for business applications.

Program/Course Name: OMG 535 Digital Supply Chain Management

Proposer: Jian-Yu Ke

Type of Change: New Course

Course Description: This course allows the students to learn the concepts of Industry 4.0 technologies

and understand how to implement them to transform modern supply chains.

Summary of Change and Rationale: The department of Information Systems and Operations Management seeks to propose a new program - MS in Business Analytics that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence,



organizational decision making, and quantitative analysis. This new course, which allows the students to learn the concepts of Industry 4.0 technologies and understand how to implement them to transform modern supply chains, will be added to this program.

Supply chain organizations continue to become more agile, as technologies are deployed to standardize processes and connect previously siloed functions. Technology is also being used to expand across the extended supply chain to support better collaboration with suppliers, customers, and consumers. Industry 4.0 concerns the transformation of industrial processes through the integration of modern technologies such as sensors, communication, and computational processing. Industry 4.0 technologies such as Blockchain, Financial Technology (FinTech), Cyber-Physical Systems (CPS), Internet of Things (IoT), Robotic Process Automation (RPA), 3D Printing, Artificial Intelligence (AI), Cloud Computing, Machine Learning, Meta Verse, Virtual Reality (VR), and Augmented Reality (AR) are considered to be the different drivers necessary for the transformation. This class analyzes and evaluates contemporary challenges brought by Industry 4.0 and discusses the business model innovation.



College of Education

Program/Course Name: Educational Leadership for Justice in Education, Ed.D.

Proposer: Kitty Fortner, Gary Rhodes, Pamela Robinson, Antonia Issa Lahera, Keith Myatt, Julie Jhun,

Yesenia Fernandez, Laurie Inman, Rene Castro, Jessica Pandya

Type of Change: New Program

Summary of Change and Rationale: The purpose of the proposed new program is to meet the ever increasing demand for highly skilled educational leaders as well as provide CSUH students access to an affordable doctorate level educational leadership degree. Leaders in the field of education have stages in their careers and the School Leadership Program (SLP) seated in the Division of Graduate Education 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 Doctorate of Education (Ed.D) in Leadership for Justice is the next logical step as our graduates continue to lead and transform schools, colleges, non-profit organizations, and government agencies. The Ed.D program will provide a 3-year, supportive, cohort model for candidates who are full-time practitioners in the field of education to advance their understanding, skills and knowledge of what it means to leading for justice, equity, and inclusion creating anti-racist spaces in education.

This new program will extend the work of the College of Education (COE) in that teachers and leader graduating from its programs are prepared to transform schools. However, the higher level management in the districts and organization in which they are hired often lack the understanding to implement the changes needed to create anti-racist and liberated spaces where all students can thrive; thus, this Ed.D. Program is designed to help upper level leadership to better understand the needs and to support the implementation of inclusive and liberatory education. The courses in the proposed Ed.D Program will be taught by dedicated faculty who have educational leadership experience, are research-oriented and bring a wealth of working knowledge and skills for leading large organizations in a variety of educational settings, including PK-12, higher education institutes, non-profit organizations and government agencies. 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, care of, compassion for the most under-served populations, equity, justice, and critical consciousness are ensured. With lenses of justice, equity, culture, deep care, dignity, social responsibility, compassion and informed citizenry, graduates of the Ed.D Program will extend the COE's work to the higher levels in their educational organizations and communities so that the education system itself can be transform.

The foundational thoughts and values of the EdD program align with the themes of the 2022 CSUDH Strategic Plan. "Going Far Together" is an inclusive justice-oriented plan that focuses on the collective and the individual. The entire CSUDH campus community -local, global, and virtual- benefit from the creation of a Culture of Care and the provision of Equitable Access where both Educator and Students Thrive. The idea that all students will be critical thinkers and communicator who excel academically is practiced in the EdD Program through inquiry and research aimed at unearthing practices and strategies for student success. Faculty in the EdD program will join a diverse focused supporting each other and utilizing humanizing and inclusive practices showing deep care to each other and to students. Students will receive an affordable, holistic, culturally responsive, and equity-centered educational experiences that supports their learning, development, and engagement. As the program itself is focused on justice, inclusion, and anti-racist leadership, it aligns with the strategic commitment of Culture of Care and is rooted in the ethos of love. Our graduates will walk alongside CSUDH as Pillars of the Community as



they work to transform the educational spaces that they occupy.

Program/Course Name: EDLD 700 Leadership for Justice (Self)

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course will introduce candidates to the program and the liberatory/justice leadership framework providing the foundation. In this course, exploration of leadership models, positionality, intersectionality, purpose and leadership identity for enacting leadership using a justice lens begins for each candidate.

Summary of Change and Rationale: This new course will be one of the required courses for the proposed new Doctor of Education Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 705 Leadership for Justice (Organizations)

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course will focus on candidates identifying key aspects of their organization that are critical to justice leadership. Data driven decision-making, utilization of all sources of data and information and the identification of actions to promote justice will be addressed.

Summary of Change and Rationale: This new course will be one of the required courses for the proposed new Doctorate of Education Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 710 Leadership for Systems Thinking

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: Leadership for Systems Thinking takes candidates deeper into the context of their own organization to analyze their systems and the framing that guides them. In addition, this course focuses on the implications identified as structural, social, and psychological barriers.

Summary of Change and Rationale: This new course will be one of the required courses for the proposed new Doctor of Education Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 715 Leadership for Praxis

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course is focused on the identification of justice focused relational obligations,

accountability, governance and communication within organizations.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 760 Research Design

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: Examination of research methodologies including ethical and foundational aspects of educational research as applied in justice-focused leadership practices. Topics include research skills, identifying educational problems, evaluating research, understanding qualitative and quantitative research



literature, and IRB. The CITI is completed.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 720 Leadership for Participatory Liberation

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: Leadership for Participatory Liberation is designed to build candidates knowledge and capacity to address systemic racism in their organization. The course will focus on aspects of racism

and its manifestation in beliefs, values and inequitable stances present in their workplace.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 725 Leadership for Supportive, and Inclusive Communities

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course asks candidates to focus on themselves, their organization, and the larger community that they serve. Utilizing the mindset and moves of liberatory leadership, candidates examine their values, principles, and ethics using supportive, inclusive, and humanizing practices. Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 771 Research Seminar I

Proposer: Kitty Fortner Type of Change: New Course

Course Description: A seminar-format course designed to introduce students to the academic and

reflective writing skills needed for dissertation proposals.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 730 Assessments, Evaluation, and Design Thinking

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course will introduce candidates to program evaluation and the cyclical nature of assessing processes and structures to investigate organizations' areas of strength and challenges for internal change and improvement.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 762 Advanced Quantitative Research Methods

Proposer: Kitty Fortner Type of Change: New Course

Course Description: Advanced hypothesis testing using quantitative methods, including research designs



used to dismantle inequities. Statistical analyses using t-test, analysis of variance, factorial analysis of variance, multiple regression, and chi-square, with an emphasis on research questions addressing justice focused interpretations of results.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 772 Research Seminar II

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: A seminar-format course designed to develop students' academic and reflective

writing skills for doctoral students preparing to write their dissertation proposals.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 735 Politically Intelligent Leadership

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course will teach candidates how to interpret and utilize laws and policies to better understand political structures (organization), Justice Leadership, and their responsibility as a justice leader (self).

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 764 Advanced Qualitative Research Methods

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: In-depth study of qualitative research methods, analysis, and interpretation for the understanding and application to advance the change in leadership to support equity and justice will be the focus for this course. Ethnographic interviews, participant and naturalistic observation, document analysis and other qualitative data analyses will be emphasized.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 773 Research Seminar III

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: A seminar-format course designed to advance doctoral students' academic and

reflective writing skills, following American Psychological Association (APA) guidelines.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 740 Leadership for Learning, Development, and Organizational Transformation



Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course focuses on the human potential within organizations for sustainable growth based on relational aspects and formulating a plan for individual and collective growth.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 766 Action Research Design & Mixed Methods

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: Exploration of the principles and methods used in participatory action research, including using mixed methods, review of current research, full participation of research participants, validity, ethical issues, data collection, and social action for social justice.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 774 Research Seminar IV

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: A seminar-format course designed to advance doctoral students' academic and reflective writing skills, including their writing, and their proposed data collection plan for their dissertation following American Psychological Association guidelines.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 745 Cosmopolitan Leadership

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: Candidates revisit their positionality as researchers, leaders, and members of the global community ensuring that they foster a culture of authenticity and liberation in their organizations. Candidates will self-interrogate to clarify their leadership growth and experiences in the program. Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 775 Research Seminar V

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: A seminar-format course designed to enhance students' skills in critiquing theirs and others' academic writing for their dissertation proposal, and in explaining research for justice in

leadership

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.



Program/Course Name: EDLD 790 Dissertation Seminar I

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: In this course candidates develop a dissertation that identifies an educational issue or practice within a particular community; review professional literature from multiple disciplinary perspectives; design appropriate research methodology to investigate the issue; and begin data collection. Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 780 Dissertation Writing I

Proposer: Kitty Fortner **Type of Change:** New Course **Course Description:**

This course is designed for dissertation chairs and their candidates to work together to engage in

dissertation development and writing.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 795 Dissertation Seminar II

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: In this course candidates develop their dissertation with ongoing, supported advising on data analysis, implications, and conclusions. This course will also support their oral and written dissertation defense.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.

Program/Course Name: EDLD 785 Dissertation Writing II

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: This course is designed for dissertation chairs and their candidates to work together

to engage in dissertation development and writing.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of

Education.

Program/Course Name: EDLD 799 EdD Continuation Course

Proposer: Kitty Fortner **Type of Change:** New Course

Course Description: EdD candidates who have completed their course work but not their dissertation.

Signature of EdD Program Director is required.

Summary of Change and Rationale: This new course will be one of the courses for the proposed Educational Doctorate Degree, Educational Leadership for Justice program (EDD) in the College of Education.



College of Extended & International Education

No submissions received.



College of Health, Human Services, & Nursing

Program/Course Name: MSN 510 Theories for Advanced Nursing Roles

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: MSN 510. Theories for Advanced Nursing Roles. (3 Units)

Prerequisite: MSN 502 is recommended. Focuses on the use of various theories in advanced nursing roles in response to health-related human phenomena in diverse settings. Explores the evolution of nursing

models and theories including history, philosophy of science, and utilization.

Offered Fall, Spring, Summer

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: MSN 534 Healthcare Aging Pts.

Proposer: Ronald Norby

Type of Change: Course Discontinuation
Course Description: (no description in catalog)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no

existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: MSN 544 Gerontology CNS Role Perf I

Proposer: Ronald Norby

Type of Change: Course Discontinuation
Course Description: (no description in catalog)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: MSN 545 Gerontology CNS Role Perf II

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: (no course description on catalog)

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583



Program/Course Name: MSN 545 Gerontology CNS Role Perf III

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description:

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: MSN 580 Clinical Nurse Leader Theory I

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: MSN 580. Clinical Nurse Leader Theory I. (3 Units)

Prerequisites: MSN 502, MSN 513, MSN 514, and MSN 530 are required. Co-requisite: MSN 581 is required. Restricted to CNL Option students. Explores the function of the Clinical Nurse Leader in a variety of settings. There is a focus on the microsystem leadership with lateral integration of safety, risk reduction, and quality improvements into the healthcare unit. Students will use evidence-based practice for care improvement and will analyze systems using informatics to measure outcomes.

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510.534.544.545,546,580,581,582, & 583

Program/Course Name: MSN 581 Clinical Nurse Leader Role Performance I

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: MSN 581. Clinical Nurse Leader Role Performance I. (3 Units)

Prerequisite: MSN 502, MSN 513, MSN 514, and MSN 530 are required. Restricted to Clinical Nurse Leader Role Option. Co-requisite: MSN 580 is required. Focuses on implementation of the CNL role in a selected healthcare Microsystems. The 150-hour clinical experience is designated for the student to develop expertise in clinical leadership with a focus on aggregates. With guidance from a nurse preceptor, students will assume increasing independence in identifying problems requiring quality improvement, risk reduction, and patient safety management. CR/NC grading.

Offered Spring

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583



Program/Course Name: MSN 582 Clinical Nurse Leader Theory II

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: MSN 582. Clinical Nurse Leader Theory II. (2 Units)

Prerequisites: MSN 580 and MSN 581 are required. Co-requisite: MSN 583 is required. Explores the function of the Clinical Nurse Leader in a variety of settings. There is focus on the microsystem leadership with lateral integration of safety, risk reduction, and quality improvements into the healthcare unit. Students will used evidence-based practice for care improvement and will analyze systems using informatics to measure outcomes.

Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: MSN 583 Clinical Nurse Leader Role Performance II

Proposer: Ronald Norby

Type of Change: Course Discontinuation

Course Description: MSN 583. Clinical Nurse Leader Role Performance II. (3 Units)

Prerequisite: MSN 580 and MSN 581 are required. Co-requisite: MSN 582 is required. Restricted to majors. Focuses on implementation of the CNL role in a selected healthcare microsystem. In this 150-hour clinical experience, the student will develop expertise in clinical leadership with a focus on aggregates. With guidance from a nurse preceptor, students will implement strategies to address identified problems requiring quality improvement, risk reduction and patient safety management. CR/NC grading. Summary of Change and Rationale: The School of Nursing is discontinuing/retiring the following courses as they were either associated with a program that no longer exists or, due to a curriculum change, have not been offered in many years. These courses will not be offered in the future and there are no existing students that will need these courses:

BSN 307,340,400,408, 3011, 3012, 3013, 3014 & 3254

MSN 510,534,544,545,546,580,581,582, & 583

Program/Course Name: RIS 501 Radiologic and Imaging Sciences I

Proposer: Elwin R. Tilson

Type of Change: Course Modification

Course Description: Basic sciences of radiologic professions including physics, instrumentation, data capture and management. Includes discussions of modalities in radiography, nuclear medicine, radiation therapy, ultrasound, and CVIS.

Summary of Change and Rationale: Change course title of RIS 501 Radiologic and Imaging Sciences I to RIS 501 RIS Physics and Instrumentation due to content realignment.

Program/Course Name: RIS 502 Radiologic Imaging Sciences II

Proposer: Elwin R. Tilson

Type of Change: Course Modification

Course Description: Imaging techniques, technological advances in the radiologic/imaging sciences,

patient care trends, and the role of a radiologic and imaging sciences professional.

Summary of Change and Rationale: Change course title of RIS 502 Radiologic and Imaging Sciences

II to RIS 502 RIS Sciences I due to content realignment.



Program/Course Name: RIS 503 Radiologic and Imaging Sciences III

Proposer: Elwin R. Tilson

Type of Change: Course Modification

Course Description: Integrated modalities in the radiologic professions such as CT, MRI, SPECT/CT, PET/CT, PET/MRI, IMRT, 3D imaging, and teleradiology. Healthcare legal, regulatory, and ethical

issues are also discussed.

Summary of Change and Rationale: Change course title of RIS 503 Radiologic and Imaging Sciences

III to RIS 503 RIS Sciences II due to content realignment.

Program/Course Name: RIS 520 Radiologic Management I

Proposer: Elwin R. Tilson

Type of Change: Course Modification

Course Description: Introduction to principles of management with emphasis on its applications in

radiologic and imaging department administration.

Summary of Change and Rationale: Change course title of RIS 520 Radiology Management I to RIS

520 RIS Management due to content realignment.

Program/Course Name: RIS 521 Radiologic Management II

Proposer: Elwin R. Tilson

Type of Change: Course Modification

Course Description: Introduction to funding sources, accounting, and financial management as it applies

to radiology and imaging administration.

Summary of Change and Rationale: Change course title of RIS 521 Radiology Management II to RIS

521 RIS Leadership and revise course description due to content realignment.



College of Natural & Behavioral Sciences

No submissions received



University Library

No submissions received.