

Curriculum Register

April 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: May 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.

College of Arts and Humanities

Program/Course Name: APP 227 Social Activism in Hawai'i and the Pacific

Proposer: Jess Marinaccio

Type of Change: New Course

Course Description: Examines the history of colonialism and neo-colonialism in Hawai'i (under the United States) and the broader Pacific region. Explores how Pacific Islanders in the Pacific and the United States have utilized strategic social activism, resistance, and social justice movements to work toward decolonial and anti-colonial goals and fight inequities within their own societies.

Summary of Change and Rationale

Course needed in Asian Pacific Studies to provide further coverage of Pacific peoples/Pacific Islanders (only one standalone course currently available on Pacific Studies). This course fulfills a 1) lower division GE concentration elective for the Asian and Pacific Studies Concentration, 2) lower division elective course for Asian Pacific Studies major, and 3) lower division elective course for Asian Pacific Studies minor.

Program/Course Name: APP 231 Approaches to Pacific Knowledge

Proposer: Jess Marinaccio

Type of Change: New Course

Course Description: Explores how Pacific Islanders in Oceania and the United States have developed unique methods for conducting research, such as using the talanoa methodology to conduct interviews in a Pacific style and the kakala methodology to build research plans and papers, and how these methods have been applied to Pacific Studies research. Specifically outlines how Pacific movements against and experiences with the climate crisis have benefitted from these research methods.

Summary of Change and Rationale

Course needed in Asian Pacific Studies major to cover important topics in Pacific Studies. This course fulfills a 1) lower division concentration elective for Asian and Pacific Studies, 2) lower division elective course for the Asian Pacific Studies major, and 3) lower division elective course for Asian Pacific Studies minors.

Program/Course Name: APP 353 Law and Diplomacy in the Pacific

Proposer: Jess Marinaccio

Type of Change: New Course

Course Description: Explores current events in the politics of the Polynesian, Micronesian, and Melanesian sub-regions of the Pacific, outlining the structure and functions of Pacific governments and their legal systems and some of the challenges they face. Examines how Pacific Island nations in the three sub-regions interact with each other and with global powers, like the United States and China.

Summary of Change and Rationale

Course needed in Asian Pacific Studies major to cover important topic in Pacific Studies, especially relating to potential student careers in law and diplomacy. This course fulfills an 1) upper division concentration elective for the Asian and Pacific Studies Concentration, 2) upper division elective course for the Asian Pacific Studies major, and 3) upper division elective course for Asian Pacific Studies minor.

Program/Course Name: IDS 323 Aging in America

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: This course explores aging in the US from an interdisciplinary approach. By doing so, we examine the social, economic, and cultural change wrought by an increasingly aging society.

Summary of Change and Rationale: This course modification request is part of a reorganizing the IDS curriculum in response to our recent program review. We are converting all our topics course to stand alone courses assigned to a specific course number. This will streamline the advising process for faculty and college advisors and simplify degree roadmaps for students. IDS 323 has been taught since 2012. IDS would like to have the option to offer IDS 323: Aging in America as an outline and/or hybrid course. As an upper division degree completion program for working adults, the IDS majors require online and hybrid courses.

Program/Course Name: HIS 203 Conspiracies and Conspiracy Theories in History

Proposer: Thomas Alvarez

Type of Change: New Course

Course Description: This course examines the historical intersections between art, literature, music, and other cultural forms for the development of conspiracies and conspiracy theories in history. The concept of “fake news” entered media discourse recently. This gives the impression that the circulation of false or misleading information is something new, enabled by the proliferation of media in contemporary society. This is misleading, however. What we today call “fake news,” is not new; it has existed across time and geography. The primary goal of the course is to provide historical perspectives on this contemporary phenomenon by exploring historical and contemporary conspiracy theories that have gained traction in cultural imagination and the mechanism by which they have been given currency. Special attention will be given to the impact media environments and other cultural venues have in proliferating conspiracy theories and the mechanism by which conspiratorial thinking has been developed and embraced in national and global contexts. Critical thinking skills will be honed by applying evaluative criteria to conspiracy theories and their cultural, social, and political connections.

Summary of Change and Rationale: This new course examines the historical intersections between art, literature, music, and other cultural forms for the development of conspiracies and conspiracy theories in history. The concept of “fake news” entered media discourse recently. This gives the impression that the circulation of false or misleading information is something new, enabled by the proliferation of media in contemporary society. This is misleading, however. What we today call “fake news,” is not new; it has existed across time and geography. The primary goal of the course is to provide historical perspectives on this contemporary phenomenon by exploring historical and contemporary conspiracy theories that have gained traction in cultural imagination and the mechanism by which they have been given currency. Special attention will be given to the impact media environments and other cultural venues have in proliferating conspiracy theories and the mechanism by which conspiratorial thinking has been developed and embraced in national and global contexts. Critical thinking skills will be honed by applying evaluative criteria to conspiracy theories and their cultural, social, and political connections.

Program/Course Name: HIS 342 Native American History

Proposer: Joshua Jeffers

Type of Change: New Course

Course Description: Survey of Native American history from the pre-contact period to the present. Examines Native histories and cultures, inter-tribal relations, European colonial and U.S. federal Indian policies, identity policies, tribal sovereignty, and modern self-determination movements.

Summary of Change and Rationale: The History Department seeks GE Area C3 Integrative Studies in Humanities utilization for HIS 342: Native American History. Currently there is only one course option for students to meet the C3 requirement with a class focused on Native Americans, CHS 340: Native American and Chicana Women's Narrative. Thus the edition of HIS 342: Native American History would also give students the option to meet this requirement with a course focused explicitly on Native American history. Moreover, by offering HIS 342 as a GE course it will enable students pursuing the

Indigenous Peoples of the Americas (IPA) minor to double count the course. Since a course cannot be utilized for a major and a minor simultaneously, students majoring in history cannot count HIS 342 for the major and for the IPA minor. HIS 342 is one of two courses that satisfy Area A of the IPA minor, the other course being ANT 330. ANT 330 has utilizations in GE Area D3. So, by designating HIS 342 with GE Area C3 utilizations, students pursuing the minor can double count the course in the GE and the IPA minor regardless of which course they take to satisfy Area A in the IPA minor. Additionally, HIS 342 currently only has utilization as an upper division elective in the history major. As a result, it has struggled with enrollment. A GE utilization will help to expand enrollment in the course as well as bring the study and critical analysis of Native American history to non-history majors, an area of study that is lacking overall in the GE.

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 historiographical essay that compares how historians interpret a chosen historical theme or event. 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 Pre-Modern East Asia from Ancient Times to the Mongols

Proposer: Kerry Shannon

Type of Change: New Course

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 Asia

Proposer: Kerry Shannon

Type of Change: New Course

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: New Course

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: SPA 360 Advanced Spanish Translation and Interpretation

Proposer: Benito Gomez

Type of Change: New Course

Course Description: A course designed to train students in written translation and the fundamentals of interpretation. Students apply methods and techniques essential to translation and simultaneous, consecutive, and sight interpretation in a wide range of fields. Emphasis is given to the importance of cultural and linguistic differences affecting meaning, and the role of the translator or interpreter. Conducted in Spanish.

Summary of Change and Rationale: We propose the creation of a new course, SPA360 Advanced Spanish Translation and Interpretation, to be used as an elective in the Spanish for the Professions minor (being proposed as a new program), and as a required course in the Spanish for the Professions option (being proposed as a new program) within the Spanish BA. This class will represent the most advanced course in the Spanish for the Professions option and would be geared to attract students who are especially interested in pursuing a career in translation or for which this skill would be required.

College of Business Administration & Public Policy

Program/Course Name: Economics Minor

Proposer: Sherine El Hag

Type of Change: New Program

Summary of Change and Rationale: CSUDH Economics Minor (18 months -18 credit units)
CBAPP is moving towards the development of New Economics Minor Program that is open to all the majors.

The program focuses on basic micro, macro, environment, international trade and finance, development. The students will engage in applied hands-on active learning to learn the skills needed in business making decisions in business. The program will provide resources for students to advance in their careers via networking events, panel discussions, tutoring, and applied research topics and cases. The program will offer flexible instructions via online, hybrid, and face-to-face courses.

The program is 18-month Program (18 units).

Required Courses (9 units)

Course Number Course Title Number of units

Eco 210 Microeconomics 3

Eco 211 Macroeconomics 3

Eco 230 Statistics for economics 3

Elective Courses (Any 9 units of the proposed elective courses)

Course Number Course Title Number of units

ECO 322 Money & Banking 3

ECO 330 Labor Economics 3

ECO 340 International Trade 3

ECO 341 International Finance 3

ECO 345 Money And Banking 3

Program/Course Name: PUB 306 Research Methods in Public Administration

Proposer: Zheng Yang

Type of Change: Course Modification (GWAR)

Course Description: This course will introduce students to research methods in Public Administration and prepare students for the Public Administration workplace, which places a premium on information gathering, analysis and evaluation, and communication of that analysis, all of which are core skills taught in research methods. Based on informal and formal writing, students will reflect on their writing process as they develop an academic identity with a focus on public administration, public policy, and related inquiry.

Summary of Change and Rationale: Proposed changes are designed so that PUB306 - Research Methods in Public Administration will meet the requirements to be designated a GWAR-certifying course. As per Policy AA 2020-08 this course is already 3 credit hours and has an enrollment cap of 25 students. The proposed changes reflect the policy requirements to "emphasize writing in disciplinary academic discourse(s), with ample writing activity and instructor feedback," including 10 - 12 pages of informal writing and 12 pages of formal writing, peer and instructor review that help scaffold their informal writing to their formal writing, and student reflection on their writing process as they develop an academic identity with a focus on public administration, public policy, and related inquiry.

College of Education

No submissions received.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: BSN 306 Cult Diversity Healthcare

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Applies cultural concepts and models to explore various forms of human diversity. Analyzes how cultural diversity affects health beliefs, health care behaviors, and health/illness dynamics. Discusses ethnocentrism and bias and their impact on health care. Helps to build cultural competence and improve health care delivery.

Summary of Change and Rationale: The changes requested are to conform to the department's scheduling, faculty workload remuneration and enrollment based budget.

Program/Course Name: BSN 346 Human Pathophysiology

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Explores the response of the human body to various disease processes. Examines the rationale behind diagnosis and treatment of illness and injury. Contrasts the environmental and genetic components that contribute to health/illness. Emphasizes research advances in genetics and biomedical sciences, especially related to HIV/AIDS and quality of life.

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: BSN 381 Health Assess Skills Seminar

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Provides the opportunity for application of basic knowledge and the practice of skills related to performing a complete nursing health assessment of pediatric, adult, and geriatric patients. Requires 16 hours of practice in a clinical laboratory.

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: BSN 382 Health Assessment

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Students examine the theoretical knowledge and psycho-motor skills necessary to perform a comprehensive health history and physical examination on the pediatric, adult, and geriatric patient.

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: BSN 422 Community- Based Nursing

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Explores dimensions of community-based nursing from individual/family health to community's overall health levels. Explores nursing scopes and responsibilities in healthy promotion and education, disease prevention, and risk reduction. Examines how epidemiological and evidence-based practice principles may be applied in order to assess, plan, implement, and evaluate community-based nursing interventions.

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: BSN 423 Community – Based Nursing Role Performance

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Provides an opportunity for application of the knowledge and the skills of the community-based nurse in a community setting. Requires 90 hours of clinical practice with a preceptor for the Public Health Nurse Certificate.

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: BSN 452 Management and Leadership in Health Care Systems

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Required Introduces concepts of leadership, management, advocacy and roles of the professional nurse in relation to career planning, organizational and system-wide change. Topics include professionalism, ethics, power, quality, safety, inter-professional collaboration, change, group dynamics, finance, technology, and strategic planning.

Summary of Change and Rationale: The changes requested are to conform to the department's scheduling, faculty workload remuneration and enrollment based-budget.

Program/Course Name: BSN 494 Independent Study

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: A course of study designed cooperatively by student and instructor, and approved by the Program Director, to accomplish individualized learning objectives that are appropriate to the role of the professional nurse. (Students should contact their advisor prior to enrolling to determine the appropriateness of this course for degree completion.)

Summary of Change and Rationale: The changes requested are to conform to the department's scheduling, faculty workload remuneration and enrollment based-budget.

Program/Course Name: CLS 304 Introduction to Urinalysis and Body Fluids

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: An introduction to the analysis of urine and body fluids used in the clinical setting. Discussion of the theory and diagnostic applications relative to the analysis of urine and body fluids. Demonstration of lab techniques with limited lab practice.

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 306 Clin and Immun & Imminohem

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.

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 308 Pathophys for Health Professions

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Principles of clinical pathophysiology, including assessment of clinical data necessary for identifying the causes of diseases and evaluating the underlying mechanisms of pathologic processes. Discussion of immune disorders, inflammation, neoplasia and genetic disorders. Review of the individual organ system and associated pathology. Case studies, written/and or oral reports.

Summary of Change and Rationale: Pathophysiology is central to understanding the complexities of human diseases and is pivotal for any healthcare-related curriculum. The broad nature of CLS 308 makes it an excellent candidate to meet General Education (GE) requirements, particularly for students in healthcare and related fields. It offers an in-depth exploration of the mechanisms of diseases at a cellular and systemic level, providing essential knowledge that applies across various healthcare professions. It delves deeply into disease processes, from the cellular to the systemic level, imparting crucial insights applicable in a variety of healthcare settings.

By designating CLS 308 as an upper-division GE course, we not only augment our academic repertoire but also pave the way for the Clinical Science Department to develop new advanced, niche courses tailored to keep pace with the swift technological progress in healthcare and the shifting demands of students poised to enter these ever-evolving professions, while maintaining compliance with 120-unit graduation requirement as set by the Chancellor's Office.

Program/Course Name: CLS 430 Clin Micro Lab

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.

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 431 Clin Chemistry Lab

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.

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 432 Clin Hem/Urinalysis Lab

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.

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 433 Clin Immunochem/Sero Lab

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Techniques and practice in serology, immunology and blood banking at a clinical affiliate. Oral and/or written reports/projects.

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 434 Clin Special Proc Lab

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects.

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 440 Correl Clin Micro

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology and bacteriology.

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 441 Correl Clin Chem

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Theory and practical aspects correlating clinical chemistry with pathophysiology.

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 442 Correl Clinical Hem-Urinalysis

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Theory and practical applications correlating hematology and urinalysis to pathophysiology.

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 443 Correl Clin Immunohem-Sero

Proposer: Enrique Ortega

Type of Change: Course Modification

Course Description: Theory and practical applications correlating serology, immunology, and blood banking to pathophysiology.

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: HHS 100 Foundations in Health Professions

Proposer: Enrique Ortega

Type of Change: New Course

Course Description: Foundations in Health Professions provides a holistic understanding of the intricate landscape of healthcare in the context of a diverse society. This course aims to empower students to navigate the complexities of healthcare through a critical, social, and cultural lens.

Summary of Change and Rationale: Foundations in Health Professions provides a holistic understanding of personal, educational, and career growth within the context of a diverse society. This course aims to empower students to navigate the intricate landscape of healthcare, exploring the fundamental concepts, principles, and practices through a critical, social, and cultural lens.

College of Natural & Behavioral Sciences

Program/Course Name: PSY 373 Sport Psychology

Proposer: Philio Vieira

Type of Change: Course Modification

Course Description: An in-depth analysis and application of psychological principles and research in motivation, psychophysiology, personality, cognition, and emotion in sport settings.

Summary of Change and Rationale: This proposed course modification will change the course code from PSY 480 to PSY 373. This course was never intended to be a 400-level course. Historically, it creates confusion among students because non-seniors are generally dissuaded from taking 400-level courses.



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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

No Submissions received.

College of Business Administration & Public Policy

No submissions received.

College of Education

Program/Course Name: PK-3 ECE Specialist Instruction Credential

Proposer: Jenny Chiappe

Type of Change: New Program

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. Courses were created and adapted across departments that map on to the PK-3 Teacher Performance Expectations (TPEs).

Program/Course Name: CDV 363 Development in Diverse Contexts

Proposer: Kimberly Radmacher

Type of Change: Course Modification

Course Description: The development of the individual identity along multiple dimensions of age, gender and abilities in the contexts of class, culture, and ethnicity. Issues of hierarchies, the development of prejudice and discrimination at individual and institutional levels.

Summary of Change and Rationale: We are moving CDV 363 – Development in Diverse Context to the foundational level where it will be a required course for all students. As a foundational course, the prerequisite will be CDV 150.

CDV 363 provides students with perspectives on issues related to diversity and inclusion across multiple identities and contexts (race/ethnicity, class, gender, sexual orientation, and disability/ability). Issues of hierarchies, the development of prejudice and bias, and discrimination at individual and institutional levels are also examined. Particular focus is placed on student exploration of their own understanding and awareness of diversity based on the premise that effective professionals in the field of child development must clearly understand their own personal biases and level of privilege before looking at traits and characteristics of other groups.

We have moved the course to the foundational level because we believe diversity and inclusion are fundamental knowledge that will prepare students for later courses in the curriculum and to be better equipped to work with children and families from diverse backgrounds. It will also provide students with more course offerings at the foundational level, which will help them avoid roadblocks and facilitate their timely progression through the program.

Program/Course Name: ECE 400 Developmentally Appropriate Practices in ECE

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Course topics include play-based learning, classroom ecology, instructional planning, collaboration, funds of knowledge, and reflective practice. Students will develop an understanding of early childhood education principles and gain the skills to create engaging and effective learning environments for PK-3 students.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 400 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers to learn developmentally and culturally appropriate practices for teaching young learners. Further evidence supporting the existence of expertise within the department is the fact that we offer an Early Childhood Special Education Credential accredited by California Commission on Teacher Credentialing.

Program/Course Name: ECE 420 Math for Early Childhood and Elementary Learners

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Students will use a critical lens to emphasize cultural relevance, belonging, and social justice in the math classroom. Students will explore methods and materials for preschool and elementary mathematics education and includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, and strategies for classroom management.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. This new course would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers to teach math to young learners.

Program/Course Name: ECE 450 Curriculum and Instruction 1: Engaging Families in Instruction and Assessment

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: The course will prepare future PK-3 educators to create and implement developmentally appropriate curricula that connect families and assessment to instruction. A focus is placed on equitable, critical, and accessible approaches that are student-centered and holistically integrated across disciplines. Educators will explore a variety of ways to monitor students' growth and development and communicate findings and implications with parents and stakeholders. An emphasis is placed on the importance of involving parents in the learning process for learners. Students will learn how to engage parents through learning experiences in the school setting as well as in their homes.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. CDV 450 addresses Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers to teach and assess young learners and engage their families in instruction

and assessment.

Program/Course Name: ECE 451 Curriculum and Instruction 2: Integrated Methods

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Integrated Methods for future PK-3 educators that examines developmentally appropriate curricula with an emphasis on planning integrated, inquiry, play-based lessons and units. A focus is on the content areas of history-social science, physical education, and health while integrating literacy and English Language Development along with the other content areas.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 451 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers with instructional methods that are play-based, developmentally appropriate for young learners and integrate content areas.

Program/Course Name: ECE 460 Language and Literacy for K-3

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Teacher candidates will learn how to teach kindergarten through third grade children to how to read and write in accordance with California English Language Standards.

Foundational skills including phonics will be modeled in class, and students will have to practice these skills in a field placement at a local school. Special emphasis will be placed on how teachers might build on the assets of students especially considering issues of English Learners, race, gender, class, and neuro-diversity.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 460 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers to teach language and literacy in K-3 settings.

Program/Course Name: ECE 469 Pre- Student Teaching Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Candidates will have six supervised observations and participation in a PK/TK OR K-3 setting (200 contiguous hours) in an approved educational setting (CSUDH MOU) with an experienced teacher. Candidates will focus on student interactions, professionalism, classroom management, and how the teacher provides instruction. Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 479 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the implementation of lesson plans for children in PK-3 settings. Students complete 200 practicum hours during which they implement lesson plans, assess and evaluate their implementation, and reflect on their

effectiveness.

Program/Course Name: ECE 470 Pre- Student Teaching Seminar and CalTPA Cycle 1

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Seminar to accompany ECE 469 Pre-Student Teaching Practicum. Using the reflective curriculum cycle, candidates receive guidance in lesson planning, assessment, and intervention consistent with the Cal TPA Cycle 1 and Teacher Performance Expectations for Early Childhood Educators. Students must maintain consistent enrollment in the practicum course where they complete 200 supervised hours in a commission approved TK –3 setting throughout the semester. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 470 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice through the development of lesson plans for children in PK-3 settings. This course supports the pre-student teaching practicum where students implement and evaluate their lesson plans working directly with children in a PK-3 setting.

Program/Course Name: ECE 471 Initial Intern Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Intern candidates' initial teaching competencies will be observed and evaluated by the university and school site supervisors in a PK-3 setting in an approved educational setting (CSUDH MOU). Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 471 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice through the development of lesson plans for children in PK-3 settings. This course supports the initial intern practicum where students implement and evaluate their lesson plans working directly with children in a PK-3 setting.

Program/Course Name: ECE 472 Initial Intern Seminar and CalTPA Cycle 1

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Seminar to accompany ECE 471 PK-3 Initial Intern Practicum. Using the reflective curriculum cycle, candidates receive guidance in lesson planning, assessment, and intervention consistent with the Cal TPA Cycle 1 and Teacher Performance Expectations for Early Childhood Educators. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 472 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the

development, implementation, and evaluation of lesson plans for children in PK-3 settings. This course will be offered to students who intern with a school district in a PK-3 classroom.

Program/Course Name: ECE 479 Student Teaching Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Student teaching candidates will engage in supervised student teaching for one semester with a mentor teacher in a PK/TK OR K-3 setting (selection is based on pre-student teaching) in an approved educational setting (CSUDH MOU) with an experienced teacher. Candidates will focus on providing access to curriculum and instruction and creating a developmentally appropriate and engaging environment. Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Subject matter and Department permission required. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 479 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the implementation of lesson plans for children in PK-3 settings. Students complete 400 practicum hours during which they develop and implement lesson plans, assess and evaluate their implementation, and reflect on their effectiveness.

Program/Course Name: ECE 480 Student Teaching Seminar and CalTPA Cycle 2

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Student teaching candidates will enroll in the six-unit corresponding practicum as a co-requisite. Candidates will receive support to complete Cycle 2 of the CalTPA focused on literacy instruction. Subject matter and Department permission required. Credit/no credit grading

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 480 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills through the development of lesson plans for children in PK-3 settings. This course supports the student teaching practicum where students implement and evaluate their lesson plans working directly with children in PK-3 settings.

Program/Course Name: ECE 481 Advanced Intern Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Intern candidates will be placed in a PK/TK OR K-3 setting based on employment agreement in an approved educational setting (CSUDH MOU). Candidates will focus on providing access to curriculum and instruction and creating a developmentally appropriate and engaging environment. Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Subject matter and Department permission required. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 481 would allow

Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the development and implementation of lesson plans for children in PK-3 settings. As the teacher of record in a PK-3 classroom, interns will implement lesson plans, assess and evaluate their implementation, and reflect on their effectiveness.

Program/Course Name: ECE 482 Advanced Intern Seminar and CalTPA Cycle 2

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Intern candidates will enroll in the six-unit corresponding practicum as a co-requisite. Intern candidates will be placed in a PK/TK OR K-3 setting based on employment agreement in an approved educational setting (CSUDH MOU). Candidates will receive support to complete Cycle 2 of the CalTPA focused on literacy instruction. Subject matter and Department permission required. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 482 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills through the development of lesson plans for children in PK-3 settings. This course supports the advanced intern practicum where students implement and evaluate their lesson plans working directly with children in PK-3 settings.

Program/Course Name: ECE 483 Accelerated Student Teaching Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Student teaching candidates will engage in supervised student teaching for one semester with a mentor teacher in a K-3 setting in an approved educational setting (CSUDH MOU) with an experienced teacher. Candidates will focus on providing access to curriculum and instruction and creating a developmentally appropriate and engaging environment. Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Subject matter and Department permission required. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 483 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the implementation of lesson plans for children in PK-3 settings. Programs are required to count 200 hours of clinical practice equivalency for ECE teaching experience and may count up to 200 hours of clinical practice equivalency for undergraduate practicum experience. Clinical practice equivalencies must meet CTC criteria. Our program will allow students to receive up to 200 hours of clinical practice equivalency for either prior ECE teaching experience or practicum. Therefore, students who receive clinical practice equivalency will not complete the Pre-Student Teaching Practicum and Seminar. Thus, a separate practicum section is needed adequately prepare students for both Cycles of the CalTPA. Students enrolled in this course will complete seminar along with the accompanying 400 practicum hours during which they develop and implement lesson plans, assess and evaluate their implementation, and reflect on their effectiveness and prepare for both cycles of the CalTPA.

Program/Course Name: ECE 484 Accelerated Student Teaching Seminar and CalTPA Cycles 1&2

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Student teaching candidates will engage in supervised student teaching for one semester with a mentor teacher in a K-3 setting in an approved educational setting (CSUDH MOU) with an experienced teacher. Candidates will focus on providing access to curriculum and instruction and creating a developmentally appropriate and engaging environment. Candidates will enroll in the two-unit corresponding seminar as a co-requisite. Subject matter and Department permission required. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 483 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice those skills in a PK-3 setting through the implementation of lesson plans for children in PK-3 settings. Programs are required to count 200 hours of clinical practice equivalency for ECE teaching experience and may count up to 200 hours of clinical practice equivalency for undergraduate practicum experience. Clinical practice equivalencies must meet CTC criteria. Our program will allow students to receive up to 200 hours of clinical practice equivalency for either prior ECE teaching experience or practicum. Therefore, students who receive clinical practice equivalency will not complete the Pre-Student Teaching Practicum and Seminar. Thus, a separate practicum section is needed adequately prepare students for both Cycles of the CalTPA. Students enrolled in this course will complete seminar along with the accompanying 400 practicum hours during which they develop and implement lesson plans, assess and evaluate their implementation, and reflect on their effectiveness and prepare for both cycles of the CalTPA.

Program/Course Name: ECE 485 Continuing Intern Practicum

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description Intern candidates enroll in this repeatable supervision course to review the Teacher Performance Expectations (TPEs). Candidates will be observed and evaluated by the university and school site supervisors in a PK-3 setting in an approved educational setting (CSUDH MOU) for progress toward certification. Credit/no credit grading.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. ECE 485 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while providing future PK-3 teachers an opportunity to practice through the development of lesson plans for children in PK-3 settings. This course supports the intern practicum where students implement and evaluate their lesson plans working directly with children in a PK-3 setting.

Program/Course Name: LBS 410 Early Language and Literacy

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Concepts and theories of language development and literacy from birth through age five. Topics include language development, play, emergent literacy, and age-appropriate literature. Emphasis on urban, diverse and inclusive preschool settings; second language learners and exceptional learners.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. LBS 310 is being modified to address the Teacher Performance Expectations (TPEs) of the PK-3 credential and is being elevated to a 400-level course to allow undergraduate and post-bac candidates to take this course, which is a precondition of the CTC. This course will provide foundational knowledge on teaching early language and literacy skills and will meet the preservice requirements for the PK-3 credential.

Program/Course Name: LBS 430 STEAM for Young Learners

Proposer: Jenny Chiappe

Type of Change: New Course

Course Description: Science, Technology, Engineering, Arts, and Math (STEAM) for Young Learners introduces future pK-3 educators to developmentally appropriate curricula and experiences. A focus is placed on equitable, critical, and accessible approaches that are student-centered and holistically integrated across disciplines.

Summary of Change and Rationale: The PK-3 Early Childhood Education Specialist Credential is a new credential created by the California Commission on Teaching Credentialing. The focus on developmentally appropriate, play-based focused instruction for early learners is important and different from the credentials currently offered at the College of Education at CSUDH. LBS 430 would allow Teacher Performance Expectations (TPEs) of the PK-3 credential to be explicitly addressed while preparing future PK-3 teachers to teach STEAM to young learners.

Program/Course Name: CUR 510 Process of Curriculum Development

Proposer: Edward Curammeng

Type of Change: Course Modification

Course Description: Designed to review contemporary developments in curriculum theory and practice through a framework centered in Critical Theory and Social Justice Education. Will include experience in the development of units of instruction and the evaluation of published curriculum materials.

Summary of Change and Rationale: CUR 510 is one of the first core courses MA students will take. The previous requisites (TED 505 and GED 501) were relics of when C&I was housed in GED before it came to be housed under TED. Removing these two pre-reqs will allow easier enrollment for all new graduate students. We have made TED 506 (a core C&I/MA course) as a recommended co-requisite. This change supports all newly admitted C&I/MA graduate students to enroll without unnecessary/misaligned pre-reqs.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

No submissions received.

College of Natural & Behavioral Sciences

No submissions received.



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University Library

No submissions received.