

Curriculum Register

September 17, 2024

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

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

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

[New Degree Programs & Program Modifications](#)

[New & Modified Courses](#)

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

[Course Proposals in Course Leaf](#)

[Program Proposals in Course Leaf](#)

Moratorium for Proposals in Campus-wide Sharing Stage:

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

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

Moratorium Date: October 1, 2024

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.

Academic Affairs

Program/Course Name: UNV 392 Global Experience

Proposer: Hamoud Slahi

Type of Change: New Course

Course Description: This course is designed to immerse CSUDH students in world cultures and educational systems by traveling abroad and studying in a host country that is different from their own. Students will have a once-in-life opportunity to gain impactful experiences and new perspectives due to their direct interactions with people and exposure to all facets of life in their host country. Also, students will gain global skills and new abilities to help them adapt to diverse situations and be better prepared for professional careers.

Summary of Change and Rationale: This new course provides global educational opportunities for students to gain impactful experiences and international perspectives by living and studying in a foreign nation. Students will be exposed to new cultures, dive into new languages, and try new food while mitigating the challenges of communication barriers, possibly stereotypes, and learning to adjust and become multiculturally competent. The course is open to all disciplines

College of Arts and Humanities

Program/Course Name: HIS 371 Colonial Central America

Proposer: Daniel Santana

Type of Change: New Course

Course Description: Studies pre-Hispanic Central American civilizations, especially the Maya and Pipil, as well as African and European cultures in Central America; examines Spanish conquests and how they influenced race, class, and gender in colonial Central American society; studies the causes for the Central American revolts, independence and secession from New Spain.

Summary of Change and Rationale: This course studies the pre-Hispanic Central American civilizations, especially the Maya and Pipil, as well as African and European cultures in Central America; examines Spanish conquests and how they influenced race, class, and gender in colonial Central American society; studies the causes of the Central American revolts, independence, and secession from New Spain. By the end of this course, students will hone and demonstrate their ability to identify, critique, and interpret historical evidence by completing a final research paper. Students will practice how to conduct historical analysis by completing two short paper assignments and weekly assignments (“Tickets to Class”) that will require them to analyze and interpret primary and secondary sources.

Program/Course Name: HIS 372 Modern Central America

Proposer: Daniel Santana

Type of Change: New Course

Course Description: Covers the history of Central America from Independence to the present; global relationships among the Central American republics, especially with Mexico, Britain, and the United States; studies the impact of the Cold War, U.S. intervention, nativism, dictatorships, and revolutionary movements on gender, sexuality, race, migration, and nationalist thought.

Summary of Change and Rationale: This course will cover the history of Central America from Independence to the present. It begins by exploring the social and political factors that led the Federal Republic of Central America to declare independence from Spain as well as the First Mexican Empire. Students will investigate why, despite the Central American Republic’s success, the confederation dissolved and eventually formed the independent states of Guatemala, El Salvador, Nicaragua, Honduras,

Costa Rica, and later Panama (formerly part of Colombia). The first half of the course will discuss how the colonial legacies of the caste system led to the elevation of the Ladino class at the expense of Indigenous peoples, Asian immigrants, and Afro-descendant populations in Central America. It will also discuss the creation of Central America's landed Ladino and caudillo oligarchy and how they influenced political and ecclesiastical conflicts between liberals and conservatives during the late nineteenth century. The latter half of this course will examine how allegiances between Central American oligarchs, military regimes, and foreign business interests led to anti-communist rhetoric, the formation of the United Fruit Company's "banana republics," and intervention from the U.S. Office of Strategic Services—which was the precursor to the Central Intelligence Agency (CIA). The class will explore neo-dependency theory and how scholars used this framework to explain Central American transnational ties to British and U.S. economic interests in the region during the late nineteenth and early twentieth centuries.

Program/Course Name: HIS 382 Premodern East Asia from Ancient Times to the Mongols

Proposer: Kerry Shannon

Type of Change: Course Modification

Course Description: Examination of East Asia from roughly 2000 BCE to the thirteenth century. Topics include state formation, early philosophy, the spread of Buddhism, and the emergence of other syncretic beliefs.

Summary of Change and Rationale: This course is part of a larger three course proposal that will augment History department offerings by taking a regional approach to East Asia. Most fundamentally, the classes will elevate the History department's Asia series out of extant nation-centered paradigms (e.g., "Chinese History"). The course will expose students to a wider history of Asia that will be transferrable to future History-related careers, whether in secondary education or museum studies. The class will also bring department curriculum up to date with current disciplinary and historiographic trends by eschewing the "traditional/modern" binary. Lastly, the new course will add content on the history of Korea, a country that was overlooked in the department curriculum. I have already taught this course twice as a pilot. PTE results have been overwhelmingly positive. The class should draw interest from History majors as well as other students interested in the history of East Asia.

Program/Course Name: HIS 383 Early Modern East Asia

Proposer: Kerry Shannon

Type of Change: Course Modification

Course Description: Examination of East Asia from the thirteenth to mid-nineteenth century. Topics for debate and discussion include political legitimacy, spirituality, foreign relations, and continuity and change.

Summary of Change and Rationale: I am proposing this class concurrently with two other courses on East Asia. The proposed series, which divides East Asia's history into premodern, early modern, and modern eras, will improve current department offerings in several ways. Collectively, the classes will elevate the History department's Asia series out of extant nation-centered paradigms (e.g., "Chinese History") by exposing students to a wider regional history of Asia. Such knowledge will be transferrable to future History-related careers, whether in secondary education, museum studies, or similar fields. The series will also bring department curriculum up to date with current historiographic trends that eschew the strict "traditional/modern" binary of our current courses on Asia. Lastly, the new courses add content on the history of Korea, a country that was overlooked in the current department curriculum. I was hired in Fall 2020 to update the History department's offerings on East Asia. This course represents a significant step in that direction.

I have already taught this course twice as a pilot. PTE results have been overwhelmingly positive. Making this class a permanent offering will diversify and update the History department's curriculum.

Program/Course Name: HIS 384 Modern East Asia

Proposer: Kerry Shannon

Type of Change: Course Modification

Course Description: An exploration of East Asia from roughly the mid nineteenth century to contemporary times. Topics and themes include the tension between universal theories or systems (e.g., Marxism, capitalism) and their application to and in East Asia, East Asia's interaction with the West, intraregional tensions, and conflict, both civil and national. Special attention paid to the relationship between individual and collectivity, family and state, and regional versus national identity.

Summary of Change and Rationale: I am proposing this class concurrently with two other courses on East Asia. The proposed series, which divides East Asia's history into premodern, early modern, and modern eras, will improve current department offerings in several ways. Collectively, the classes will elevate the History department's Asia series out of extant nation-centered paradigms (e.g., "Chinese History") by exposing students to a wider regional history of Asia. Such knowledge will be transferrable to future History-related careers, whether in secondary education, museum studies, or similar fields. The series will also bring department curriculum up to date with current historiographic trends that eschew the strict "traditional/modern" binary of our current courses on Asia. Lastly, the new courses add content on the history of Korea (North and South), a country that was overlooked in the current department curriculum. I was hired in Fall 2020 to update the History department's offerings on East Asia. This course represents a significant step in that direction.

I have already taught this course twice as a pilot. PTE results have been overwhelmingly positive. Having no prerequisite to join this course will encourage enrollment by talented second-year students and interested students from outside the major, such as those from Geography and Asian Pacific Studies, which will, in turn, improve cross-disciplinary dialogue to the benefit of both our majors and those from other fields.

Program/Course Name: KOR 110 Beginning Korean I

Proposer: Benito Gomez

Type of Change: New Course

Course Description: This course is designed to develop your basic communication skills in various everyday topics through an integrated practice of listening, speaking, reading, writing, and presentation. Additionally, you will engage in free unlimited 1:1 conversation practice online (AnytimeKorean.com) with AI Korean speakers as your language partners to enhance your pronunciation and conversation skills through real-time interaction

Summary of Change and Rationale: We are currently using MLG 195 but we noticed many students don't realize this is a Korean course and don't enroll for it. Besides, we can only offer MLG courses for a limited period of 2 years and we would like to offer it permanently.

Program/Course Name: KOR 111 Beginning Korean II

Proposer: Benito Gomez

Type of Change: New Course

Course Description: This course is a continuation of KOR 110. It is designed to enhance your basic communication skills in various everyday topics through an integrated practice of listening, speaking, reading, writing, and presentation. Additionally, you will engage in free unlimited 1:1 conversation practice online (AnytimeKorean.com) with AI Korean speakers as your language partners to enhance your pronunciation and conversation skills through real-time interaction.

Summary of Change and Rationale: We are requesting to change MLG 295 to KOR II.

Program/Course Name: MUS 160 Repertoire

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Course Description: Special topics vary by section and semester. See Class Schedule for title and prerequisites

Summary of Change and Rationale: The course was replaced with 180 after the CS #change. No longer needed.

Program/Course Name: MUS 260 Repertoire

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Course Description: Special topics vary by section and semester. See Class Schedule for title and prerequisites

Summary of Change and Rationale: course replaced with 280 after CS #change. No longer needed.

Program/Course Name: MUS 360 Repertoire

Proposer: Kathleen Janert

Type of Change: Discontinue Course

Course Description: Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 380. In depth study of Etudes, scales, arpeggios, and supplemental repertoire.

Summary of Change and Rationale: Course replaced by 380 after CS# change. No longer needed.

Program/Course Name: MUS 382 Advanced Piano II

Proposer: Kathleen Janert

Type of Change: Discontinue Course

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

Summary of Change and Rationale: No longer needed. NASM requires all piano courses to be lower division courses.

Program/Course Name: MUS 385 Medieval and Renaissance Music

Proposer: Kathleen Janert

Type of Change: Discontinue Course

Course Description: Music from the Medieval period through the Renaissance. Gregorian chant, Leonin, Perotin, Machaut, Dufay, Ockeghem, Josquin, Gombert, Willaert, Palestrina, Lasso, Gabrielli and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature

Summary of Change and Rationale: Archival course no longer needed. Music History sequence already set at 3 courses.

Program/Course Name: MUS 481S: Ind Lessons-Comp & Arrang

Proposer: Kathleen Janert

Type of Change: Inactivate Course

Course Description: Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors.

Summary of Change and Rationale: 480 used for private lessons. Course not needed or required.

Program/Course Name: SPA 312 Literature, Art and Culture of Spanish-Speaking Countries

Proposer: Benito Gomez

Type of Change: Course Modification

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

Summary of Change and Rationale: We propose that the title and description of SPA312, Hispanic Literature, Art and Culture, be modified so as to use the appropriate term Spanish-Speaking rather than Hispanic. The proposed new title is "Literature, Art and Culture of Spanish-Speaking Countries". The proposed new description is: "Historical development and the cultural artistic production created by Spanish-speaking authors and artists through an interdisciplinary perspective. Study of artwork, historical texts, music, and literature to expand by discussing the links of cultural production that develop in Latin America."

We also propose that this course be included among the possible electives in the Minor in Spanish-Speaking Cultures (proposed new name for Minor in Spanish Culture) as part of an effort to offer students more choices within this minor.

Program/Course Name: SPA 350 Contemporary Culture of Spain

Proposer: Benito Gomez

Type of Change: Course Modification

Course Description: An area studies course focusing on patterns of culture in contemporary Spain .

Summary of Change and Rationale: We propose that the title of SPA350, Contemporary Hispanic Culture: Spain, be modified so as to simplify and avoid the use of the word "Hispanic". The proposed new title is "Contemporary Culture of Spain".

We also propose removal of the prerequisite, "SPA 280 or equivalent, or concurrent enrollment", as most students taking this course are already proficient in Spanish language and writing, since virtually all of them are Spanish majors or minors.

Program/Course Name: WMS 370 Gendered and Queer Migrations

Proposer: Jenn Brandt

Type of Change: New Course

Course Description: This course studies the political, socio-economic, racial, and gendered limitations that women and the LGBTQI community experience in the process of migration. Each semester this course may focus on a specific region of the world while maintaining its focus on queer and gendered experiences of migration.

Summary of Change and Rationale: Women's Studies is proposing a the new course "Gendered and Queer Migrations." This course studies the political, socio-economic, racial, and gendered limitations that women and the LGBTQI community experience in the process of migration. WMS completed program review in AY 22-23, and based on student surveys and external review, women's studies was encouraged to develop more courses that look at queer and gendered identities and experiences as they relate to transnational feminism, border policies, and the current cultural and political landscape. This course would be offered as an elective for WMS majors and minors, and as a GE course in area D3. Given the relevancy of the topic, this course should have a broad appeal to the campus community and enrich WMS's offerings for general education credit.

College of Business Administration & Public Policy

Program/Course Name: B.S. Business Administration: International Business Concentration

Proposer: Nestor Garza Puentes

Type of Change: Program Modification

Summary of Change and Rationale: We would like to add Economic Development (ECO 345) as an elective to the Concentration in International Business,

The elective contributes to Institutional Learning Outcomes Critical Thinking, Information Literacy and Disciplinary Proficiency

Program/Course Name: ECO 345 Economics Development

Proposer: Nestor Garza Puentes

Type of Change: Course Modification

Course Description: Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives.

Summary of Change and Rationale: The course already exists in the catalogue.

We merely want to propose to include this course as an elective in the concentration in International Business - Major (B.A.) in Business.

Program/Course Name: PUB 102 Health Governance: Improving Community Well-Being

Proposer: Saahir Shafi

Course Description: This course explores population health issues with a particular focus on governance. It offers a perspective on population health that prepares students for the challenges of citizenship in a democracy.

Summary of Change and Rationale: N/A - New Course

College of Education

No submissions received.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: HEA 312 Introduction to Public Health

Proposer: Amer El- Ahraf

Type of Change: Course Modification (Online)

Course Description: HEA 312 Introduction to Public Health, Nature, transmission and control of disease from a public health perspective. Historical background, current problems, trends in prevention and control, and application to health care planning. Students must demonstrate proficiency in English language by successfully completing oral and written assignments.

Summary of Change and Rationale: Dr El-Ahraf's class visitations and student evaluations are of high-quality attesting to his long-term experience, effectiveness of student learning in this modality and his commitment to teaching in this modality, research, and mentoring. He is the recipient of the highest two national awards in his field i.e., the Mangold and Snyder Awards. Additionally, he has been recognized for his excellence and dedication by his professional journal, students, and peers. Examples are:

- a. Named by the Journal of Environmental Health as One of the 15 Leaders of Environmental Health
- b. Recognized by Associated Students Inc., CSUDH, for " Dedicated Vigilance over the Well-being and Success of Students
- c. Awarded by Academic Affairs the "Research, Scholarship, Creative Activity Recognition" for "Student Research and Creative Activity Mentor-ship",CSUDH.
- d. Elected as president of his professional society on the California state as well as the US national level, among other leadership positions of other professional societies.

Last year, Dr El-Ahraf taught this course (HEA 312) in this modality. Dr El-Ahraf's last class visitation report by an experienced colleague indicated that his mode of instruction, his online teaching effectiveness, teaching materials used, his approach in fostering learning among students and his style of teaching in this mode of instruction as " excellent". All evidence indicates that this modality, and particularly through the work of this instructor, will provide a model that will foster students' learning in the modality of teaching this course. Additionally, it will provide services for students especially in view of the fact that we are moving in this direction in one of our future Masters Programs in the Division of Health Sciences. This approach will help an important segment of our students where this teaching modality is most appropriate to them for economic or work reasons among others. A number of other campuses are moving in this direction. The competitiveness of CSUDH is expected to be maintained and strengthened.

Program/Course Name: HEA 313 Introduction to Biostatistics

Proposer: Tony Jehi

Type of Change: Course Modification

Course Description: Introduction to the basic concepts of biostatistics and their application and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, tests of significance, association, linear and logistic regression, and life tables.

Summary of Change and Rationale: SPHHS will offer this course in face to face, hybrid and online modalities in order to meet the growing needs of students for scheduling flexibility. A survey was conducted at SPHHS which demonstrated students wanted core courses online and hybrid.

Here is a summary of the suggested changes:

A number of the lectures will be administered to students on-zoom (synchronously) or asynchronously which will offer flexibility, save time consumed for commuting to and from campus, provide the lecture recording to reinforce learning, and offer an additional platform for class engagement and participation

(zoom chat box, assigned zoom rooms, etc).

Various assessments could possibly be administered online (synchronously and asynchronously). For example, discussion board assignments can be a good addition to the course. These will help students to interact with other colleagues, read and critique literature, and apply what they have learned in the lecture

Program/Course Name: Change of Department home for Communication Sciences and Disorders

Proposer: Enrique Ortega

Type of Change: Miscellaneous Request

Summary of Change and Rationale: The college is requesting a change of home department for the CSD program. It currently sits in the Human Services department and we are requesting a change to the School of Public Health and Health Sciences (SPHHS). We are requesting the change because the program better aligns with SPHHS's mission and values.

Program/Course Name: Minor in Child Development

Proposer: Kimberly Radmacher

Type of Change: New Program

Summary of Change and Rationale: We are proposing a minor in Child Development to provide undergraduate students with foundational, theoretical, and applied knowledge necessary for understanding and supporting child and adolescent development in a variety of settings. The minor will consist of 18 units.

Three courses from the following:

- CDV 150 Intro Child Development
- CDV 325 Infancy and Early Childhood
- CDV 330 School-age Years
- CDV 360 Adolescence

Three courses from the following:

- CDV 363 Development in Diverse Contexts
- CDV 366 Parenting
- CDV 372 Social Development and Interpersonal Relationships
- CDV 380 Stress, Risk, & Resilience
- CDV 423 Child Development Social Policy
- CDV 440 Immigrant Children and Families
- CDV 442 Marriage, Family, and Community
- CDV 444 Language, Cognition, and Schooling
- CDV 450 Development in Poverty
- CDV 462 Atypical Development

Program/Course Name: Minor in Early Childhood Development and Education

Proposer: Kimberly Radmacher

Type of Change: New Program

Summary of Change and Rationale: The Child Development Department is proposing a 24-unit Minor in Early Childhood Development and Education. The minor will provide undergraduate students with foundational, theoretical, and applied knowledge necessary for supporting children's early development and learning in a variety of early childhood settings. It also provides students with coursework to prepare for the Child Development Permit issued by the California Commission on Teacher Credentialing and/or to provide subject matter for the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential for students who do not major in Child Development.

Core courses (21 units):

- CDV 325 – Infancy and Early Childhood
- CDV 220 – Principles and Practices of Teaching Young Children
- CDV 240 – Early Childhood Development and Curriculum
- CDV 260 – Observation and Assessment in ECE
- CDV 363 – Development in Diverse Contexts
- CDV 462 – Atypical Development
- CDV 480 – Practicum in ECE

Select one elective course from (3 units):

- CDV330 – The School-age Years
- CDV342 – Advanced Observation and Assessment in ECE
- CDV344 – Supervision in Early Childhood Settings
- CDV366 – Parenting and Child Guidance
- CDV380 – Stress, Risk, and Resilience

Program/Course Name: CDV 325 Infancy and Early Childhood

Proposer: Kimberly Radmacher

Type of Change: Course Modification

Course Description: Provides an overview of physical, cognitive, social and emotional development from conception through 6 years.

Summary of Change and Rationale: The Department of Child Development is modifying the pre-requisites for CDV 325 - Infancy and Early Childhood. Students who are in the Minor in Child Development or the Minor in Early Childhood Development and Education can enroll in the course without having taken CDV 150 - Introduction to Child Development. We are introducing this option for students who may have taken another course other than CDV 150 for the GE Area D1 requirement. This will allow minor students to enroll in the upper-division courses that cover the developmental periods in depth.

Program/Course Name: CDV 330 Schoolage Years

Proposer: Kimberly Radmacher

Type of Change: Course Modification

Course Description: Physical, cognitive, social and emotional development from 6 to 12 years. Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education.

Summary of Change and Rationale: The Department of Child Development is modifying the pre-requisites for CDV 330 – The School-age Years. Students who are in the Minor in Child Development or Minor in Early Childhood Development and Education can enroll in the course without having taken CDV 150 - Introduction to Child Development. We are introducing this option for students who may have taken another course other than CDV 150 for the GE Area D1 requirement. This will allow minor students to enroll in the upper-division courses that cover the developmental periods in depth.

Program/Course Name: CDV 360 Adolescence

Proposer: Kimberly Radmacher

Type of Change: Course Modification

Course Description: Physical, cognitive, social and emotional development from 12 to 20 years, focusing on developmentally unique changes at individual, interpersonal and social levels.

Summary of Change and Rationale: The Department of Child Development is modifying the pre-requisites for CDV 360 - Adolescence. Students who are in the Minor in Child Development can enroll in the course without having taken CDV 150 - Introduction to Child Development. We are introducing this option for students who may have taken another course other than CDV 150 for the GE Area D1 requirement. This will allow minor students to enroll in the upper-division courses that cover the developmental periods in depth.

Program/Course Name: CLS 450 Micro: Fem Genit Tract

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.

Summary of Change and Rationale: The course is being modified to change the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 451 Micro: Resp & Gi Tract

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 452: Micro: Gu Tract/Body Cav Fluid

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Microscopic examination of cytologic and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 453 Micro: Fine Needle Aspir

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Microscopic examination of cytologic and histologic material of benign and malignant disease processes in aspirated material.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 454 Micro: Systems Overview

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 455: Cytologic Preparation

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Current methods of processing and staining material for cytologic study. Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 460 General Cytology

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: General cytology, cytogenetics, and electron microscopy. Basic principles of pathology and cytology as they apply to malignancy. Anatomy, histology, pathology and cytopathology of the female genital tract, including microbiology, hormonal effects and response to therapy.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 461 Cyto Res & Gi Tract

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Normal and abnormal cytology of the respiratory and gastrointestinal tracts with emphasis on anatomical and histological pathology.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 462: Cyto Gu Body C Fluids

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Normal and abnormal cytology of the genitourinary system and body cavity fluids with emphasis on anatomical and histological pathology.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 463: Fine Needle Aspirat Cytol

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Normal and abnormal aspiration cytology of the major organs with emphasis on anatomical and histological pathologies.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 491: Management Skills in Clinical Sciences

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Discussion of current and emerging theories, concepts and trends relevant to the management of clinical laboratories, including compliance, professional development, training and educational methodologies. Student projects, written and oral reports are required.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

Program/Course Name: CLS 492: Research Methods in Clinical Sciences

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Overview of relevant theoretical concepts, methods and applications utilized in clinical science research. Application of research methods to the development and design of research proposal. Critical analysis of literature review, data, and published research studies in clinical sciences.

Summary of Change and Rationale: The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

College of Natural & Behavioral Sciences

Program/Course Name: GEO 200 Physical Geography

Proposer: Parveen Chhetri

Type of Change: Course Modification

Course Description: The physical science behind the formation and distribution of Earth's landforms, surface waters, climates and biomes. Includes geographic measurements, mapping, and satellite reconnaissance

Summary of Change and Rationale: The course description is being edited to more clearly describe the content of the course.

The method of delivery is being expanded to include online and hybrid modalities, as one section of the course has been piloted in an online format for two semesters. Student PTE data indicate that the course was very well-received in that modality. The course is planned to be taught in both online and traditional, face-to-face sections each semester. Offering this course in online and hybrid modes (in addition to F-2-F sections) will provide schedule flexibility to CSUDH students.

Program/Course Name: PSY 411 Advanced Research Methods in Personality and Social Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Examination of selected areas of personality and social psychology, such as interpersonal attraction, self concept, and attitudes. Equips students to understand, evaluate and independently conduct research.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 412 Research Seminar in Personality and Social Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Development of research skills in personality and social psychology including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course

Program/Course Name: PSY 413 Advanced Research Methods in Learning and Evolutionary Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: An examination of the scientific synthesis of evolutionary biology of modern psychology, which offers a novel approach to such issues as short-term and long-term human mating strategies, short-term sexual strategies, conflict between the sexes, parental investment, aggression, and social dominance.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 414 Research Seminar in Learning and Evolutionary Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Development of research skills for studying human behavior from the perspective of evolutionary biology, behavioral adaptations, and comparisons with other species. The course includes conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 415 Advanced Research Methods in Cognitive Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Survey of cognitive psychology including intelligence, cognitive development, perception, reasoning, memory, problem solving, language, comprehension and decision making. Consideration of both Piagetian and information processing perspectives. Three hours of seminar per week.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 416 Research Seminar in Cognitive Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Development of research skills in cognitive psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GEAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 417 Advanced Research Methods in Biological Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GEAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 418 Research Seminar in Biological Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Development of research skills in biological psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GEAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 419 Advanced Research Methods in Forensic and Legal Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Explores the field of forensic and legal psychology including interrogations, eyewitness memory, forensics, the death penalty, the insanity defense, competency to stand trial, and jury decision-making. Emphasizes research on preventing wrongful convictions and research methods employed to study

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

Program/Course Name: PSY 420 Research Seminar in Forensic and Legal Psychology

Proposer: Kaylie Carbine

Type of Change: Course Modification

Course Description: Development of research skills in forensic and legal psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and community results. Three hours of lab per week.

Summary of Change and Rationale: The proposed changes address several important gaps in student preparation for an upper division advanced research methods course in the major. First, students need to have completed our intermediate statistics course (PSY 330) in order to be successful in conducting the analyses that are expected in this course. Second, students need to have completed an upper division writing course, either ENG 350 or a GVAR equivalent, in order to have the writing skills needed to help with drafting a research paper. Finally, this course needs to be restricted to majors in the department. These proposed changes formalize the expectations already in practice for this course in our program, thus preventing under-prepared students from accidentally enrolling in the course.

University Library

No submissions received.

Campus-Wide 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

No Submissions received.

College of Business Administration & Public Policy

No submissions received.

College of Education

Program/Course Name: SPE 530 Introduction to Assistive Technology

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Review of legal mandates and effective practices of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities as they relate to Universal Design for Universal Learning within inclusive settings.

Summary of Change and Rationale: SPE 530 will increase in unit value from three units to four units. The class will continue to be offered on-line.

The course description for SPE 530 has been modified to include the new material added to the class which necessitated the unit increase.

These modifications were made in response to changes in credential requirements, advancements made in the field of Assistive Technology and in efforts to better meet the needs of individuals working within the field of Special Education.

The increase in units is to make the certificate a 12 unit certificate--comprised of SPE 530, SPE 532 and SPE 537.

Program/Course Name: SPE 532 Advanced Assistive Technology

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Candidates will advance knowledge of and apply principals of universal design and culturally responsive assessment practices to identify and implement assistive technologies within classroom and work settings. Emphasis will be placed on the adaption and application of assistive technology devices and technologies in a wide range of integrated educational settings.

Summary of Change and Rationale: SPE 532 are increasing from three units to four units to account for the increased content resulting from a reduction in the number of courses offered from four three unit courses to three four unit courses. The Assistive Technology Certificate is being revised to reflect best practices in the field. Additionally, the content was revised to reflect most recent practices within the field of Assistive Technology and align course content with Commission on Teacher Credentialing Requirements.

Program/Course Name: SPE 537 Capstone Course in Assistive Technology

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for individuals with disabilities. Additionally, students will develop skills to facilitate the development of a system to deliver assistive technology devices and services.

Summary of Change and Rationale: SPE 537 units are being increased from 3 units to 4 units to reflect a three course sequence in a 12 unit Assistive Technology Certificate Program. The program has been modified to align course content with Commission on Teacher Credentialing revised standards.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: Master of Science Health Science: Orthotics and Prosthetics

Proposer: Mark Muller

Type of Change: Program Inactivation

Summary of Change and Rationale: Rationale for Inactivation of Master of Science in Health Science Orthotics and Prosthetic Option: The decision to inactivate the Master of Science in Health Science Orthotics and Prosthetic Option (MSHSOP) and elevate it to a stand-alone Master of Science in Orthotics and Prosthetics (MSOP) was submitted in January 2024. The elevation of the degree has been driven by several key factors:

1. **Specialized Focus:** The new MSOP program proposes a specialized focus on courses specifically tailored to the Orthotic and Prosthetic profession over Health Science. This shift recognizes the need for a more targeted and comprehensive curriculum to better prepare students for professional certification by the American Board for Certification in Orthotics and Prosthetics.
2. **Educational Opportunities:** The purpose of the MSOP program is to provide enhanced educational opportunities for students aspiring to become Orthotic and Prosthetic Practitioners. The elevation reflects a commitment to delivering a curriculum that aligns with the evolving standards of the profession and addresses the specific needs of practitioners.
3. **Professional Certification:** The overall objective of the MSOP program is to produce professionally trained healthcare providers capable of achieving professional certification in O&P specifically. This demonstrates a commitment to meeting industry standards and ensuring that graduates possess the skills and knowledge necessary for success in the field.
4. **CAAHEP Standards and Guidelines:** The MSOP program is designed to adhere to the Commission on Accreditation of Allied Health Programs (CAAHEP) Standards and Guidelines for an Accredited Educational Program for the Orthotist and Prosthetist. The commitment to meeting these standards reinforces the program's dedication to preparing competent entry-level orthotists and prosthetists in the cognitive, psychomotor, and affective learning domains.
5. **Quality Education:** The elevation to the MSOP program emphasizes a commitment to providing the highest quality education possible. By focusing on the specific needs of orthotics and prosthetics, the program aims to ensure that students are well-prepared to meet the demands of the profession upon graduation.
6. **Clinical Relevance:** The MSOP program recognizes the importance of integrating evidence from research, clinically relevant outcome measures, and various assessment methods. This approach ensures that students are equipped with the skills to develop optimum treatment plans based on a thorough understanding of patient needs and industry best practices.

In summary, the rationale for inactivating the MSHSOP and elevating it to the MSOP program is grounded in the commitment to excellence, specialization, and responsiveness to the evolving standards and needs of the Orthotic and Prosthetic profession. The first cohort for the MSOP degree will begin Fall 2025. The degree elevation ensures that the program aligns with industry expectations and provides students with a robust education that prepares them for successful careers in the field.

Program/Course Name: HEA 596 Clinical Practicum in Orthotics and Prosthetics

Proposer: Mark Muller

Type of Change: Course Modification

Course Description: Fieldwork and in-depth study of discipline related topics under the direction of Division of Health Sciences Orthotic and Prosthetic faculty member with clinical hours taking place at affiliated clinical sites. Repeatable for credit for a maximum of eleven (11) units.

This Clinical Practicum Course is repeatable 3 times within the program. Clinical Practicum A is a 60 hour shadowing course where students are placed in a local O&P facility. Practicum B is a 240 hour clinical application course at the introductory level at the end of the students first year. Clinical Practicum C is a 240 hour competency course during the student's last semester to verify minimal competency before graduation.

Summary of Change and Rationale: HEA 596 Clinical Practicum for O&P (A, B & C) was originally given a course designated of C-78 in 2013 as part of the new O&P Masters program curriculum. At that time it was unclear how the course would develop and if C-78 was the appropriate course designation. Since that time it has been made clear that the course should have been designated as a C-17, Clinical Practicum course from the beginning. Our program does not have a field coordinator, so assigned faculty work very hard in finding clinical sites, setting up affiliation agreements, having multiple meeting with students and their supervisors during their practicum visits, reviewing all clinical documentation and patient encounters, making sure we meet our CAAHEP Accreditation standards.

Program/Course Name: OTR 592 Fieldwork II A

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored.

Summary of Change and Rationale: The department of Occupational Therapy has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

College of Natural & Behavioral Sciences

No submissions received.

University Library

No submissions received.