

Curriculum Register

April 15, 2019

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

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

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

Moratorium for Proposals in Campuswide Sharing Stage:

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

Moratorium Date: April 26, 2019

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

The Curriculum Register is produced by the Office of Academic Programs. Any questions or comments should be directed to Academic Programs at creview@csudh.edu or ext. 3308.

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CAMPUSWIDE PROPOSAL SHARING

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

College of Arts and Humanities

Program/Course: ENG 473/573 Tutoring and Responding to Writing

Proposer: Debbie Best

Type of Change: New Course

Summary of changes:

The English Department proposes a new course that will be cross listed as both an undergraduate course and a graduate level course. The course description will be as follows: Advanced study of writing tutoring pedagogy and methodology. Frequent writing assignments and practice in peer-to-peer tutoring. Three hours of seminar per week.

This course will have four utilizations:

B.A. English: Literature – upper-division elective

Certificate in Rhetoric and Composition – elective option

M.A. English: Literature – elective option

M.A. English: Literature (Emphasis in Rhetoric and Composition) – elective option

Program/Course: B.A. English: English Education Option.

Proposer: Debra Best

Type of Change: Program Modification

Summary of Changes:

As a result of recent changes in the English composition program, the English department wishes to eliminate ENG 110 and ENG 111 as Lower Division Core Requirements in the English Education Option. This requirement should instead be fulfilled by new G.E. Area A.1. Composition requirements and does not need to be listed as a part of the major, since the courses are taken as part of G.E.

Program/Course: HUM 310

Proposer: Lorna Fitzsimmons

Type of Change: New Course Topic All Creatures Great and Small: Animals from Sacred to Endangered

Summary of changes: Animals have inspired many works in the arts and humanities around the world. This cross-cultural course explores creative representations of species in relation to the sacred, social criticism and humor, commodification, and consumption, in visual culture, literature, music, and dance (3 units)

Program/Course: BA in Advertising and Public Relations

Proposer: Nancy Cheever

Type of Change: Program Modification

Summary of Changes: The Communications Department proposes to modify the BA in Advertising and Public Relations by adding, COM 344: Advertising and Analysis to the list of elective courses.

College of Business Administration and Public Policy

Program/Course: ACC 333: Income Taxation I

Type of Change: Permanent Course Modification

Proposer: Richard Malamud

Summary of Changes: The Accounting, Finance, Economics & Law Department in the College of Business Administration and Public Policy requests a permanent course modification for ACC 333, Income Taxation I, so that the course may be offered only with ACC 230 as recommended prerequisite.

As part of a comprehensive analysis of the issue involving faculty and advisors, it came to light that some advisors and faculty felt the list of prerequisites should be reviewed and updated to better reflect current academic offerings and graduation paths. As part of the review, the chair of the Accounting, Finance, Economics & Law department, Dr. Jose N Martinez, compiled the list of all frequent course offerings and their corresponding prerequisites. Then, he instructed all course coordinators to review the prerequisites for their coordinated course and report back whether the listed prerequisites were still appropriate or needed to be changed.

The course coordinator for ACC 333, Dr. Richard Malamud, reviewed the listed prerequisites for his coordinated course, ACC 230, and made the recommendation to change the prerequisite from required to recommended. His main argument was that ACC 230 provides useful preparation for all accounting majors, but the material covered does not necessarily apply directly to the material covered in ACC 333.

According to the Master Course Outline (MCO) for ACC 333, this course provides a basic understanding of the Federal income tax laws. As such, it has some components of written communications, IT, and critical thinking. On the other hand, the current listed prerequisite, ACC 230, Financial Accounting, is a survey of financial statements under existing generally accepted accounting principles. Emphasis for this course is on underlying concepts, principles, and mechanics to make the statements meaningful to users.

Program/Course: ACC, 340 Accounting Information Systems

Type of Change: Permanent Course Modification

Proposer: Gloria H. Del Rosario

Summary of Changes: The Accounting Department, under CBAPP, requests for an existing ACC340, Accounting Information Systems, onsite course to be offered through hybrid delivery in order to better serve the University's working adult, student body. This particular student population often has difficulties scheduling required courses into their graduation plans due to other external/personal commitments. By offering an alternative to the existing onsite course, CBAPP can help this target population provide greater flexibility to accommodate students' schedules, so that they are able to complete required coursework using a virtual classroom setting. This will enable students to complete the required course curriculum towards earning a Business Administration degree, with an Accounting concentration, to assist in enhancing graduation rates at this institution. Creating the proposed ACC340, Accounting Information Systems, upper-division hybrid course aligns with the following goals as referenced in the CSU Dominguez Hills strategic plan:

- Goal #1 of the CSU Dominguez Hills strategic plan is to "support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high quality comprehensive urban university serving the South Bay region and beyond." To that end, CBAPP will strive to offer outstanding academic programs driven by assessment and our efforts to achieve AACSB accreditation. College strengths are, in part, defined by our diverse

instructional modalities (online/hybrid) and the diverse Dominguez Hills learning environment. Part of the "comprehensive" component involves CBAPP's "global reach". Hybrid offerings may also be viewed in this light of opening up the enrollment to students residing in other countries.

- Goal #2 of the CSU Dominguez Hills strategic plan is to "promote student graduation and success through effective recruitment, transition and retention of our diverse student population." Hybrid course offerings would help support the use of technology to promote excellence and access, as well as, supporting the continued redesign of courses and classroom technology to empower teaching and learning. Additionally, hybrid delivery encourages teamwork and cooperation since students will be utilizing various Information Technology applications through Blackboard, which include discussion boards, journals, class blogs, and viewing recorded virtual class lecture videos, to hone written and critical thinking skills. Faculty to instruct the proposed ACC340, Accounting Information Systems, hybrid course completed the mandatory Faculty Development Training. Faculty also completed the pilot requirement to teach the hybrid course, which was approved by Academic Affairs. There aren't any additional resources needed to teach this course other than the use of the Blackboard, Learning Management System.

Program/Course: ACC, 385 Entrepreneurial Accounting

Type of Change: New Course Proposal

Proposer: Gloria H. Del Rosario

Summary of Changes: The Accounting Department, under CBAPP, requests for a new on-campus course, ACC385: Entrepreneurial Accounting. A revision of the Entrepreneurship concentration is badly needed to make it relevant and competitive with Entrepreneurship programs in other competing programs in our region. Our goal is to have a program that is practical and relevant to the small new-venture entrepreneur and to the South and Central Los Angeles communities that we serve. It will be a basic entrepreneurship concentration entry course focusing on the startup and management of a small business venture. This course will give an opportunity for business students and especially Entrepreneurship Concentration majors to learn about the basics of becoming an entrepreneur and will lay a solid foundation for entrepreneurship and what it takes to succeed in a small-business startup. This is a required course for the Entrepreneurship Concentration that can also be taken by all Business students. The current Staffing, Facilities, Equipment, and Reference Materials are adequate. CBAPP has business faculty who are qualified to teach this course. There will be no fees or other resources needed. No additional technology will be needed to administer this course.

Program/Course: ACC 433: Income Taxation II

Type of Change: Permanent Course Modification

Proposer: Richard Malamud

Summary of Changes: The Accounting, Finance, Economics & Law Department in the College of Business Administration and Public Policy requests a permanent course modification for ACC 433, Income Taxation II, so that the course may be offered with ACC 333 only as recommended prerequisite.

As part of a comprehensive analysis of the issue involving faculty and advisors, it came to light that some advisors and faculty felt the list of prerequisites should be reviewed and updated to better reflect current academic offerings and graduation paths. As part of the review, the chair of the Accounting, Finance, Economics & Law department, Dr. Jose N Martinez, compiled the list of all frequent course offerings and their corresponding prerequisites. Then, he instructed all course coordinators to review the prerequisites for their coordinated course and report back whether the listed prerequisites were still appropriate or needed to be changed.

The course coordinator for ACC 433, Dr. Richard Malamud, reviewed the listed prerequisites for his coordinated course, ACC 333, and made the recommendation to change the prerequisites from required to recommended. His main argument was that ACC 333 provides useful preparation for all accounting

majors, but the material covered does not necessarily apply directly to the material covered in ACC 433, for each course covers very distinct areas of the Federal tax law.

According to the Master Course Outline (MCO) for ACC 333, this course provides a basic understanding of the Federal income tax laws. As such, it has some components of written communications, IT, and critical thinking, but this course focuses on Federal tax law as it applies to individuals. On the other hand, ACC 433, covers Federal tax law as it pertains to partnerships, corporations, estates and trust, estate and gift taxes. Understanding the personal taxation area does not necessarily prepare you to fully understand the corporate area of Federal taxation.

Program/Course: FIN375 Personal Financial Planning

Type of Change: Permanent Course Modification

Proposer: Michael Manahan

Summary of Changes: The Finance Department, under the College of Business Administration and Public Policy, requests a permanent course modification for FIN375, Personal Financial Planning, so that the course may be delivered in an online learning format.

Personal Financial Planning is not just a finance course, it is a course that teaches the basics of personal finance that all students need to know in order to make sound decisions about borrowing money, purchasing autos and real estate, purchasing insurance, saving for retirement, managing personal credit and managing life's unexpected financial challenges.

Offering this course online helps achieve several university goals such as helping students graduate faster, using technology to facilitate teaching, fitting into the time challenges of our working student population and servicing students who are not able to attend on-campus classes. Further, widening access to this course will help students who may not have learned effective spending and savings habits in the home, and may increase the likelihood of our students accumulating wealth and adequate funds for retirement.

Current staffing, facilities, equipment, and reference materials are adequate. CBAPP has business faculty who are qualified to teach this course. There will be no fees or other resources needed. No additional technology will be needed to administer this course.

Program/Course: FIN 484: Financial Forecasting & Modeling

Type of Change: Permanent Course Modification

Proposer: Jose N Martinez

Summary of Changes: The Accounting, Finance, Economics & Law Department in the College of Business Administration and Public Policy requests a permanent course modification for FIN 484, Financial Forecasting & Modeling, so that the course may be offered with FIN 360 as the only prerequisite.

As part of a comprehensive analysis of the issue involving faculty and advisors, it came to light that some advisors and faculty felt the list of prerequisites should be reviewed and updated to better reflect current academic offerings and graduation paths. As part of the review, the chair of the Accounting, Finance, Economics & Law department, Dr. Jose N Martinez, compiled the list of all frequent course offerings and their corresponding prerequisites. Then, he instructed all course coordinators to review the prerequisites for their coordinated course and report back whether the listed prerequisites were still appropriate or needed to be changed.

The course coordinator for FIN 484, Dr. Jose N Martinez, reviewed the listed prerequisites for his coordinated course, FIN 484, and made the recommendation to change the prerequisites from FIN 360 and OMG 321 to only FIN 360. His main argument was that OMG 321 provides useful statistics preparation for students taking the course, but the material covered in this class overlaps significantly with the material in FIN 484. Furthermore, Dr. Jose N Martinez, the only faculty teaching this course,

feels that he cannot assume that the students are properly prepared with the statistics tools needed and learned in OMG 321, but instead, ends up covering exactly the same material in class.

According to the university catalog, OMG 321 covers topics including inferential statistics, analysis of variance, multiple regression, time series forecasting and their application in business decision making process. Excel and/or statistical software is used throughout the course. Similarly, the university catalog lists FIN 484 as a course that covers techniques for estimation of sales (i.e., inferential statistics, regression, and time series forecasting), investment, and other financial variables. Emphasis is given to modeling using statistical software and spreadsheets (i.e., excel and/or statistical software).

Program/Course: BS in Business Administration/Concentration in Global Supply Chain Management

Type of Change: Concentration Modification

Proposer: Jian-yu “Fisher” Ke

Summary of Changes: The Department of Information Systems and Operations Management proposes the following:

Previously the concentration had three 200-level concentration courses and then, a few years ago, we revised to keep only one - OMG 230 Intro to Supply Chain Management. Since then local community colleges have requested us to add more lower-division concentration courses to our concentration. Many local community colleges are offering an associate degree in logistics as the industry hires far more with an AA degree than with a BS/BA degree. When students are transferred from community colleges to CSUDH, OMG 230 is the only course that they can articulate. To better align with curricula in related fields at community colleges, we propose to replace OMG 425 Logistics Management by OMG 220 Introduction to Transportation Management. Compared with OMG 425, OMG 220 will cover more business practices in transportation management, helping students to prepare for their first jobs in the area of supply chain management.

Course: OMG 220 Introduction to Transportation Management

Type of Change: Course Modification – add “online” delivery mode

Proposer: Jian-yu “Fisher” Ke

Summary of Changes: The Department of Information Systems and Operations Management proposes the following:

OMG 220 is a required course for the students with a concentration in global supply chain management. Most students work full-time or par-time. The online OMG 220 enables a small concentration program to run effectively and allows students graduate timely.

College of Education

Program/Course: Clear Education Specialist Credentials

Proposer: Kate Esposito

Type of Change: Program Modification

Summary of Changes:

- Modification of Clear Credential Education Specialist Program
- Per CTC, program must be Teacher Induction Program open to Teacher Education and Education Specialists
- Modification of courses: SPE 470 & SPE 471
- Drop SPE 580 and SPE 581 from Program (Change in Utilization). These courses will still be used by MA in SPE

Program/Course: SPE 570

Proposer: Kate Esposito

Type of Change: Course Modification

Summary of Changes:

- Change title to *EDU 470 Individual Learning Plan Development*
- Change to 400 level as it is a post baccalaureate course, not an MA course.
- Prefix change to EDU as Teacher Education and Special Education students will co-enroll.
- Slight change of title to match new CTC language.
- Slight change of course description to match CTC language.
- Change to a repeatable course

Program/Course: SPE 571

Proposer: Kate Esposito

Type of Change: Course Modification

Summary of Changes:

- Change to *EDU 474 Individual Learning Plan Completion*
- Change to 400 level as it is a post baccalaureate course, not an MA course.
- Slight change of title to match new CTC language.
- Slight change of course description to match new CTC language.
- Prefix change to EDU as Teacher Education and Special Education students will co-enroll.

Program/Course: TED 407

Proposer: Lilia Sarmiento

Type of Change: Course Modification

Summary of Changes:

- Minor change to title
- Changes to prerequisites, corequisite, and enrollment restrictions

Program/Course: Liberal Studies

Proposer: Lauri Inman

Summary of Changes: Though the Liberal Studies program has done some major revisions in the past few years, there are a few changes that need to be made to fix an articulation issue with the community colleges to comply with the new AD-Ts in Elementary Education from the community colleges. Additionally, the new Integrated Teacher Education Program—Education Specialist Mild Moderate Option needs to be reduced by three units. The option went through curriculum after the English GE units were reduced by three units and before the additional three units in Area D were added.

- One modification is to add a new course *LBS 212: Service Learning in the Urban Elementary Classroom* to all of the Liberal Studies Options except the Integrated Teacher Education Program—Education Specialist Mild Moderate Option. This course will allow provide Liberal Studies students with early experience with elementary age students to help them begin to contextualize what they are learning in their major courses and to decide if teaching is the right career choice. This course will articulate with EDUC 200, part of the Model Transfer Curriculum for the ADT in Elementary Education at the community colleges. See new course proposal for LBS 212.
- Designate *ENG 308 Children's Literature* for the UD GE F1. English 308 is already required for the major and is in the process of being approved as a F1 UD GE course. The course will double count as GE and in the major. This change will bring the *Integrated Teacher Education Program—Education Specialist Mild Moderate Option* down to 135 units and allow all of the other options to take the new LBS 212 course. Change of usage.
- Add online delivery as an option for *LBS 205: Child and Adolescent Development*. This has been piloted for two semesters. The online option will be offered along with several face-to-face sections of the course. See course modification for LBS 205.

Required units will be 117-120 for all options except for the two integrated programs options which will be 135 units.

Resources needed: It is not anticipated that the proposed courses will require new resources. The current faculty (full and part time) has the expertise to teach the additional course.

Plan for accommodating students: This modification would be implemented for students entering in Fall 2019. Courses will not be eliminated so there is no need to teach out for current courses.

Changes to modality or location: The only change to modality is to add an online option for *LBS 205 Child and Adolescent Development*. The face-to-face option will also continue to be offered.

Proposed Changes:

- Require ENG 308 as the F1 upper division GE. ENG 308 is already required for the major and is currently in the curriculum process to be approved as an upper division F1 class
- Add a lower division, service learning education course (LBS 212), which will articulate with the *EDUC 200 Introduction to Education*, part of the Transfer Model Curriculum in Elementary Education from the community college to all options except for the Integrated Teacher Education Program- Education Specialist Mild/Moderate Disabilities Option which will already be at the maximum of 135 units. The addition of LBS 212 will help fix the issue with the ADT in Elementary Education and allow transfer students to complete the regular Liberal Studies Option in 120 units.

College of Health, Human Services, & Nursing

Program/Course: MSW 5XX

Proposer: Paul Duong Tran

Type of Change: New Course

Summary of Changes:

The Department of Social Work is proposing a new course, MSW 5XX Advanced Research to be used in the Master of Social Work program.

Course Description: Prerequisites: Completion of MSW first year foundation courses; Co-requisite: MSW 530. Community-based participatory action (CPAR) research skills and knowledge are acquired and applied to a topic relevant to a social work organization to generate a collaborative research proposal with a client participation component.

Program/Course: Post-baccalaureate Certificate

Proposer: Elwin Tilson

Type of Change: New Certificate

Summary of Changes: The Department of Health Sciences is proposing a Radiologic and Imaging Sciences Certificate with options in Radiologic and Imaging Management and Radiology and Imaging Education. The Department of Health Sciences currently has a proposed Master of Science in Radiologic Imaging Sciences degree that include coursework in both radiologic and imaging sciences management and radiologic and imaging sciences education. These courses would support the certificate, which is aimed at clinical practitioners who wish to pursue either a healthcare management or healthcare education professional career path but currently lack the academic background to do so. This certificate would become the first of its kind in any state supported university in California.

This certificate will use the following courses in the Masters of Science in Radiologic and Imagine Sciences program.

Radiologic Sciences and Imaging Sciences Education Certificate Option (12 units)

RIS 530 Pedagogy and Andragogy in RIS (3)

RIS 531 RIS Program Administration (3)

RIS 532 Academic Program Accreditation (3)

RIS 590 Practicum (3)

Radiologic Sciences and Imaging Sciences Management Certificate Option (12 units)

RIS 520 Radiologic Management I (3)

RIS 521 Radiologic Management II (3)

RIS 522 Clinical Practice Accreditation (3)

RIS 590 Practicum (3)

College of Natural and Behavioral Sciences

Program/Course: BIO 370

Proposer: John Thomlinson

Type of Change: Course Modification/GE

Summary of changes: The Department of Biology is proposing to offer BIO 370, Biological Basis of Human Behavior, as an upper-division GE course in Area F2, changing the name to Biology of Human Behavior. The class has been offered for many years online as a non-majors course, available to students in the old Biology minor as well as to students in Behavioral Sciences. Following revisions to the minor that went into effect a little more than a year ago, this course will no longer be available to Biology minors. Because of the most visible and growing impact of various neuro-psychological disorders on our society such as PTSD and Alzheimer's, the Department feels that it is a most valuable course that should be offered to a wider variety of CSUDH students. This course is highly interdisciplinary, including aspects not only of biology and neurobiology, but chemistry, psychology, and sociology, as well. We feel that GE area F2, and CSUDH students overall, would be well-served by having an interdisciplinary course that examines the scientific underpinnings of behavior and behavioral issues in our society.

Program/Course: MAT 132

Proposer: Matt Jones

Type of Change: Course Modification

Summary of changes:

- Change of prerequisite
- Change of title
- Change of grading method

In its original title, Statistics with Algebra Review, the course was designed to assist students in bypassing then-required developmental courses in algebra. Under current rules resulting from EO 1110, the course no longer serves this function, but instead the additional class meeting time is to support students in learning the required statistics content (which may still include some algebra); thus, the title is changing to Statistics & Probability with Support. The change in prerequisite is also meant to match the current system of placement, in which students may be "Ready with Support" (Category or Level III), or may complete MAT 102 prior to taking MAT 132. Finally, the change in grading system is meant to prevent students from experiencing probation resulting from a low GPA while they transition to meeting the expectations of a university-level mathematics course.

Program/Course: MAT 151

Proposer: Matt Jones

Type of Change: Course Modification

Summary of changes:

- Course Title
- Prerequisite change to MAT 103
- Grading Method
- Course Description

In its original design, MAT 151 was planned as a prerequisite to MAT 153 Precalculus. It was to be used in the summer to enable students in Categories III or IV in STEM majors to advance to a higher level. Based on our experience, students will be better served with a true stretch, with a 4-unit summer course (MAT 103) followed by MAT 151 as a pathway directly to MAT 191 Calculus I. In addition, Category III students will be allowed to either take the two-semester preparation for calculus, MAT 103 – MAT 151,

or a one-semester preparation, MAT 153. The MAT 151 course title and description are changing to reflect its shift in purpose.

Course Description: Graphic, numeric, analytic and applied perspectives on topics including linear, quadratic, exponential, logarithmic and trigonometric functions, exponents and radicals, linear and nonlinear systems of equations and inequalities. Preparation for MAT 191 Calculus I. 3 units of discussion, 1 unit lab.

**UNIVERSITY CURRICULUM COMMITTEE
RECOMMENDATIONS**

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