



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Curriculum Register NOVEMBER 16, 2020

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 brief description of programs the academic colleges are interested in creating. Please note, these are not fully developed curriculum proposals, but rather possible degree programs the colleges would like to implement in the future.
- II. **Campus-Wide Proposal Sharing**, which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee and program faculty, and new program proposals that have been approved by the Board of Trustees to appear on the CSUDH Academic Master Plan;

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

[New Degree Programs & Program Modifications](#)

[New & Modified Courses](#)

Moratorium for Proposals in Campus-wide Sharing Stage:

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

After the College Curriculum Committee has been contacted with 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: November 30, 2020

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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Request to Include Proposed Degree Programs in Academic Master Plan

The following program proposals have been submitted for review to their college dean and the Provost to be included in the 2021-2022 Academic Master Plan for review by the Board of Trustees.

College of Arts & Humanities

No submissions received from the College of Arts & Humanities.

College of Business Administration & Public Policy

Title of Proposed Program	Financial Economics
Degree Designation (e.g., BS)	MS
Projected Implementation Date	Fall 2021
College	Business Administration and Public Policy
Department	Accounting, Finance, and Economics
Contact Name(s) and Email(s)	Jennifer Brodmann jbrodmann@csudh.edu Mahmoud Salari msalari@csudh.edu Bingsheng Yi byi@csudh.edu Sherine El Hag selhag@csudh.edu Meghna Singhvi msinghvi@csudh.edu

1. **Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☒ Fully Online ☒

2. **Support Mode:** State-Support ☐ Self-Support/Extended Education ☒

3. **A brief summary of the purpose and characteristics of the proposed degree program:**

The mission of the CSUDH Master of Financial Economics (MSFE) program is to prepare the next set of business leaders to address the issues faced in their organizations and communities. Students will engage in applied, hands-on active learning to build the skills needed in advanced business decision-making. Courses will focus on transferable skills that are needed in all industries, which include budgeting, forecasting, entre/intrapreneurship, data analysis, digital and interpersonal communication, corporate social responsibility, and sustainability. The MSFE program will provide resources for students to advance in their careers through networking events, seminars, panel discussions, career advisement, tutoring, and applied research projects with faculty and industry mentors. The program will offer flexible instruction through online and hybrid courses with in-person courses taught in evenings and weekends.

4. **List the program learning objectives:**

Graduate students will:

- Demonstrate an in-depth knowledge base to conduct advanced decision-making through creative and holistic approaches from the current theories in economics and finance. Students will read and develop a deeper understanding of the current economics and finance theories and literature that address the current issues that organizations face to be able to provide innovative and effective solutions.
- Demonstrate problem-solving skills to provide sustainable, socially responsible, and long-term solutions that look beyond short-term profits. Students will build a

knowledge base on sustainable finance, corporate social responsibility, and business strategy to be able to address current issues businesses face in the digital economy.

- c. Demonstrate advanced critical thinking and data analysis to make informed decisions. Students will build quantitative and writing skills through conducting data analysis, case studies, and research reports.
- d. Demonstrate team and community building skills to drive innovation and impact. Students will develop advanced oral and written communication that motivates team and community building. Students will be well-versed in conducting oral and written presentations of case studies and research analysis. Students will acquire the soft skills to be able to network across a spectrum of cultures and business leaders.
- e. Demonstrate ethical leadership through an in-depth understanding of empathy, management, corporate social responsibility, and sustainability. Students will be well-versed in evaluating all of the stakeholders while making business decisions. Students will adopt a new mindset looking beyond profits and steering business to think about purpose and overall business impact on the community.

5. Suggested CIP code: 52.0601

- 6. For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

CSUDH is currently providing a Finance Concentration for undergraduate business administration majors. This graduate program allows students to obtain a Financial Economics graduate degree after graduating with their Bachelor's in Business Administration so they can be more competitive in the job market and acquire the knowledge and skills needed to advance into upper management positions.

This program will help students be equipped with the needed analytical tools and advanced finance economic theory to pursue leadership positions in organizations in the South Bay Los Angeles. The curriculum was developed to satisfy the market demands for employers within the area. Surveys were administered to students and employers to develop the program. There is currently only one other graduate Financial Economics program in the Los Angeles area, but this program is a MA in Economics with a Financial Economics option. The emphasis on finance, sustainability, and hands-on real-life application differentiates our MSFE program from this program and other MSFE programs. We are using more applied techniques which will help our students compete in the new economy.

We have structured our courses in accordance with the needs of graduates in the business community, through labor market research in the surrounding area as well as reviewing regional market trends. Because of this, we have included courses in Sustainable Finance, Data Science in Finance, Business Data Analysis and Modeling, International Finance, CSR and Environmental Management, Seminar in Business Strategies, Managerial Finance, and Entrepreneurial Finance. Analysis through Skillabi has matched our curriculum with careers in the South Bay area, which include Economics and Data Science,

Business Analysis: Budgeting and Forecasting, Business Intelligence, Forecasting and Strategic Planning, Pricing and Financial Analysis, and Financial Services Management.

7. The program's fit with the campus mission and strategic plan:

Our program helps minority students attain leadership positions in different industries because we will provide them with a broad array of courses that are in high demand in the current economy. The MSFE program aligns with the campus mission and strategic plan by retaining students through offering an accelerated program so that CSUDH undergraduate business students have the opportunity to pursue a graduate degree in one year after graduating with their bachelor's degree. There is a current shortage of minority business leaders in corporate board rooms and at the C-suite level and many of our students look for a Masters' opportunity to network and gain access to these coveted positions. We will provide a learning environment and a platform where our students can network with alumni of CSUDH who are today's business leaders. We will be able to bridge the gap between our students and industry leaders with the help of a dynamic MSFE program. The MSFE program aims to provide advanced finance and economic course to an underserved and diverse student population. Our program will help underrepresented minority students gain competitive skills as they make their foray into the new economy. This program is tailored to meet the needs of the Los Angeles business community. Any business administration major undergraduate with a Finance Concentration with a minimum GPA average of 2.5 can be in the program. All prospective candidates can apply meeting the admission requirements. We expect that our Financial Economics MS program will have a diverse student cohort as a true reflection of our own undergraduate classes. We anticipate that the program will be attractive to our own undergraduate students in finance.

8. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

The below schedule reflects the (minimum expected) Finance Concentration graduates at CSUDH

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	70	80	90
Number of Graduates (Cumulative)		144	190

Based on our projections from 2018 New, Continuing, and Registered CBAPP business students, we have come to a minimum expected initial enrollment of 20 Financial Economics MS students, which is 37% of the projected amount shown below.

Year	Type of Student	Number of Business Students	Number of Finance Majors	Percentage of Business Students that are Finance Majors	Projected number of students enrolled into MSFE from Finance Majors (at 5%)	Projected number of students enrolled into MSFE from business students (at 2%)
2018	Continuing and Registered	1555	124	7.97%	6	29
2018	New and Registered	846	74	8.75%	4	15
	Total	2401	198	16.72%	10	44

				Projected total students enrolled in MSFE	54	
				Estimated initial MSFE enrollment	20	

9. Workforce demands and employment opportunities for graduates:

Describe the demands and opportunities, as well as the evidence you have used to make these claims.

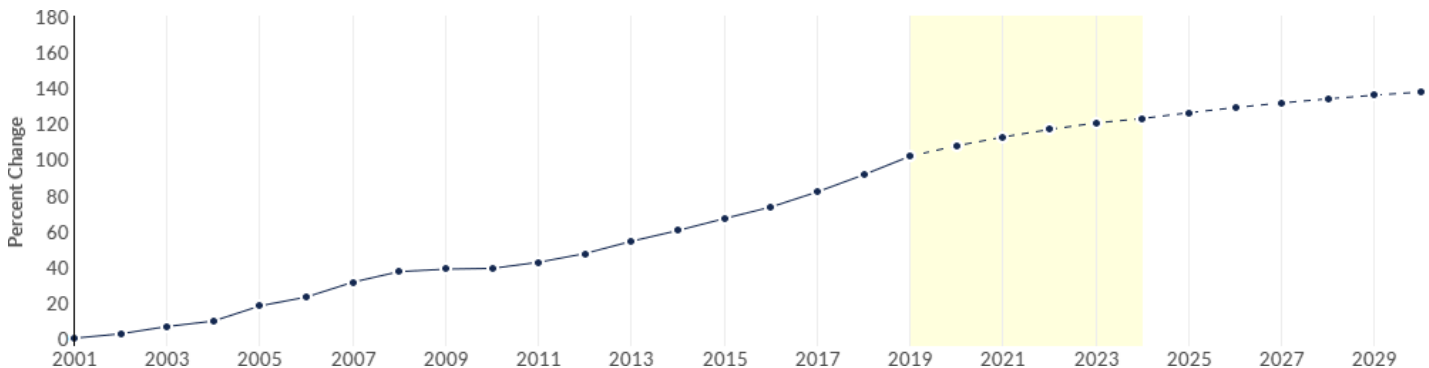
When compared to the nationwide distribution, Los Angeles area employment was more highly concentrated in 8 of the 22 occupational groups, which includes business and financial operations. The mean hourly wage for business and financial operations in Los Angeles is higher than the national average at \$64.75 and comprises of 6.1% of the total employment in Los Angeles. (source: [occupationalemploymentandwages_losangeles](#))

Target Occupations

708,868 Jobs (2019)*	+10.3% % Change (2019- 2024)*	\$41.59/hr \$86.5K/yr Median Earnings	82,577 Annual Openings*
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	2019	Annual	Median	Growth
Occupation	Jobs*	Openings*	Earnings	(2019 - 2024)*
Management Analysts	267,227	31,686	\$41.18/hr	+9.97%
Market Research Analysts and Marketing Specialists	167,510	22,780	\$30.56/hr	+13.71%
Financial Managers	138,329	14,205	\$62.01/hr	+10.81%
Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	127,387	13,171	\$39.18/hr.	+6.10%
Economists	8,415	735	\$50.50/hr.	+5.44%

Regional Trends



Source: EMSI labor market analytics data

Region	2019 Jobs	2024 Jobs	Change	% Change
Region	2,835,093	3,131,030	295,937	10.4%

10. Other relevant societal needs:

Our research has shown that CSUDH alumni tend to stay in the South Bay area even after graduation and they continue to contribute to the growth of our area decades after they have graduated. This will have a positive spillover effect with students and the communities they reside and serve. The ripple effect of the success of our students can be seen in the growth of the South Bay area in the past decade. Our program will continue to build business leaders who not only care about their own growth but care about the growth of their entire community.

11. An assessment of the required resources and the campus commitment to allocating those resources:

Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

The new Innovation and Instruction Building is expected to serve the business students starting from Fall 2021. Our Financial Economics MS students will be utilizing new facilities and technology either online or on campus classes. Students will be preparing projects in every course as part of their studies. Any registered student in a Financial Economics MS class will have the opportunity to utilize the library resources either by physically being there or virtually via the internet. The new Innovation and Instruction Building will be the hub for Financial Economics MS Program. This building will be a technologically enhanced one when completed. Classrooms will have computers, TV screens and internet facilities. Both students and instructors will be utilizing technological advances in these classrooms. The program will not need any additional support resources from any other department. The Accounting, Finance, Economics, and Law Department professors are capable to teach the proposed courses and our new building will provide the necessary infrastructure to run the classes.



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The new Innovation and Instruction Building is expected to serve the business students starting from Fall 2021. Our Financial Economics MS students will be utilizing new facilities and its technologically enhanced classrooms. This building is under construction and is expected to open up its doors by Fall 2021. The building is a modern and a larger facility that will enhance the education of all undergraduate and graduate programs at CBAAP.

Title of Proposed Program	MS in Management of Information Systems and Technology (MIST)
Degree Designation (e.g., BS)	Master of Science (MS)
Projected Implementation Date	Fall 2021
College	College of Business Administration and Public Policy
Department	Information Systems and Operations Management
Contact Name(s) and Email(s)	Myron Sheu and msheu@csudh.edu

1. **Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☐ Fully Online ☒
2. **Support Mode:** State-Support ☐ Self-Support/Extended Education ☒
3. **A brief summary of the purpose and characteristics of the proposed degree program:**
 The MS in MIST Program is designed for people with a variety of backgrounds to gain STEM skills in the context of business applications in order to survive and thrive in the on-demand economy that drives business models to become increasingly digitized. Information systems and technology constantly reshape enterprises and consumers, and thus increasingly whether businesses can become and stay competitive depends on their competence in IT and data management, and the MS in MIST Program will enable the student to leverage advances in information systems and technology to achieve optimal performance and sustainable growth in their chosen fields.
4. **List the program learning objectives:**
 - a. Learning Goal #1: Students will be able to apply and manage their IS and IT knowledge and skills to business functionality.
 Learning Objectives: Demonstrate advanced IS and IT knowledge and skills in,
 1. Cutting-Edge Information Systems and Underlying Technology
 2. Software Development Principles
 3. Data Management
 4. System Analysis and Design
 5. Internet Architecture and Applications
 6. Systems Operation & Administration
 - b. Learning Goal #2: Students will have the knowledge to integrate functional business processes in an enterprise information system
 Learning Objectives: Able to provide IS and IT solutions to complex business problems, requiring also in-depth knowledge in,
 1. Business Fundamentals
 2. Business Functions
 3. Processes, Data, and Systems Integration
 - c. Learning Goal #3: Upon graduation, the student, as an IT professional, will be highly ethical and knowledgeable in globalization.
 Learning Objectives: Demonstrable knowledge of IT professional ethics and digital

globalization:

1. Ethical issues related to information privacy, accessibility, property, and accuracy
 2. Ethical guidelines for computing professionals
 3. Copyright and intellectual property infringements
 4. Global aspects of IS and IT issues
 5. IT outsourcing management
 6. Global project planning, management, implementation, and maintenance
- d. Program-Level Learning Goal #4: Upon completion of the program, the student will be able to play a leadership role in delivering IT solutions.
Learning Objectives: Demonstrable proficiency in creating, supporting, and directing teams collaboratively to achieve organizational goals by leveraging IT.

5. Suggested CIP code: 52.0201

6. For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level

The mission of the College of Business and Public Policy is to educate the leaders who shape the future. This is accomplished by providing an opportunity to acquire an advanced degree in management of information systems and technology so that the graduates from the degree program will possess a well-rounded skill set that consists of all three fundamental components, namely managerial, functional, and technical. This program is a capstone program offering a carefully designed combination of ten courses that will help students with various backgrounds gain significant skills of IS and IT in the context of business opportunities and solutions, with which students can build their skill set on top of their college education in their chosen fields and thus become versatile at taking on emerging challenges due to rapid advances in technology and science and from the ever-changing business environment.

7. The program's fit with the campus mission and strategic plan:

The Graduate PLOs are aligned with the Institutional Learning Goals.

Institutional Learning Goals - Having completed general education and disciplinary specific curriculum at the baccalaureate level, a CSUDH graduate will:

1. Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally. (Critical Thinking)
2. Communicate clearly and collaborate effectively in a range of social, academic, and professional contexts, both orally and in writing. (Communication)
3. Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning. (Information Literacy)
4. Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice. (Disciplinary Proficiency)

5. Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels. (Engaged Citizenry)

The following table indicates the proposed degree program would continue to help students develop skills consistent with the institutional learning goals but at a much-advanced level.

Institutional Learning Goals (ILG)	Program-Level Learning Outcomes
ILG #1	PLO #4
ILG #2	PLO #4
ILG #3	PLO #2
ILG #4	PLO #1
ILG #5	PLO #3

8. **Anticipated student demand:** Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	60	80	90
Number of Graduates (Cumulative)		200	360

Evidence: There are 256 Business Administration and Management schools located within California (<https://www.universities.com/find/california/best/business-administration-and-management-degrees>). There were 1,391,054 students enrolled in 4 year post-secondary education schools in 2014-2015 period in California (<https://nces.ed.gov/ipeds/trendgenerator/tganswer.aspx?sid=2&qid=2>). CSU enrollment in Fall 2016 is 478,638 and CSUDH enrollment is 14,731 (http://www.calstate.edu/as/stat_reports/2016-2017/fl16_01.htm), and such enrollment numbers have gone up gradually since then.

California has an economic growth rate of 4.2% (<http://www.latimes.com/business/hiltzik/la-fi-hiltzik-california-econ-growth-20160722-snap-story.html>). Assuming this growth rate will repeat itself for the next five years then the students in the proposed degree program will be (in line with the growth rate) 80 in 3 years and 90 in five years.

9. **Workforce demands and employment opportunities for graduates:** Describe the demands and opportunities, as well as the evidence you have used to make these claims.

Of the best 100 jobs for years selected by the US News & World Report, many require substantial skills of IS and IT, such as application software developer, web developer, database administrator, information system analyst, etc. and many of them are also among the fastest growing occupations. Also, according to the US Department of Labors (2016), IT job growth is estimated at 21% from 2019 to 2029, which is the fast-growing occupation among high paying jobs in fields other than health service.

In particular, an article, by Public Policy Institute of California and entitled “California’s Need for Skilled Workers,” states that a workforce that cannot meet or attain sufficient

training for in-demand jobs is thus unable to take advantage of economic opportunities. Moreover, the skills of the state's workforce will have an impact on California's national and international competitiveness: the failure to meet workforce needs could limit or alter the state's economic growth (retrieved on 9/15/2020 at <https://www.pplic.org/>). It also mentioned that retraining is important to fill the skill gap.

10. Other relevant societal needs:

As organizations and companies increasingly depend on IS and IT to survive and thrive, they seek employees with substantial skills in IS and IT, and thus many with a college degree need significant retraining in order to improve their marketability. To serve such needs, most of our sister campuses in the CSU system have MS degree programs in fields relevant to IS and IT. For example, as shown in Appendix A, CSU Fullerton has two MS degree programs in IS and IT, respectively, and together with seven concentrations. With the same level of accreditation, we should have comparable programs to serve various segments of the students in this region and even in the country as the effectiveness of online education is much improved.

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

CIS 577 – Internet Architecture and Applications	(3)
CIS 576 – Enterprise Systems for Business Processes Integration	(3)
CIS 550 – Project Management	(3)
CIS 532 – System Analysis and Engineering	(3)
CIS 522 – Data Management	(3)
CIS 521 – Software Methodology	(3)
OMG 502 – Advanced Topics in Operations Management	(3)
CIS 502 – Advanced Topics in Information Systems	(3)
FIN 500 – Advanced Topics in Finance	(3)
MGT 500 – Human Behavior in Organizations	(3)

The above 10 courses have been designed to help students meet the program-level learning outcomes in par with the standards set forth by AACSB International.

Appendix A – MS Programs in IS and IT at CSU Fullerton

CAMPUS	DEGREE	UNITS REQUIRED	MAJOR (CONCENTRATION)	VIDEO	FORMAT	PROGRAM CODE	SOURCE	APPLY
Fullerton	MS	30	Information Technology (Information Technology Management)		Online ⓘ	05065	Campus ⓘ	Get Started
Fullerton	MS	30	Information Technology (Data Science)		Online ⓘ	05065	Campus ⓘ	Get Started
Fullerton	MS	30	Information Technology (Information Technology - General)		Online ⓘ	05065	Campus ⓘ	Get Started
CAMPUS	DEGREE	UNITS REQUIRED	MAJOR (CONCENTRATION)	VIDEO	FORMAT	PROGRAM CODE	SOURCE	APPLY
Fullerton	MBA	39	Business Administration (Evening/Flex) (Information)		Face-to-Face ⓘ	07021	Campus ⓘ	Get Started



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College of Education

Title of Proposed Program	Leadership for Justice in Education
Degree Designation (e.g., BS)	Ed.D. (Doctor of Education)
Projected Implementation Date	Fall 2022
College	College of Education
Department	Graduate Education
Contact Name(s) and Email(s)	Kitty Fortner kfortner@csudh.edu Pamela Robinson parobinson@csudh.edu

1. **Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☒ Fully Online ☒

2. **Support Mode:** State-Support ☒ Self-Support/Extended Education ☐

3. **A brief summary of the purpose and characteristics of the proposed degree program:**
School leaders have stages in their careers and the School Leadership Program (SLP) in the College of Education at California State University, Dominguez Hills has been developing and supporting the beginning and middle stages of school leaders in California for decades. Building on the demonstrable success of CSUDH graduates, providing an Educational Doctorate in Leadership is the next logical step as our graduates continue to lead and transform schools, colleges, non-profit organizations, and government agencies.

The Ed.D. program will continue to build on the successes of the School Leadership Program by providing a supportive cohort model for educators who are working full-time. High quality instruction that reflects the best thinking and practices of leadership have always been at the core of the SLP. The courses in the proposed Ed.D. will be taught by an experienced, and dedicated faculty that bring a wealth of working knowledge and skills for leading large organizations. The concepts provided in the coursework will be supported by a coaching network as candidates apply those concepts to their current work so that the skills of leadership become habit.

The School Leadership Program develops leaders with an adaptive mindset who use their heart and minds to engage courageously and humanistically to create excellent learning environments. Using the lenses of critical pedagogy, generative dispositions, and habits of mind, leaders build and foster restorative school cultures that manifest learning, critical thinking, voice, debate, and collaboration. Creating systems that support the growth for all, with the moral commitment to the most under-served populations, equity, justice and critical consciousness are ensured. With lenses of culture, dignity, social responsibility and informed citizenry, communities of activism thrive and transform.

4. **List the program learning objectives:**

Candidates will be rounded in equity and social justice, learning, leadership and actualization resulting in excellence for all and empowering activism that transforms our world.

The Ed.D. program will be organized around the following goals:

1. Visionary
Purposefully demonstrate humanism and an ethic of care, situated in respect for cultural contexts.

Candidates will develop and nurture a vision of their organization that honors each and every person they work with and the contributions that they can make to the mission and vision of the organization.
2. Instructional Leader
Create inclusive and collaborative spaces that foster innovative and improved teaching and learning outcomes that reduce academic opportunity gaps.

Candidates will implement systems of support and assessment that develop and maintain high quality instructional systems focused on reducing disparities in learning outcomes.
3. Administrator
Develop leaders who understand and can manage the complexities of large organizations and the systems that support, or hinder, the goals of the organization.

Candidates will direct the multiple systems and organizational structures which are the levers of organization progress. The candidates will eliminate systems of oppression and racism.
4. Politician
Develop and shape policies as a means of realizing equity.

Candidates will influence policy and policy makers to allocate resources to achieve the vision and mission of the organization. They will create and maintain strategic relationships in order to be sure that all constituencies benefit equally from the efforts of the organization.
5. Researcher
Demonstrate a commitment to critical thinking and rigorous research.

Candidates will purposefully apply current pedagogy and research methodologies to their work in order to inform practice and organizational goals.
6. Reflective Practitioner
Use equity, reflection, self-examination and the principles of cultural proficiency and social justice to create communities of practice.

Candidates will be able to create communities that create procedures for reflecting and analyzing progress towards the equitable success of all groups and efforts in their organizations.

5. Suggested CIP code: 13.0406

6. For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

There are currently 14 Ed.D. programs in the CSU system. The proposed CSU Dominguez Hills Ed.D. program will bring together a focus on the use of academic research to support graduates as they become advocates for equity and inclusion.

Our students are deeply loyal to the vision and mission of CSUDH; 50 to 100 requests for an EdD program are received each year.

7. **The program's fit with the campus mission and strategic plan:**

The CSUDH Ed.D. program will provide a pathway through effective recruitment, transition, and retention for our diverse graduate student population who seeks higher achievement and personal fulfillment as they prepare to lead ever larger components of educational systems. The current School Leadership Program is one of the largest and most esteemed programs for school leadership in California. That success has been built upon a solid foundation of equity, social justice, academic excellence, high quality instruction and support for candidates as they navigate their careers to high levels of responsibility in education. Honoring CSUDH's historic roots, the Ed.D. program will support, enhance, and culminate in a globally relevant degree, by being an innovative, high-touch, high quality comprehensive urban program serving the South Bay region and beyond. The faculty represents the best leadership from schools that were previously under-served, but now excel at meeting the academic needs of each and every learner. Candidates in the School Leadership Program report that they are ready to lead and that the support and connections they made in the program are meaningful and added continued value as they move forward in their careers.

8. **Anticipated student demand:** Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	1	1	1
Number of Graduates (Cumulative)		60	100

Evidence: The CSUDH School Leadership Program currently serves approximately 200 Preliminary and Clear Credential Candidates. Many of these candidates have obtained a master's degree from CSUDH. In addition to SLP Masters graduates, there are a number of students in the Masters in Education program, housed in Teacher Education, who have expressed interest in participating in a CSUDH Ed. D Program. A CSUDH Ed.D. program would continue to provide our own graduates and graduates from other institutions the opportunity to further their education as they progress in the field of education.

9. **Workforce demands and employment opportunities for graduates:** Describe the demands and opportunities, as well as the evidence you have used to make these claims.

There are over 80 school districts just in Los Angeles County. Every school district requires leaders who are prepared to lead equitably and to build systems that support student achievement. In district offices Superintendents and their assistants, directors of curriculum, programs, and personnel, as well as school site leaders who benefit from a focus on the leadership of large systems would be perfect candidates for this program. There are over 100 colleges locally that would benefit from the academic focus balanced with the skills of experienced leaders in their leadership courses. Every County Office of Education in the state and educational foundation requires leadership focused on equitable student success provided by this program. Based on the number of phone calls, conversations, and emails with graduates and district administrators, there is a great need for Ed.D. graduates to fill leadership positions in educational institutions.

10. Other relevant societal needs:

Leading in the future will require a focus on leading diverse, multi-cultural communities effectively. In California we are highly diverse, which mandates a social justice focus that's inclusive and has cultural proficiency work at its center. There is nothing more relevant in our society than the education of students. If we continue with current practices, then the same outcomes will be the result. The key factor in change is leadership in schools, in the community, in state houses, in churches, in local institutions. Well prepared educational leaders ensure that each and every student attains academic success and has the social and emotional health to effect change in education.

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

Funding for this initiative will be negotiated with the provost and president.

College of Extended & International Education

No submissions received from the College of Extended & International Education.

College of Health, Human Services, & Nursing

Title of Proposed Program	Bachelor of Science in Public Health (Name change only, NOT new program.)
Degree Designation (e.g., BS)	BS
Projected Implementation Date	Fall 2021
College	Health, Human Services, and Nursing
Department	Division of Health Sciences
Contact Name(s) and Email(s)	Pamela C. Krochalkpkrochalk@csudh.edu

- 1. Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☒ Fully Online ☐
- 2. Support Mode:** State-Support ☒ Self-Support/Extended Education ☐
- 3. A brief summary of the purpose and characteristics of the proposed degree program:**
The central purpose of this existing degree program will continue to be to prepare students for entry-level careers in the growing field of public health as well as to pursue other health professions and career paths where foundational knowledge in public health – within a liberal arts framework -- is essential (Arnold, 2019; Hinchey & Mackenzie, 2017; Kiviniemi & Mackenzie, 2017; Shendell, Gourdine, & Yuan, 2018; Walser-Duntz & Iroz, 2016).

The change in degree nomenclature along with a few modifications will enhance the program and position it to acquire undergraduate program accreditation (Council on Education for Public Health) and undergraduate program certification (Association of University Programs in Health Administration). The program will continue to have two concentrations, Community Health and Healthcare Management, that will share a common core. While the total number of units (69 units) for each of the concentrations will remain the same, the following modifications are proposed to bring the program in line with program accreditation and certification requirements:

- The common core will be increased from 36 to 42 units (only one new course will be created; the other courses that will be added already exist)
- Each of the concentrations will now consist of 27-30 units (no new courses will be created)
- While only one new course will be created (see first bullet above), a few of the titles and descriptions of existing courses will be modified. Additionally, all of course syllabi are already in the process of being updated.

- 4. List the program learning objectives:** (Note that the program learning objectives remain unchanged)
 - a. Demonstrate competency in the application of communication and information technologies to discipline-specific issues.
 - b. Demonstrate proficiency in written and oral communication skills at a level commensurate with the standards of entry-level performance in the discipline.
 - c. Apply communication theories to developing and implementing change strategies for targeted groups and populations.

- d. Apply theory to practice in research, planning, development, implementation, assessment, decision-making, and policy.
- e. Develop critical thinking and analytic skills through the logical design and systematic application of quantitative and qualitative approaches to planning and problem-solving.
- f. Demonstrate an understanding of professionalism and leadership qualities, through observation and self-reflection, that are in keeping with acceptable moral, ethical, and legal principles.
- g. Analyze and address public health issues and policies based on an integrated interdisciplinary approach, including the natural, behavioral, social and health sciences, and the humanities.
- h. Synthesize and apply knowledge from the natural, behavioral, social and health sciences, and humanities in addressing public health issues from proactive and problem-solving perspectives.
- i. Apply theory to practice as change agents for the advancement of public health, well-being, and social justice among diverse individuals, groups, and populations locally and globally.
- j. Demonstrate cultural competence in addressing health disparities among diverse populations in urban and rural settings locally and globally.

5. Suggested CIP code:

51.2201 Paired CIP Code

12141 CSU Degree Program Code

- 6.** For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level

Not applicable.

- 7. The program's fit with the campus mission and strategic plan.** Note: Specifics pertaining to the university, division in which the program is housed, and the program will first be outlined prior to addressing the fit between these entities.

Campus Mission

We provide education, scholarship, and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

Campus Strategic Plan

In "Defining the Future: CSUDH Strategic Plan 2014-2020," corresponding to Goal 1 (Outstanding Academic Program) is Objective B which reads as follows: Enhance...existing academic programs and create...new high quality or accredited programs...that are responsive to student interest, regional workforce trends and needs.

Division of Health Sciences Mission. The Division of Health Sciences programs are designed to:

- Strengthen students' intellectual capacities and abilities to develop and mobilize human and institutional resources and services to meet the health needs of diverse individuals and populations, as well as the communities in which they reside.
- Educate students in developing and implementing evidence-based assessment and intervention models that improve the biopsychosocial health of diverse individuals and populations, as well as the communities in which they reside.
- Prepare scholar-practitioners to engage in multidisciplinary scientific inquiry that advances the knowledge base of research and practice in the health disciplines.
- Prepare graduates who will be leaders in their fields and professions to inform and influence professional dialogues on key health issues affecting diverse individuals and populations, as well as the communities in which they reside.
- Prepare scholar-activists who -- with global consciousness and eco-systemic perspectives -- are committed to attaining health equity and collective wellbeing through the promotion of human development, universal human rights, and social justice.

BS in Public Health Program Mission

The BS in Public Health program educates students in foundational knowledge and practice competencies required to perform various entry-level professional public health functions in today's diverse, global, and technologically sophisticated governmental, nonprofit, and for-profit organizations addressing today and tomorrow's health challenges.

The core knowledge areas include biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences.

The practice competencies include the specialty area of community health and healthcare management.

The combination of knowledge and practice competencies prepare graduates to support public health core functions that include a) assessing and monitoring of the health of communities and populations, b) formulating public health policies designed to address health problems and priorities, and c) assuring that all populations have access to appropriate and effective care.

The Fit

The University strategic plan calls for enhancing existing academic programs and creating accredited programs "...that are responsive to student interest, regional workforce trends and needs." The change in degree nomenclature along with a few modifications will enhance the program and position it for acquiring program accreditation (Council on Education for Public Health) and program certification (Association of University Programs in Health Administration). The need for this program is already evident by its robust and growing enrollment over the past few years as well as the results from bi-annual internal surveys that indicate our graduates are acquiring employment and continuing to graduate school.

There is also consistency with the campus mission statement's call for education that is "accessible and transformative." Addressing the accessibility issue, the program is designed to be delivered using a hybrid format that includes both face-to-face as well as online learning. The

face-to-face component includes day, evening, and weekend classes. The online component includes both synchronous and asynchronous learning with lectures being available for online streaming.

Similarly, the department and program's mission to prepare future scholar-practitioners, scholar-activists, and leaders prepared to address tomorrow's public health challenges is certainly indicative of education, scholarship, and service that is transformative. Contributing to a transformative experience at the individual student level are such factors as their fellow students coming from our surrounding diverse communities, the type of learning modalities and settings (e.g., community-based internships), and the learning resources whose authors and creators represent diverse backgrounds and cultural / linguistic heritages. Our graduates, in turn, will provide potentially transformative dialogues with their colleagues in what currently is a largely homogenous public health workforce. Additionally, our graduate's public health efforts will be transformative in their communities in that they are returning to their communities of origins providing services that are sensitive to cultural and linguistic traditions / worldviews (which they are already well familiar).

- 8. Anticipated student demand:** Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

This proposal is a request to change the name of the current BS in Health Sciences (BSHS) degree, which has been conferred for over 30 years, to BS in Public Health. (BSPH). There are modest adjustments in some courses and the addition of one new course to meet accreditation requirements, but selected course titles, descriptions, and learning objectives have undergone only minor changes. The BSHS has always had a public health focus, so a decision was made by the faculty to select a degree name that more accurately reflects the program content. The current enrollment in the BSHS is approximately 700+ students, and this number is expected to grow somewhat in a few years, since the recently approved MPH program enables students to complete both the bachelor's and master's degrees in 5 years.

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	700+	800	800
Number of Graduates (Cumulative)		*	*

*For first-time freshman, the graduation rates for 4 and 6 years are 12.50% and 45.16%, respectively. For transfer students, the graduation rates for 2 and 4 years are 32.45% and 77.1%, respectively.

It should be noted that traditionally, the bachelor's degree program has focused on transfer students and only recently has that begun to change. Most transfer students who do not graduate in 2 years usually graduate in only one additional semester and not 6 years as categorized.

- 9. Workforce demands and employment opportunities for graduates:** Describe the demands and opportunities, as well as the evidence you have used to make these claims.

Healthcare is now the largest and fastest-growing industry in the United States. Employment in healthcare is projected to grow substantially. Currently, over half of the 30 fastest-growing jobs in

the United States are health occupations (Custodio, 2017). For the coming decade, the federal Bureau of Labor Statistics predicts that there will be a 60% increase in healthcare jobs, making it the fastest-growing occupation (Nelson-Hurwitz, Arakaki, & Uemoto, 2017). Yet, presently, parts of the nation, California, and Los Angeles County are already experiencing a severe shortage of health professionals (California Future Health Workforce Commission, 2019; Deloitte, 2019)

Public health undergraduates have the potential to alleviate some of this workforce shortage by providing entry-level practitioners. For studies show that those with public health undergraduate degrees are a potential workforce supply for the industry (Leider, Coronado, Beck, & Harper, 2018). Hence, the 2003 call by the Institute of Medicine to increase undergraduate education in public health (Resnick, Selig, & Riegelman, 2017). This is consistent with *Healthy People 2020*'s goals for public health infrastructure which specifically cites a target of increasing the number of undergraduate public health degrees earned in the United States by 10% over the 2014-2015 baseline (Arnold, 2019).

Additionally, because many current public health workers have little to no formal training in public health, the growth in undergraduate public health education could bolster the public health workforce (Resnick, Leider, & Riegelman, 2018). Furthermore, it is forecasted that public health agencies will lose 742,000 years of work experience in public health nationally by 2023. Part of the solution to this exodus in the public health workforce can be undergraduate training in public health (Lee, Chaney, Russell, Chaney, & Zvonkovic, 2019).

As for the perspective of students, a recent national study of 39 institutions offering the undergraduate degree in public health reveals that students (and their parents) perceive public health as a valuable degree leading to employment or serving as a pre-professional pathway to medical or allied health careers (Resnick, Selig, & Riegelman, 2017). Additionally, respondents from institutions with very diverse student populations (such as CSUDH's) emphasized public health's intrinsic appeal to such populations, noting that undergraduate students from immigrant families "get public health" in a personal way and tend to gravitate toward internships (such as what we have in our program) and employment that engages them in the support of the health of their communities. Many of the respondents highlighted that students often obtained full-time jobs at their internship site – which is also the case with our students.

The recent results of our bi-annual surveys reflect the findings of a national study conducted by the Association of Schools and Programs of Public Health (Resnick, Leider, & Riegelman, 2018): Of 1300 bachelor's degree graduates from its member institutions in 2014-2015, more than 75% were employed and 12% were pursuing further education. Of those employed, the largest proportion (34%) worked at for-profit institutions, nearly 20% at healthcare organizations, and 11% at governmental organizations.

Finally, from a university perspective, public health has been ranked the 10th fastest growing area in undergraduate education. Cultivating undergraduate public health students allows universities to diversify the public health profession, as undergraduate public health majors enroll a significant number of women, underrepresented minorities, first generation college students, queer students, low-income students, and other at-risk populations (Billie, 2017). Diversifying the public health workforce will also aid in addressing the health disparities that affect particular racial, ethnic, and underrepresented groups.



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10. Other relevant societal needs: This has been incorporated in the response to the above section (#9).

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

No additional resources are needed. The proposed BSPH degree requires essentially the same resources as the existing BSHS degree that it is replacing.

Title of Proposed Program	Doctor of Public Health (DrPH) Degree
Degree Designation (e.g., BS)	Doctorate
Projected Implementation Date	Fall 2024
College	Health, Human Services, and Nursing
Department	Division of Health Sciences
Contact Name(s) and Email(s)	Pamela C. Krochalk pkrochalk@csudh.edu

1. **Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☒ Fully Online ☐
2. **Support Mode:** State-Support ☒ Self-Support/Extended Education ☐

3. **A brief summary of the purpose and characteristics of the proposed degree program:**

Aimed primarily at individuals from under-represented communities, this program will be for current and future executives, managers, and leaders in the governmental and private sector seeking to improve their organizational effectiveness in the promotion of population-based high-level health and well-being. The focus of the degree program is on training future senior leaders who will function as chief community health strategists as well as chief organizational health strategists.

Using a transdisciplinary and interdisciplinary approach, the program will focus on evidence-based management and leadership with an emphasis on research translation rather than research production competencies. To accommodate part-time students who are working professionals already in the public health field, the program will be offered in a hybrid format that encompasses online, onsite, and in-field learning that is competency-based. The onsite component will be in the form of weekend, evening, and/or summer intensive offerings. The in-field component will be integrated into the didactic content. The culminating experience will be in the form of a project that is clearly relevant to an existing organizational entity in the field and to a community with a significant under-represented population with access to health care. To ensure the latter, the project will have a collaborative research component and will include both quantitative and qualitative methodological components. The project's findings must also be transferable to other settings.

The proposed DrPH program would have a positive impact on undergraduate students majoring in health sciences. The current undergraduate program is undergoing slight modification to enable students to complete their BS and MPH degrees in 5 years and the DrPH in 3 additional years. The typical amount of time required for all three degrees is usually 10 years. The proposed program configuration would enable students to complete their degrees in 8 years total. The 8 year configuration is more cost effective for students than the traditional 10 year time to graduate, and reduces the amount of debt students incur through student loans, which are usually based on total grant and loan amounts, regardless of actual program cost.

4. **List the program learning objectives:**

The proposed DrPH will reshape the future of Public Health and its workforce. This will be accomplished by increasing the number and diversity of DrPH trained professionals in the workforce and targeting underrepresented minorities to fulfill the following learning objectives:

1) assume major leadership roles primarily to ensure local and state population health; 2) develop and maintain a strategic plan that addresses current health issues of all magnitudes; 3) establish and implement a state of readiness plan as part of forecasting and preparedness for future population health needs and crises; and 4) anticipate and solve complex population health problems at community and statewide levels.

In the DrPH curriculum, the professional will utilize research, statistics, data analyses, and applications in community and health care settings. These courses will view research methods and implementation through the lens of the administrator, and as a manager and leader, be able to integrate the other needs of the community. The courses will introduce the resources, priorities, and full set of tools available to ensure the best approach to address the needs of the agency and the community.

5. Suggested CIP code:

51.220 Paired CIP Code

12141 CSU Degree Program Code

- 6.** For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

The **compelling rationale** for establishing the DrPH degree addresses several areas of dire need, including

1) increasing the number of grossly underrepresented minorities in the health workforce, especially at the doctoral level; 2) focusing on the serious workforce deficit of doctorally prepared public health professionals trained to assume key leadership roles at the community and statewide levels in both the public and private sectors; 3) ensuring a state of readiness/preparedness for future health crises ranging from local health outbreaks to global pandemics; and 4) forecasting future areas of public health deficits in need of attention and intervention.

Currently, there are only 3 institutions of higher education in California that offer the DrPH: Claremont Graduate University, Loma Linda University, and UC Berkeley, the latter being the only public university. Given the workforce needs for the DrPH, which are discussed in section 9 of this proposal, versus the limited availability of training opportunities is perhaps the most compelling rationale of all for establishing the DrPH degree in the CSU. Upon investigation, it is evident that the UC system is focusing on the PhD (a theoretical and research degree) and not on professional doctorates such as the DrPH (which is more applied and practitioner oriented). It is further noted that the majority of DrPH programs are offered in the eastern United States (see EMSI analysis referred to in item 9 of this proposal), leaving California at a considerable deficit.

Meeting the CSU requirements for an academic program at the graduate level is ensured through compliance with standards established by the two accrediting agencies for the DrPH, the Council on Education in Public Health (CEPH) and the Commission on Accreditation of Healthcare Management Education (CAHME). Extensive consultation has occurred with these organizations to ensure that the proposed DrPH is in compliance with accreditation mandates which, in turn, align with university standards for graduate study. It is important to note that the proposed doctorate meets a specific workforce need that is largely unmet in California, particularly by public

institutions of higher education.

The following article provides the context within which DrPH professionals are employed with special attention to areas of expertise required beyond that of the MPH degree, which is available within the CSU. Additional citations from the literature are available upon request.

Council on Education for Public Health. (2016). Accreditation criteria, Schools of public health and public health programs. Silver Spring, MD: Council on Education for Public Health.

- These individuals are able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings; and generate practice-based evidence that advances programs, policies, services and/or systems addressing population health.
- The accreditation criteria identify 20 DrPH competencies in four specific areas: 1) data and analysis; 2) leadership, management, and governance; 3) policy and programs; and 4) education and workforce development. By far the greatest attention is devoted to management and leadership, with 10 specific competencies.
- The accreditation requirements also include a practicum so that DrPH programs ensure that graduates have significant advanced-level practical experiences collaborating with practitioners, allowing opportunities to develop leadership competencies, and contributing to the field.

7. The program's fit with the campus mission and strategic plan is as follows:

Approval of the DrPH would enable the university to continuing fulfilling its mission and further operationalize the goals and objectives of its strategic plan.

The mission of the university is to provide education, scholarship and services that are, by design, accessible and transformative. What better way to do this than by providing doctoral level education, particularly with regard to the transformation of students' lives and the health and well-being of society.

The DrPH degree reflects the vision of the university and its plan to be known for: diversity; technology which transcends educational boundaries by reaching students both locally and globally; sustainability in which environmental, social, and economic practices are a way of life; providing students from the community with pathways to a degree; faculty and staff engagement in serving the dynamic needs of the surrounding communities; accomplishments nationally and internationally; and graduation of students with an exemplary education, a highly respected degree, and a genuine commitment to justice and social responsibility.

Also reflected in the proposed DrPh are the core values of the university which focus on collaboration, continuous learning, rigorous standards, proactive partnerships, respect, and responsiveness to the needs of students, the communities, and society.

Of the numerous goals and objectives set forth by the university, those most directly related to the DrPH program are: providing outstanding academic programs to diverse student populations; focusing on student success; expanding innovative learning environments; and creating and highlighting visible points of distinction.

8. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	20	25	25
Number of Graduates (Cumulative)		15	20-25*

*Depends on part-time or full-time enrollment.

Evidence: The above estimates are conservative and based on data indicating that an average number of 20 public health doctoral degrees are granted each year by various DrPH granting institutions. However, this figure includes private universities with much higher tuition fees than the CSU. Even if a higher tuition is charged by the CSU for doctoral study, it would still be considerably lower than what students would pay at the two competing programs in southern California, which are private universities (Loma Linda University and Claremont Graduate University (CGU)). While UC Berkley is a public university offering the only other DrPH in California, their goals and objectives differ considerably from those of the proposed DrPH program. It is interesting to note that in 2015, CGU started its DrPH program with 28 students, graduated only 1 in 2020 due to COVID19, and will graduate 25 in 2021.

The projected number of doctoral students indicated above is also conservative not only due to affordability but also due to a reduced number of years to degree completion, flexibility in learning modality (face-to-face, hybrid, online) and flexibility in class scheduling (evenings, weekends, intensives).

The above estimates are based on data collected by the CSUDH Office of University Effectiveness, Planning and Analytics specifically for the DrPH. The data were collected using EMSI, a labor market analytics firm for colleges and students (includes government reports from U.S. Labor Statistics, Census Bureau, Bureau of Economics Analysis, as well as workforce profiles and job openings).

9. **Workforce demands and employment opportunities for graduates:** Describe the demands and opportunities, as well as the evidence you have used to make these claims.

There are several sources of information on workforce needs for the DrPH reported herein that include 1) EMSI Study Workforce Analysis conducted specifically for this proposal; 2) literature review; and 3) letters from the healthcare industry attesting to their need for a DrPH trained workforce. A more detailed analysis is available upon request.

EMSI Study Workforce Analysis

Purpose: This report was created using EMSI's market analyst (economicmodeling.com), a set of analytic tools created to search the relationships between universities and the workforce, and the people who work and study within. The DrPH focus was on practice-based, high-level leaders in public health and health care who aim to solve complex problems, advance quality, and lead evidence-based change. These careers spanned government and non-government agencies, health care agencies, private sector businesses, and centers for care innovation, and start-ups.

The results of the EMSI analysis conclude that there are changes in the market, whereby the employers are asking for more experience and expertise in, especially, research methods and statistics courses.

Specifically, employers are looking for practitioners who are proficient in statistics, R, and SAS –

from a practitioner lens. DrPH professionals are involved in the application of research and statistics to large scale population health issues. In other words, they are consumers of such knowledge to assume high level leadership roles in ensuring optimal population health at community, regional and statewide levels. The DrPH professional will also need this base preparation to coordinate the work and roles across specialties. The DrPH fits into the CDC model where leadership and management focus on quality, efficiency, effectiveness, and how this translates to community health and program effectiveness. While research itself is core to the PhD, the DrPH uses research in other ways, such as to plan and forecast the need for health interventions as well as evaluate their effectiveness.

Literature Review

An extensive literature review was conducted to determine the need for DrPH prepared professionals in the workforce. A full report of the findings is available upon request.

The following study conducted in 2017, however, highlights the lack of public health trained professionals in the state public health agency sector. It further identifies workforce gaps in systems and strategic thinking and in developing a vision for healthy communities (both requiring doctoral level expertise).

Halverson, P. K. (2019). Ensuring a strong public health workforce for the 21st century: Reflections on PH WINS 2017. *Journal of Public Health Management and Practice*, 25(S2), S1-S3.

- Per this 2017 survey of the state public health agency workforce, only 19% indicated having a public health degree of some kind. Only 8% reported having a doctoral degree of any kind.
- Approximately 47% say that they are considering leaving or are planning to retire in the coming year.
- With respect to training needs, the overall gaps were observed in budget and financial management, systems and strategic thinking, and developing a vision for a healthy community.

Letters from the Health Industry

Perhaps the most compelling arguments supporting the need for a DrPH prepared workforce comes from within the healthcare industry itself. Letters of support from major public and private health conglomerates that have evolved with the corporatization of healthcare are pleading for qualified public health professionals who can forecast and lead the way in addressing the population health needs of our diverse communities throughout the 21st Century. If there is one thing the COVID19 pandemic has taught us is that we are grossly unprepared to protect the health of our citizenry. This realization has forced the healthcare industry to redefine its role from primarily providing patient focused clinical care to assuming responsibility for the health and well-being of the larger community populations they serve. This message is consistently reiterated in the letters from both large and small health delivery systems.

Numerous letters of testimony from major health systems located locally, regionally, statewide, and nationally were received indicating a dire need for DrPH trained professionals in their organizations. Selected quotes from the letters received follow, and complete documents are available upon request.

From: Deputy Director, Health Promotions Bureau, County of Los Angeles Public Health

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“During times like these—as we are confronted with the current global COVID-19 pandemic—we are reminded of the importance of professionally trained and academically seasoned professionals in public health decision-making and implementation efforts....”

“Public health doctoral programs, such as the one you envision, will be producing public health leaders for tomorrow when our world will undoubtedly face new and unanticipated challenges—epidemics of new mental and physical illnesses and diseases, environmental conditions, policy disputes, and scientific innovations—and will chart new strategies to overcome ongoing systemic, political, economic, cultural, ecological, racial and health inequities. Doctoral-level exposure to today’s public health complexities will prepare tomorrow’s public health leaders to navigate increasingly complicated public health, health care and fiscal landscapes.”

“Nowhere is this more evident than in Los Angeles County and Southern California. Large enough in population, economics and geography to eclipse the size of most US states, LA County has become its own public health micro-environment, requiring the best planners, strategists and problem-solvers that the public health field can find. We are enthused that CSUDH intends to launch the type of advanced training and education these future leaders and visionaries will need to help shepherd LA County through the years ahead. We are eager to find and engage these new professionals in our future efforts to prevent, mitigate and improve local public health practice and policy.”

From: Chief Medical Officer, Providence, Little Company of Mary Medical Center, South Bay

“In our pandemic world, it has become glaringly evident that we have gaps to meet the needs and support of our highly diverse, population-based programs. Given the fragmented and complicated systems, we need well qualified public health professionals that are invested in this community. It is evident that the level that is essential to attain success in planning and achievable assessment programs require a solid foundation of additional competencies, such as leadership that is achieved through a robust DrPH program.”

“I write to offer my heartfelt support for CSUDH to develop a DrPH academic program. I firmly believe that the opportunities for the graduates are many in government, academic including the publicly traded and not for profit hospital or healthcare organizations. We are compelled and committed to engage in the much-needed public health planning efforts. To do so, we need DrPH-level professionals now and into the future.”

From: President of the Medical Staff, Providence, Little Company of Mary Medical Center, Torrance

“...we of the senior leaders for our Emergency Medicine Department. Our annual Emergency census is roughly 70,000 patients, with depth of one of the largest Neuroscience programs in Los Angeles County. Additionally, our tertiary heart program rivals’ major academic institutions through our collaboration with the USC Cardiothoracic surgeons. In stark contrast to these advanced programs, we also provide the most basic safety net in essential healthcare to the most vulnerable and disenfranchised members of our community. I am writing this letter based on my intimate knowledge of our public health delivery here in Los Angeles County. It is evident healthcare coordination and access have become limited and fallen into dire conditions for so many of our citizens. We can do better.”

“Our community is rich in culture because of our inherent diversity. Yet, we struggle to implement a true public health system that allows our diverse population to thrive. Due to the challenging environment and lack of qualified public health professionals, we often fail to meet the many health needs of our community. I strongly believe that the DrPH will help bring that indispensable expertise and professionalism to lead, assess and plan for our collective future.”

“CSUDH is recognized for their foundation in diversity and I feel strongly that a DrPH program based at CSUDH is a union of its heritage and dedication to public health.”

From: Former Senior Executive within the Department of Veteran Affairs Healthcare Systems

and Director Southern California & Nevada Systems:

“Unfortunately, due to a lack of well qualified public health professionals skilled in such planning and analysis, our plans were never as well developed as they needed to be to optimally achieve our mission and serve as a platform for meaningful impact analysis. We many times hired individuals to oversee planning efforts that lacked the needed qualifications, education and tools simply because the effort was essential to our system and qualified public health professionals were not available.”

“As I know you are acutely aware, successful planning can only take place when those participating in and leading the effort possess the education, skills and tools necessary to provide guidance and undertake the complexity of the planning effort. Dropping to the bottom line, VA, as the largest organized healthcare system in the free world, could have greatly benefitted from well-educated, doctorly-prepared public health professionals to lead our planning and community assessment efforts. That need exists more than ever today as the world (and VA) is dealing with pandemics, increasing mental health issues and an aging veteran population.”

10. Other relevant societal needs:

The current pandemic and lack of preparedness of the United States to respond effectively, especially when compared to other industrialized nations, is a serious warning of the need to invest in the training of public health professionals who can provide the leadership needed to develop and maintain a state of readiness to address local, state, regional, national, and global health crises. While careful analysis of workforce needs for leadership in public health are not new, it has taken something so deadly and otherwise devastating as COVID19 as alarm that we can no longer continue to be so ill prepared.

Locally, the proposed DrPH program would have a positive impact on the diverse undergraduate student population served by CSUDH. As previously indicated, the current undergraduate program is undergoing slight modification to enable students to complete their BS and MPH degrees in 5 years and the DrPH in 3 additional years. The typical amount of time required for all three degrees is usually 10 years. The proposed program configuration would enable students to complete their degrees in 8 years total. The 8 year configuration is more cost effective for students than the traditional 10 year time to graduate, reduces the amount of debt students incur through student loans, and is based on a total grant and loan amounts, regardless of actual program cost.

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

The proposed DrPH program is housed in the Division of Heath Sciences, which has a total of 7 tenure/tenure- track faculty and a 12-month full-time lecturer, and will be conducting a faculty search at the assistant/associate professor level this year, for a total of 9 faculty. Although only 5 faculty are needed for accreditation of DrPH programs, an additional one to three new positions are anticipated over the next 3 to 5 years given the size of the Health Sciences program (700+ students at the baccalaureate level), the new MPH program, and the enthusiastic support of the DrPH program by CSUDH President Parham, Provost Spagna, and Dean Peyton of the College of Health, Human Services, and Nursing.

An extensive list of funding sources for the purpose of this proposal has been amassed and is available upon request. The list includes both public and private sources that are available to DrPH

students, although more are needed. Part of establishing the proposed DrPH is an active lobbying effort for increased program and student financial support similar to what it was 20 – 30 and more years ago. *Given the current COVID19 pandemic and the inadequacies in the public health system that came to light as a result, it would be impossible to argue with any credibility that such support is not needed and critical to the functioning of society and well-being of its citizenry.*

What does the literature have to say about financial support of DrPH programs and other issues that influence the decision to offer the DrPH? Two key articles are summarized below, and a more extensive review is available upon request.

Freudenberg, N., Klitzman, S., Diamond, C., & El-Mohandes, A. (2015). Keeping the “public” in schools of public health. *American Journal of Public Health, 105*(S1), S119-S124.

- Both public and private schools of public health (SPHs) receive approximately one quarter of their revenue from National Institutes of Health (NIH) funding. NIH funding provides an important source of research support and overall revenue.
- However, the majority of the Health Resources and Services Administration-funded Public Health Training Centers are based at public universities.
- There is a great imperative to establish partnerships with other public agencies, philanthropies, and community organizations.

In addition, a 2019 study of factors influencing the implementation of DrPH programs report the following:

King, L. R. (2019). *Factors associated with the decision to develop and implement DrPH programs in schools of public health: A qualitative descriptive study* [Doctoral dissertation, Northeastern University]. ProQuest Dissertation Publishing.

- The 9 major findings included: Students and the workforce demanded the skills-based education inherent in a practice doctorate.

Declercq, E. (2019). The DrPH degree in contemporary public health education. In L. M. Sullivan & S. Galea (Eds.). *Teaching public health* (pp. 88-99). Baltimore, MD: Johns Hopkins University Press.

The financing model for schools of public health has rested on three elements – an active National Institutes of Health-based research program; a large MPH program; and, for a handful of more established schools, an endowment. Schools wanting to support a practice-based DrPH program need faculty to teach those students and supervise their dissertations and practicums – little of which will assist the National Institutes of Health grant-writing process. However, perhaps DrPH-trained faculty could identify outside funding sources through contracts and foundations.

Indeed, the above citations send a cautionary message, however, that message should not be interpreted as a barrier or deterrent that cannot be overcome. Given the well-established need for DrPH trained professionals, the crises in the American healthcare system highlighted by the current pandemic, the unprecedented demand by the healthcare industry for DrPH practitioners in high level leadership positions, the need to train underrepresented minorities to fill workforce needs as decision-makers within their own communities and beyond, and the priority that must be given to ensuring a healthy and productive society, we cannot ignore this opportunity to address an unprecedented need for the proposed DrPH program.

However, being realistic and understanding the current financial strain on California’s system of higher education, this proposal suggests a timeline for 4 to 5 years before implementing a DrPH program. This allows time for legislative review and approval, development of the curriculum, creating a pipeline of students from the BS and MPH programs into the DrPH program, gaining



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sponsorship from the healthcare industry to subsidize their employees seeking the DrPH, and lobbying government institutions such as NIH, CDC and Veterans Administration for student and even program support. But what if in the unlikely event such support does not materialize? Keep in mind that the proposed program can still survive given its current resources and supplemental financial resources generated from increased tuition for doctoral study.

Title of Proposed Program	Doctor of Nursing Practice--Family Nurse Practitioner
Degree Designation (e.g., BS)	Doctor of Nursing Practice (DNP)
Projected Implementation Date	Fall 2025
College	Health Human Services and Nursing
Department	Nursing
Contact Name(s) and Email(s)	Ron Norby rnorby@csudh.edu Linda Goldman lgoldman@csudh.edu Terri Ares tares@csudh.edu

- Delivery mode of program:** Fully Face-to-Face ☐ Hybrid ☒ Fully Online ☐
- Support Mode:** State-Support ☒ Self-Support/Extended Education ☐
- A brief summary of the purpose and characteristics of the proposed degree program:**
The proposed Doctor of Nursing Practice (DNP)—Family Nurse Practitioner program will replace the existing Master of Science in Nursing degree for Family Nurse Practitioners that has been offered at CSUDH since 1996. National certifying bodies such as the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) have promulgated a position statement that existing masters-level Nurse Practitioner programs need to be converted to DNP programs by calendar year 2025. Many schools of nursing have already complied with this position and, unless CSUDH does likewise, our FNP program will lose enrollment and become non-competitive.
- List the program learning objectives:**
 - Develop a detailed understanding of the role, responsibilities and expectations for scholarly endeavor as a Doctor of Nursing Practice, including full understanding and incorporation of the Essentials of Doctoral Education for Advanced Nursing Practice.
 - Possess knowledge of and demonstrate expertise in integrative clinical scholarship, the ability to analyze peer- reviewed studies and incorporate evidence-based research into Advanced Family Nurse Practitioner clinical practice.
 - Demonstrate expertise in designing interventions in primary care healthcare settings that positively impact the design, redesign or implementation of improvements in key patient outcomes in conditions and diseases commonly encountered in primary care settings.
 - Articulate current social, cultural, political, environmental, institutional and economic issues to examine how they impact healthcare delivery, financing, advocacy, scopes of practice and the delivery of care for patients, families, communities and the general population.
 - Apply nursing and other theories along with complexity, leadership, and information science in planning, organizing and evaluating care practices.
 - Demonstrate advanced clinical practice skills for families across the lifespan through completing comprehensive plans of care that integrate assessment, clinical reasoning, patient education, referral, and follow up that integrates with various complex healthcare systems.
- Suggested CIP code:** 51.3818 Nursing Practice or 51.3805 Family Practice Nurse/Nursing

6. For new degree programs that are not already offered in the CSU, **provide a compelling rationale** explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level.

Many CSU campuses, including CSU Dominguez Hills, currently have masters-level Family Nurse Practitioner Programs (FNP) however, CSUDH is the only such program that is offered predominantly online. There are currently no online Family Nurse Practitioner program taught at the doctoral level within CSU and while other campuses are in the process of considering the conversion of their FNP programs to doctoral-level courses of study, non are planning for predominant on-line offerings. . Our current FNP program has a long and successful track record of providing NP education in an online format with periodic on-campus meetings. The addition of an online FNP DNP program to the CSU will offer working registered nurses throughout the State the opportunity to continue their education and offer the citizens of Los Angeles County and California access to excellent health care in many settings, including underserved and rural areas.

The proposed DNP program will provide a coherent, integrated academic experience for students. It will be modeled after best-practice benchmark programs offered by leading schools of nursing across the country. This proposed degree meets all Title 5 requirements for the Doctor of Nursing Practice degree (5 CA ADC, Section 40513 Barclays Official California Code of Regulations) as well as all CSUDH requirements for an academic program at the graduate level.

7. **The program's fit with the campus mission and strategic plan:**

This program fits with the campus mission in that it will provide advanced education to registered nurses to enable them to work in an expanded role as advanced practice nurses. Making the program online ensures accessibility for registered nurses who typically work all shifts, around the clock. This program will significantly address the shortage of primary care health care providers in California and provide programs that nurses from diverse backgrounds continue to demand to meet their career goals.

8. **Anticipated student demand:** Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

	8. At Initiation	9. After 3 Years	10. After 5 Years
Number of Majors (Annual)	14-18	14-25	14-30
Number of Graduates (Cumulative)	17-15	16-20	15-25

Evidence: Fall 2018 we had 22 new admits, we had seven 2018 graduates, and 15 graduates in 2019

9. **Workforce demands and employment opportunities for graduates:** Describe the demands and opportunities, as well as the evidence you have used to make these claims.

In California, despite the number of accredited schools of nursing, it is projected that

by the year 2030 California will have a shortage of approximately 140,000 nurses. According to the American Journal of Medical Quality the shortage of nurses in California would represent on the nation's largest nurse shortages.

10. Other relevant societal needs:

There is also a dire projection that physicians, particularly those providing primary care services, will not be in sufficient supply to meet the burgeoning need. Nurse Practitioners are ideally prepared to provide these services and are currently doing so, particularly in underserved and rural areas. Dealing with these shortages will require talented nurse practitioners to design and provide services in an ever- changing healthcare environment as well as to move into faculty roles to facilitate expanding the numbers of nurse-practitioners. The proposed Family Nurse Practitioner DNP program will do both since the graduates of the DNP program would be able to transition to faculty roles as well as the advanced clinical role.

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. **Note:** Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

Since CSUDH currently has a Family Nurse Practitioner master's program, most faculty positions have already been allocated for the program. Faculty can easily be transitioned to the DNP program.

The current practice within the CSU system for compensating faculty teaching DNP courses, however, differs because of the high level of expectations for student mentoring and faculty teaching 3-unit DNP courses are paid 4 units for the course. In addition, faculty assigned as Chair or Member for the DNP projects that all students must complete are compensated for serving in that capacity at the rate of 1 unit for Chair and 0.5 unit for Member. Therefore, there will be some need for budgeting faculty compensation to meet these needs. It may also be necessary to upgrade the qualifications of faculty through faculty attrition and setting new faculty recruitment requirements for the DNP program.

Since the DNP program is relatively new in the CSU system and will be totally new for CSUDH, it is anticipated that there will need for additional collaborative support from pertinent university administrative departments to accommodate doctoral education. Additionally, dedicated support would need to be in place for academic writing support/tutoring, library support and statistical analysis. It is unknown if resources to provide this support are currently in place and/or could be absorbed by those departments without the addition of staff.

The current masters and proposed DNP didactic portion of the program is on-line with three on-campus face to face meetings each semester. The clinical placements are in community healthcare facilities so there would be no anticipated needs for additional space.

College of Natural & Behavioral Sciences

Title of Proposed Program	Biophysics
Degree Designation (e.g., BS)	BS, BA
Projected Implementation Date	Fall 2022
College	College of Natural and Behavior Science
Department	Physics
Contact Name(s) and Email(s)	Horace Crogman (hcrogman@csudh.edu), Ximena Cid (chair) (xcid@csudh.edu), Antonia Boadi (aboadi@csudh.edu), James Hill (jhill@csudh.edu)

1. **Delivery mode of program:** Fully Face-to-Face ☒ Hybrid ☒ Fully Online ☐

2. **Support Mode:** State-Support ☒ Self-Support/Extended Education ☐

3. **A brief summary of the purpose and characteristics of the proposed degree program:**

The Biophysics program will train future professionals to research the physical and chemical aspects of biological phenomena, applying their knowledge of physics to the study of biological systems. Due to the interdisciplinary nature of the field, a biophysics major will employ a broad range of techniques, such as spectroscopy, computational modeling, microscopy, mass spectrometry and electrophysiology, in the course of their research. The program emphasizes practical application of a wide range of theories and principles through laboratory experimentation and course lectures, which cover essential topics such as:

- General physics
- Organic chemistry
- Calculus
- Introduction to biology
- Electricity and magnetism
- Introduction to modern physics
- Optics and laser physics

4. **List the program learning objectives:**

- **Outcome 1: Students will demonstrate acquisition of discipline-specific knowledge in physics.**
 - Objective 1: Students will memorize major physics concepts.
 - Objective 2: Students will explain concepts of physics.
- **Outcome 2: Students will connect and integrate knowledge of physics with knowledge from other disciplines.**
 - Objective 1: Students will demonstrate knowledge of concepts in their chosen track of biophysics
 - Objective 2: Students will work in a cross disciplinary environment applying mathematics, biology or chemistry, and computer skills to theoretical or experimental problems.
- **Outcome 3: Students will acquire strong physical reasoning and problem-solving skills**

and apply these skills to the solution of theoretical and applied problems.

- Objective 1: Students will solve problems using their knowledge and skills in physics.
- **Outcome 4: Students will be skilled in biophysics experimental methods.**
 - Objective 1: Students will collect, analyze, and explain data from biophysics experiments.
 - Objective 2: Students will design and carry out simple experiments.
 - Objective 3: Student will understand the inter relations between theory and observation; the role of systematic and random experimental errors and methods used to analyze experimental uncertainty and compare experiment with theory.
- **Outcome 5: Students will fluently read and understand scientific literature**
 - Objective 1: Students will fluently read and discuss primary literature in at least one field of physics.
- **Outcome 6: Students will communicate biophysics concepts effectively both orally and in writing.**
 - Objective 1: Students will write cogent essays and technical reports on projects.
 - Objective 2: Students will explain their research work according to academic and industry standards.
- **Outcome 7: Students will use offered resources to pursue graduate studies in biophysics/physics/other related field, pursue professional studies, or to be workforce ready.**
 - Objective 1: Students will be successful in securing enrollment in graduate studies in physics if desirable.
 - Objective 2: Students will be successful in securing enrollment in professional studies if desirable.
 - Objective 3: Students will be workforce ready.
- **Outcome 8: Students will understand the application of physical techniques to biological systems.**
 - Objective 1: Students will identify the biological, chemical, and physical properties of organisms on a molecular and cellular level.
 - Objective 2: Students will solve problems involving the physics of biological materials.
 - Objective 3: Students will demonstrate a conceptual understanding of connections between physics and biology.
 - Objective 4: Students will successfully complete a research project in the field of biophysics.
- Our Departmental Learning outcomes align with CSUDH ILOs
 - **Critical Thinking:** Outcome 3
 - **Communication:** Outcome 6
 - **Information Literacy:** Outcome 4, 5
 - **Disciplinary Proficiency:** Outcome 1, 2, 8
 - **Engaged Citizenry:** Outcome 6, 7

5. Suggested CIP code:

Biophysics: 26.0203 CSU Program Code: 4152

6. For new degree programs that are not already offered in the CSU, provide a compelling rationale

explaining how the proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level

The Biophysics program will train students to become professionals with a strong background in both physical and biological sciences. Basic knowledge of mathematical methods and computer programming is also required. Critical- thinking and creative problem-solving abilities are necessary for tackling the challenges of scientific research, which makes it a program of extreme importance for various career in sciences. However, of the five CSUs around the LA region, no campus currently has a Biophysics program, which will give CSUDH an edge in the breadth of cutting edge courses that can be offered to students who want to pursue careers in the medical field, bio-engineering, pharma, agriculture, etc. The BA degree will directly be focused on students whose professional goal is a career in the healthcare industry, whereas the BS will prepare students for a much broader range of career opportunities and graduate healthcare industry studies. The overall goal of this program is to ensure that, at the time of graduation, our students are either workforce ready and highly employable, or possess the skill set and maturity to be successful in professional school or graduate studies.

7. The program's fit with the campus mission and strategic plan:

The novelty of this new major will be its hand-on research focus and the culture sensitivity in its design. The design also makes provision for preparing student both to be workforce ready and STEM skill-set ready to go into their graduate studies. Aligned with the college's mission, this program will improve the scientific literacy, critical thinking, and problem-solving skills of our enrollees and prepare them to be leaders in society. The program will engage student learning by providing opportunities to participate in cutting-edge research with faculty mentors using high level industry standard instrumentation and technologies. Using peer-peer mentorship our student will also engage with their community beyond the university through various partnerships. This program fits well with the campus' mission for its flexibility and adaptability to our ever-changing circumstances.

8. Anticipated student demand: Provide projections in the table below and identify the evidence you have used to make these projections (e.g., US Bureau of Labor Statistics).

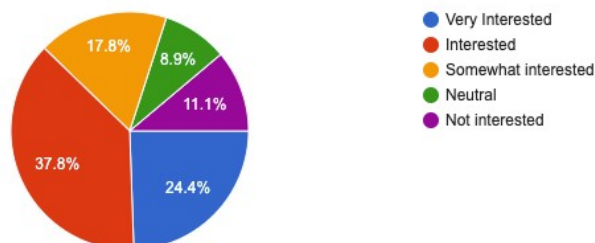
	At Initiation	ter 3 Years	ter 5 Years
Number of Majors (Annual)	20		
Number of Graduates (Cumulative)			

Evidence: Without advertising and within our own department, a survey was conducted, and showed the following interest in the Biophysics program, over 45 students:

- Total interest given the type of careers Biophysics degrees leads to - 82.2%
- Total interest given the type of hands on curriculum - 80%
- Total interest in taking a few courses for a trial - 88.9%

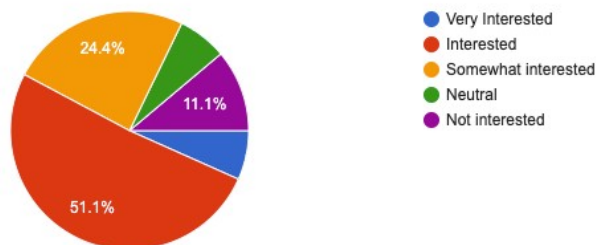
The Biophysics program at CSUDH will be a hands-on learning program. It would train and provide students with research opportunities. Knowing this, how interested would you say you would be to enroll in the program?

45 responses



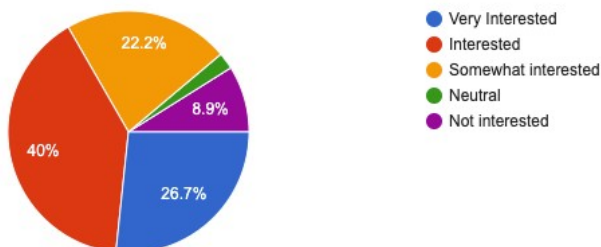
Seeing the possible careers one can have with a Biophysics major, how interested would you say you are with enrolling in a Biophysics program?

45 responses



If there were Biophysics program, would be interested in taking at least a few courses?

45 responses



In the STEM field at CSUDH¹, over 60% of the students who enroll in Biology and Chemistry department are females. For example, in 2019, Biology was composed of 69% females (69% Hispanic and 11% African American) and Chemistry 53% (62% Hispanic, 7% African American) where majority of their students are in Biochemistry. We believe that creating a Biophysics major by merging Biology and Physics subject contents will provide new opportunities that were not available before and has tremendous potential to attract more women (given their high enrollment in Biology) as well as African American minority (based on our plan to be more hands on and inclusive/intentional in our recruitment efforts and staff). Physics is currently the smallest department with more than 85% male; current CSUDH data shows that women and African Americans tend to choose bio-centered fields, and as such a Biophysics major will potentially facilitate the growth of our department while making it more equitable.

9. Workforce demands and employment opportunities for graduates: Describe the demands and opportunities, as well as the evidence you have used to make these claims.

The need for STEM education is well documented and more than a million of college graduates will be needed in the next decade². Documented trends indicate the need for interdisciplinary STEM options, and Biophysics majors in particular are projected to be well suited to fill the gap. A biophysics program is interdisciplinary, drawing from coursework in physics, biology, chemistry, mathematics, and statistics. Biotechnology and Bioengineering companies, as well as established pharmaceutical and agricultural chemistry companies, have a major stake in the vitality and quality of high school to undergraduate education pipelines for their future research needs. According to the

U.S. Bureau of Labor Statistics (BLS), the median annual salary of Biophysicists was \$93,280 in May 2018⁴, a major incentive to women and minority that can change their economical contribution to society. Opportunities for employment are expected to grow by 11% nationwide, which is faster than average, between 2016 and 2026.⁴⁻⁶

10. Other relevant societal needs:

Biophysicists are uniquely trained in the quantitative sciences of Physics, Math, and Chemistry and are able to tackle a wide array of topics, ranging from how nerve cells communicate, to how plant cells capture light and transform it into energy, to how changes in the DNA of healthy cells can trigger their transformation into cancer cells and many other biological problems. Biophysicists work to develop methods to overcome disease, eradicate global hunger, produce renewable energy sources, design cutting-edge technologies, and solve countless scientific mysteries. In short, Biophysicists are at the forefront of solving age-old human problems as well as problems of the future.

11. An assessment of the required resources and the campus commitment to allocating those resources: Provide a narrative description of resources that will be needed at initiation, after three years, and after five years. Note: Approval of this proposal by campus entities represents the campus commitment to allocating these resources.

At initiation, wet lab and computational facilities will be needed. Wetlab activities and hands on training will be initiated in Dr. Crogman's lab at the start of the program. The campus' commitment to allocating resources beyond wetlab and computational spaces will be tied to the growth of the program, student retention and graduation rates increase in the mid- to-long term. If we meet our enrollment's projection numbers after three years, then a faculty hired specifically for this program continued success will be necessary. Continual growth after five years would require an additional laboratory technician, which can be initially supported by grant funding to maintain various instrumentation. More faculty hire is planned contingent on the projected number of student enrollment increase.

Reference

1. Asd.calstate.edu. (2019). *The California State University, State-Supported Enrollment* Available at: <http://asd.calstate.edu/dashboard/enrollment-live.html> [Accessed 5 Jan. 2020]
2. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. 2007. Washington, DC: The National Academies Press.
3. President's Council of Advisors on Science and Technology. *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, And Mathematics*. February 2012. www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-engage-to-excel-final_2-25-12.pdf.
4. Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*, on the Internet at <https://www.bls.gov/ooh/> (visited January 08, 2017).
5. Bullock, D., Callahan, J., & Cullers, J. (2017). *Calculus Reform: Increasing STEM Retention and Post-Requisite Course Success While Closing the Retention Gap for Women and Underrepresented Minority Students*.
6. Thiry, H. (2017). *Undergraduate Degrees: increasing Latino Retention and Completion. Underrepresented Minorities in STEM Fields*, 66.



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Campus-Wide Proposal Sharing

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: NCR 291 Psychology of Peacebuilding

Proposer: Nancy Erbe

Course Description:

Summary of changes: NCRP 291 Psychology of Peacebuilding is being modified to emphasize social sciences, reflecting its origins and beginning as an interdisciplinary program Behavioral Sciences at DH. It is being proposed as a new GE course in Area D to introduce students from all majors to how the social sciences, particularly psychology (cognitive, educational, social and positive), specifically their research studies and theories, have shaped the emerging interdisciplinary field of Negotiation, Conflict Resolution and Peacebuilding. There is no course like this currently offered at DH and would introduce students to the social science theories and research explaining the best and most effective conflict resolution and peacebuilding preventing and deescalating violent conflict in the United States and world today.

Program/Course Name: NCR 390 Fundamentals of Conflict Resolution and Peacebuilding

Proposer: Nancy Erbe

Type of Change: Course Modification/UDGE Area F4

Course Description: Introduction to fundamentals involved with interdisciplinary conflict resolution and peacebuilding. Emphasis on ways the arts and humanities shape and form its ethics and methods. Issues like truth and cultural perspective taking will be explored along with storytelling narrative, moral imagination/creativity.

Summary of changes: NCRP 390 Fundamentals of Conflict Resolution and Peacebuilding is being modified to emphasize arts and humanities, specifically, how arts and humanities have shaped and influenced the interdisciplinary field of peacebuilding and provided core components of methodology used around the world today. It is being proposed as a new GE course in Area F-4 to introduce students from all majors to contemporary possibilities for constructively and creatively navigating and understanding conflict resulting in inclusive and collaborative social change. There is no course like this currently offered at DH and would introduce students to exciting processes being used to collaboratively solve problems personally and professionally throughout California and the United States. Dh is a rare university community where students will learn to work in richly multicultural and diverse groups as they are introduced to the rich traditions creating peacebuilding.

Program/Course Name: NCR 391 Restorative Justice

Proposer: Nancy Erbe

Type of Change: New Course/UDGE Area F3

Course Description: Restorative arts and healing within conflict resolution encourages those who have harmed another to repair their harm. Victims, including affected community, receive opportunity to encounter offender, ask questions and share how they have been harmed. Restorative discipline included.

Summary of changes: Department is proposing a new course and proposing the course meet upper division General Education Area F3.

Program/Course Name: Bachelor of Arts in Africana Studies

Proposer: Donna Nicol

Type of Change: Program Modification

Summary of changes: The Africana Studies Department proposes AFS 340 - Africana Womanhood as a major/minor elective course that will offer students the opportunity to examine the history and present day realities facing Africana women in the United States and throughout the global using a womanist, intersectional approach.

Program/Course Name: Bachelor of Arts in Interdisciplinary Studies

Proposer: Anne Choi

Type of Change: Program Modification

Summary of changes: The Interdisciplinary Studies program has not undergone a significant revision in many years. As a degree completion program for working adults, we are revising the major both to better match the research interests of our faculty and to better serve our majors as follows:

- Currently, we teach the majority of our courses under seven topics courses which makes it confusing for students especially given that the topics are never listed in the schedule of classes. Relying on topics courses also makes it difficult for students to identify specifically what they need to take as they move through the major. Thus, we are assigned a specific number to all the courses that we teach in the department.
- We are removing the four concentration requirements (American Studies, Comparative Cultures, Global Studies, and Environmental Studies) in favor of a stand-alone IDS major.
- We are adding two courses to the majors.
 - IDS 340 Professional Writing—This is a course that students are requesting as an elective option.
 - IDS 489 Research Methods---This course is to prepare our students for IDS 490, our capstone course. Undergraduate research is the cornerstone of the IDS major and we currently cover methods and writing an extensive research paper in the IDS 490 which is not optimal for students.
- We are modifying all courses to be taught online, as hybrid course and face-to-face to provide optimal flexibility since we serve working students.

Program/Course Name: Bachelor of Arts in Interdisciplinary Studies: American Studies Concentration

Proposer: Anne Choi

Type of Change: Program Discontinuation

Summary of change/rationale for need: Currently, we teach the majority of our courses under 7 topics courses which makes it confusing for students especially given that the topics are never listed in the schedule of classes. Relying on topics courses also makes it difficult for students to identify specifically what they need to take as they move through the major. Thus, we are assigned a specific number to all the courses that we teach in the department. Additionally, we are removing the four concentration requirements(American Studies, Comparative Cultures, Global Studies, and Environmental Studies) in favor of a stand-alone IDS major since we are elevating American Studies, Global Studies, and Environmental

Studies into stand-alone majors.

Program/Course Name: Bachelor of Arts in Interdisciplinary Studies: Global Studies Concentration

Proposer: Anne Choi

Type of Change: Program Discontinuation

Summary of change/rationale for need: Currently, we teach the majority of our courses under 7 topics courses which makes it confusing for students especially given that the topics are never listed in the schedule of classes. Relying on topics courses also makes it difficult for students to identify specifically what they need to take as they move through the major. Thus, we are assigned a specific number to all the courses that we teach in the department. Additionally, we are removing the four concentration requirements(American Studies, Comparative Cultures, Global Studies, and Environmental Studies) in favor of a stand-alone IDS major since we are elevating American Studies, Global Studies, and Environmental Studies into stand-alone majors.

Program/Course Name: Bachelor of Arts in Interdisciplinary Studies: Comparative Cultures Concentration

Proposer: Anne Choi

Type of Change: Program Discontinuation

Summary of change/rationale for need: Currently, we teach the majority of our courses under 7 topics courses which makes it confusing for students especially given that the topics are never listed in the schedule of classes. Relying on topics courses also makes it difficult for students to identify specifically what they need to take as they move through the major. Thus, we are assigned a specific number to all the courses that we teach in the department. Additionally, we are removing the four concentration requirements(American Studies, Comparative Cultures, Global Studies, and Environmental Studies) in favor of a stand-alone IDS major since we are elevating American Studies, Global Studies, and Environmental Studies into stand-alone majors.

Program/Course Name: Bachelor of Arts in Interdisciplinary Studies: Environmental Studies Concentration

Proposer: Anne Choi

Type of Change: Program Discontinuation

Summary of change/rationale for need: Currently, we teach the majority of our courses under 7 topics courses which makes it confusing for students especially given that the topics are never listed in the schedule of classes. Relying on topics courses also makes it difficult for students to identify specifically what they need to take as they move through the major. Thus, we are assigned a specific number to all the courses that we teach in the department. Additionally, we are removing the four concentration requirements(American Studies, Comparative Cultures, Global Studies, and Environmental Studies) in favor of a stand-alone IDS major since we are elevating American Studies, Global Studies, and Environmental Studies into stand-alone majors.

Program/Course: IDS 320: Perspectives in Human Studies: Global Los Angeles

Proposer: Anne Choi

Type of Change: Course Modification

Course Description: Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 315: Global Los Angeles as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will Los Angeles as a global nexus by examining economic, political, and cultural flows that shape the region.

Program/Course: IDS 320: Perspectives in Human Studies: LGBTQ America

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 313: LGBTQ America as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will examine the lesbian, gay, bisexual, transgender rights movement using an interdisciplinary approach. Course themes include the interrelationship of race/ethnicity, class, gender and sexuality; the dynamic nature of identity; cultural, political, religious and historical ideas in conjunction with sexual orientation.

Program/Course: IDS 326: Perspectives in Human Studies: American Consumerism

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: This course is an upper division major course that fulfills the social science distribution within the major. The catalog describes the course as “Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 311: American Consumerism as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will example the dynamics of consumerism in the U.S.

Program/Course: IDS 326: Perspectives in Human Studies: The California Experience

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: This course is an upper division major course that fulfills the social science distribution within the major. The catalog describes the course as “Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 314. This course examines the history, cultures and global significance of California. It interrogates the idea of California as paradise by contrasting the counternarratives of class and race embodied in text, place and time.

Program/Course: IDS 326: Perspectives in Human Studies: Aging in America

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: This course is an upper division major course that fulfills the social science distribution within the major. The catalog describes the course as “Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 316: Aging in America as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will example how aging is understood in the U.S. by focusing on theories of aging and the social, political and cultural dimensions of aging.

Program/Course: IDS 330: Topics in Civilizations: Los Angeles in Film and Literature and IDS 336: American Studies in the Humanities: Los Angeles in Film and Literature

Proposer: Pat Kalayjian

Type of Change: Course Modification

Course Description: 330: Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable with different topics.

336: Provides an in-depth analysis of an issue, region, perspective, or historical era of the United States from a comparative, multidisciplinary humanities perspective. Courses incorporate some of the following disciplines: literature, history, film, philosophy, art, and drama. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 321: Los Angeles in Film and Literature as part of move to assign all topics a specific course number This course examines narratives concerning LA, this class will engage with historical and contemporary debates on the construction and representation of race/ethnicity, gender, and class and employ theoretical discourses from cultural studies, critical race theory, and feminist film theory.

Program/Course: IDS 330: Topics in Civilizations: US Ethnic Literature and IDS 336: American Studies in the Humanities: US Ethnic Literature

Proposer: Pat Kalayjian

Type of Change: Course Modification

Course Description: 330: Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable with different topics.

336: Provides an in-depth analysis of an issue, region, perspective, or historical era of the United States from a comparative, multidisciplinary humanities perspective. Courses incorporate some of the following disciplines: literature, history, film, philosophy, art, and drama. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 322: US Ethnic Literature as part of move to assign all topics a specific course number. This course from an interdisciplinary lens focuses on reading across a range of US ethnic literatures,

students analyze important themes (structural racism, settler colonialism, environmental inequities); formal innovations; and historical, political, and familial contexts to identify connections and the healing possibilities of narrative within and across ethnic communities.

Program/Course: IDS 336: American Studies in the Humanities: LA Detective

Proposer: Annemarie Perez

Type of Change: Course Modification

Course Description: Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic.

Sample topics include archetypal patterns in literature and history of modern thought.

Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 323: LA Detective Course as part of move to assign all topics a specific course number. This course from an interdisciplinary lens focuses on depictions of crime in Los Angeles across the city's history and the connections of these images in novels, films and journalism. Students analyze how these works have told stories of race, class, and neighborhood in the city.

Program/Course: IDS 340: Professional Writing

Proposer: Pat Kalayjian

Type of Change: New Course

Course Description: The study of texts, contexts, and concepts important to the practice of professional writing. The course not only addresses practical skills such as how to write memos, proposals and reports, but also emphasizes rhetoric, ethics, and information design.

Summary of changes/rationale for need: Department is proposing a new course

Program/Course: IDS 350 Interdisciplinary Topics in Environmental Studies: Earth, Wind, and Fire

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 331 as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will investigate the Anthropocene, Earth's most recent epoch where the atmosphere, geosphere, hydrosphere, biosphere and other earth systems are now altered by humans.

This warmer, wetter, more chaotic world we inhabit demands a radical new vision of humanity.

Program/Course: IDS 350 Interdisciplinary Topics in Environmental Studies: Animal Behavior

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods

of scientific inquiry. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 332 as part of move to assign all topics a specific course number. This course from an interdisciplinary lens provides a survey of animal behaviors that have evolved to solve the problems they face including; communicating, obtaining food, finding shelter, socializing, finding a mate, rearing young, avoiding environmental extremes and the increasing interaction with humans and the human world.

Program/Course: IDS 350 Interdisciplinary Topics in Environmental Studies: Environmental Health

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 333 as part of move to assign all topics a specific course number. This course from an interdisciplinary lens will investigate the factors including disease control, sanitation, built environments, occupational health and food safety that impact people and communities. It also examines how climate change affects social and environmental determinants of health such as clean air, safe drinking water, food availability and secure shelter and the political, cultural and social responses to these changes.

Program/Course: IDS 350 Interdisciplinary Topics in Environmental Studies: Epidemics

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.

Summary of changes/rationale for need: This course will be assigned a new number--- IDS 334 as part of move to assign all topics a specific course number. This course from an interdisciplinary lens examines the history and sociological importance of epidemics and pandemics in charting global development, social and class conflict and genocide. Conventional disease contagion is explored in addition to abstract transmissions such as mental illness, obesity, drug addiction and violence.

Program/Course: IDS 489 Research Methods

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Supervised research experience in Interdisciplinary Studies. Reviews basic techniques in research design with emphasis on social science techniques and cultural analysis.

Summary of changes/rationale for need: Department is proposing a new course



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Business Administration & Public Policy

Program/Course Name: Bachelor of Science in Business Administration: Management & Human Resources Management Concentration

Proposer: William David Brice

Type of Change: Program Modification

Summary of changes: It is proposed to remove nine Management Track electives; and add four Human Resource Track electives; and move two HR Track electives to required courses and one HR Track required course to electives.

The Management Track needs greater focus on management topics and greater support for electives offered by the Department of Management & Marketing. The courses to be removed from electives mostly relate to Human Resources rather than Management and most are not offered by CBAPP; one course will be removed because it has been discontinued. Changes to the Human Resource Management Track required courses will align the degree with the Society for Human Resource Management (SHRM) guidelines. Also, several specialty Human Resource related courses will be added to electives.

Program/Course Name: FIN 487 Fixed Income Securities and Valuation

Proposer: Rama Malladi

Type of Change: New Course

Course Description:

Summary of changes: Los Angeles metropolitan area is known globally as a bond market capital. Two of the top-10 largest global bond market companies are based in this area. In addition, the LA area has historically hosted the global 'king' of the bond market for more than two decades.

Bond markets (also called Fixed-Income markets) constitute approximately 15% of the finance curriculum in industry exams such as CFA (Chartered Financial Analyst). All CSU campuses in the LA/OC area (CSULB, CSUF, CSULA, CSUN) offer Bond market courses to their undergraduate finance concentration students.

However, the Bond Market course is not offered at CSUDH, which leaves a deficiency in the curriculum and makes CSUDH students unattractive to employers in the region. To fill this void, FIN 487, a finance elective, is proposed. It was offered in Fall 2019 successfully as a pilot course (BUS 495). This proposal is to make FIN 487 a permanent finance elective and add it to the list of finance electives.

College of Education

No submissions for this publication of the Curriculum Register.

College of Extended & International Education

No submissions for this publication of the Curriculum Register.

College of Health, Human Services, & Nursing

Program Name: Occupational Therapy Doctorate (OTD)

Proposer: Terry Peralta-Catipon

Type of change: New Program

Summary of change(s) & rationale for need: The purpose of the proposed program is to meet the increasing demand for highly skilled occupational therapy practitioners while providing students access to an affordable doctoral-level occupational therapy education in California. Although this proposed program is new, the subject matter is not. The proposed OTD Program stems from an already existing MSOT Program. Offering an OTD in addition to the current MSOT will allow us to graduate students who could meet job demands in the highly dynamic nature of contemporary health and human services delivery systems. The OTD Program aims to educate occupational therapists that possess advanced knowledge and skills as direct care providers, consultants, educators, managers, leaders, researchers, and advocates for the profession and the consumer, as defined and prescribed by the Accreditation Council for Occupational Therapy Education (ACOTE).

The Department of Occupational Therapy currently offers a 96-unit Master of Science degree in Occupational Therapy (MSOT) cohorted over 7 semesters (including summer) that prepares entry-level practitioners as generalists. In addition to entry-level practice preparation, the proposed 120-unit Occupational Therapy Doctorate (OTD) Program that is cohorted over 9 consecutive semesters (including summer) allows for in-depth exposure and training in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development.

The proposed OTD Program directly aligns with the University mission of providing “education, scholarship, and service that are, by design, accessible and transformative.” The program has and will continue to attract students “who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow” as highly competent occupational therapists and potential leaders in the profession. In 2019, State Legislation approved CSU to grant an OTD through the passing of AB 829.

Course Name: OTR 512 Human Anatomy

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: Advanced study of the human body by means of review of web-based materials specific to dissection, and identification of select specimens and structures of the body.

Summary of change(s) and rationale: The proposed change is to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the OTD Program: **B.1.1. Human Body,**

Development, and Behavior Demonstrate knowledge of: *The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.*

Course Name: OTR 527 Foundations of Kinesiology for OT

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations.

Summary of change(s) and rationale: The proposed change is to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the OTD Program: **B.1.1. Human Body,**

Development, and Behavior *Demonstrate knowledge of: The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.*

Course Name: OTR 547 Neurological Foundations of Occupation

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.

Summary of change(s) and rationale: The proposed change is to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.1.1. Human Body,**

Development, and Behavior *Demonstrate knowledge of: The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.*

Course Name: OTR 722 Clinical Fieldwork I in a Pediatric Setting

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: On-site and/or simulated clinical experience with infants and/or children. Parallels with didactic course content to bridge classroom learning with clinical practice through observations of the occupational therapy process, such as screening, evaluation, intervention, re-evaluation, discharge planning and application of occupational therapy theories.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

C.1.9. Level I Fieldwork. *Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches*

didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, standardized patients, faculty practice, faculty-led site visits, supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor.

Course Name: OTR 732 Clinical Fieldwork I in an Adult Setting

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: On-site and/or simulated clinical experience with adult clients. Parallels with didactic course content to bridge classroom learning with clinical practice through observations of the occupational therapy process such as screening, evaluation, intervention, re-evaluation, discharge planning and application of occupational therapy theories.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

C.1.9. Level I Fieldwork. *Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, standardized patients, faculty practice, faculty-led site visits, supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor.*

Course Name: OTR 742 Clinical Fieldwork I in an Adolescent Setting

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: On-site and/or simulated clinical experience with adolescents. Parallels with didactic course content to bridge classroom learning with clinical practice through observations of the occupational therapy process such as screening, evaluation, intervention, re-evaluation, discharge planning and application of occupational therapy theories.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

C.1.9. Level I Fieldwork. *Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, standardized patients, faculty practice, faculty-led site visits, supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor.*

Course Name: OTR 752 Clinical Fieldwork I in a Geriatric Setting

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: On-site and/or simulated clinical experience with older adult clients. Parallels with didactic course content to bridge classroom learning with clinical practice through observations of the occupational therapy process such as screening, evaluation, intervention, re-evaluation, discharge planning and application of occupational therapy theories.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

C.1.9. Level I Fieldwork. Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments, standardized patients, faculty practice, faculty-led site visits, supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor.

Course Name: OTR 592 Fieldwork IIA

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: Completion of 12 weeks of full-time equivalent supervised Fieldwork Level II practicum in a community or clinical setting. With the supervision of the Fieldwork Educator (FWE), student will conduct client evaluations, delivery of occupational therapy services, progress notes, documentation, reports and/or provision of resources as assigned at the placement site. CR/NC grading.

Summary of change(s) and rationale: The proposal is to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: ***C.1.10 Length of Level II Fieldwork.*** Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

Course Name: OTR 593 Fieldwork IIB

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: Completion of 12 weeks of full-time equivalent supervised Fieldwork Level II practicum in a community or clinical setting. With the supervision of the Fieldwork Educator (FWE), student will conduct client evaluations, delivery of occupational therapy services, progress notes, documentation, reports and/or provision of resources as assigned at the placement site. CR/NC grading.

Summary of change(s) and rationale: The proposal is to add the OTD Program to the current

course utilization. The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **C.1.10 Length of Level II Fieldwork.** *Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings*

Course Name: OTR 713 Occupational Therapy Frameworks and Models of Practice

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to the Occupational Therapy Practice Framework and fundamental concepts of occupational therapy practice. Analysis of the development and application of theories, models of practice, and frames of reference in achieving desired intervention outcomes in a variety of practice contexts and environments.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference** *Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.* **B.2.2. Theory Development.** *Explain the process of theory development in occupational therapy and its desired impact and influence on society.*

Course Name: OTR 723 Clinical Reasoning in Occupational Therapy: Pediatric Conditions and Case Analyses

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Case analyses using simulated and first-hand personal narratives of children and their families. Examine effects of various developmental, physical and/or psychosocial conditions commonly seen in pediatric populations and employ clinical reasoning skills in identifying and addressing occupational therapy needs within varying service delivery models.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.3.5. Effects of Disease Processes** *Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.* **B.4.2. Clinical Reasoning** *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.* **B.4.19. Consultative Process** *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.* **B.4.20. Care Coordination, Case Management, and Transition Services** *Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.*

Course Name: OTR 733 Clinical Reasoning in Occupational Therapy: Adult Conditions and Case Analyses

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Case analyses using simulated and first-hand personal narratives of adults and/or family members. Examine effects of various physical and/or psychosocial conditions commonly seen in adult populations and employ clinical reasoning skills in identifying and addressing occupational therapy needs within varying service delivery models.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.5. Effects of Disease Processes *Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.*

B.4.2. Clinical Reasoning *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.*

B.4.19. Consultative Process *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.*

B.4.20. Care Coordination, Case Management, and Transition Services *Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.*

Course Name: OTR 743 Clinical Reasoning in Occupational Therapy: Adolescent Conditions and Case Analyses

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Case analyses using simulated and first-hand personal narratives of adolescents and/or family members. Examine effects of various developmental, physical and/or psychosocial conditions commonly seen in adolescent populations and employ clinical reasoning skills in identifying and addressing occupational therapy needs within varying service delivery models.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.5. Effects of Disease Processes *Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.*

B.4.2. Clinical Reasoning *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.*

B.4.19. Consultative Process *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.*

B.4.20. Care Coordination, Case Management, and Transition Services *Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.*

Course Name: OTR 753 Clinical Reasoning in Occupational Therapy: Geriatric Conditions and Case Analyses

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Case analyses using simulated and first-hand personal narratives of older adults, family members, or caregivers. Examine effects of various physical and/or psychosocial conditions commonly seen in geriatric populations and employ clinical reasoning skills in identifying and addressing occupational therapy needs within varying service delivery models.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.5. Effects of Disease Processes *Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.*

B.4.2. Clinical Reasoning *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.*

B.4.19. Consultative Process *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.*

B.4.20. Care Coordination, Case Management, and Transition Services *Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.*

Course Name: OTR 714 Introduction to Population Health

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to the social determinants of health as well as health promotion and disease prevention at the community and global levels. Explore impact of sociocultural, socioeconomic, political, demographic, diversity factors, lifestyle choices, and epidemiological factors to public health and welfare of populations.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.1.2.**

Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices: *Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.*

B.1.3. Social Determinants of Health: *Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.*

Course Name: OTR 724 Person, Environment, Occupation, and Health Promotion in Pediatric Populations

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Explore the values and meanings of “occupations” within varying environmental contexts to the health and wellness of infants, toddlers, and children. Review service delivery models, policy issues, and social systems related to both traditional and emerging areas of practice for the pediatric population.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention: Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. ***B.4.21. Teaching–Learning Process and Health Literacy:*** Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. ***B.4.27. Community and Primary Care Programs:*** Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. ***B.5.1. Factors, Policy Issues, and Social Systems:*** Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.

Course Name: OTR 734 Person, Environment, Occupation, and Health Promotion in Adult Populations

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Explore the values and meanings of “occupations” within varying environmental contexts to the health and wellness of adults. Review service delivery models, policy issues, social systems, related to both traditional and emerging areas of practice for the adult population.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention: Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. ***B.4.21. Teaching–Learning Process and Health Literacy:*** Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. ***B.4.27. Community and Primary Care Programs:*** Evaluate access to

*community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. **B.5.1. Factors, Policy Issues, and Social Systems:** Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.*

Course Name: OTR 744 Person, Environment, Occupation, and Health Promotion in Adolescent Populations

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Explore the values and meanings of “occupations” within varying environmental contexts to the health and wellness of adolescents. Review service delivery models, policy issues, social systems, related to both traditional and emerging areas of practice for the adolescent population.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention: *Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. **B.4.21. Teaching–Learning Process and Health Literacy:** Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **B.4.27. Community and Primary Care Programs:** Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. **B.5.1. Factors, Policy Issues, and Social Systems:** Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.*

Course Name: OTR 754 Person, Environment, Occupation, and Health Promotion in Geriatric Populations

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Explore the values and meanings of “occupations” within varying environmental contexts to the health and wellness of older adults. Review service delivery models, policy issues, and social systems, related to both traditional and emerging areas of practice for the geriatric population.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention: *Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease,*

illness, and dysfunction for persons, groups, and populations. **B.4.21. Teaching–Learning Process and Health Literacy:** Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **B.4.27. Community and Primary Care Programs:** Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. **B.5.1. Factors, Policy Issues, and Social Systems:** Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.

Course Name: OTR 537L Assessments in Occupational Therapy Practice – Pediatrics

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical evaluation with the pediatric population. Students will develop clinical reasoning and skills to select and administer standardized and non-standardized interview, observational, self-report and assessment tools in the processes of referral, screening, evaluation and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to increase course unit allocation from 1 unit to 2 units; and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s).

Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **B.4.5. Application of Assessment Tools and Interpretation of Results** Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). **B.4.6. Reporting Data** Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. **B.4.7. Interpret Standardized Test Scores** Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. **B.4.8. Interpret Evaluation Data** Interpret the evaluation data in relation to accepted

terminology of the profession and explain the findings to the interprofessional team.

Course Name: OTR 557L Assessments in Occupational Therapy Practice – Adult

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical evaluation with the adult population. Students will develop clinical reasoning and skills to select and administer standardized and non-standardized interview, observational, self-report and assessment tools in the processes of referral, screening, evaluation and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to increase course unit allocation from 1 unit to 2 units; and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s).

Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. B.4.5. Application of Assessment Tools and Interpretation of Results Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). **B.4.6. Reporting Data** Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. **B.4.7. Interpret Standardized Test Scores** Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. **B.4.8. Interpret Evaluation Data** Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.

Course Name: OTR 517L Assessments in Occupational Therapy Practice – Adolescence

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical evaluation with the adolescent population. Students will develop clinical reasoning and skill to select and administer standardized and non-standardized interview, observational, self-report and assessment tools in the processes of referral, screening, evaluation and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using

appropriate occupational therapy nomenclature; and (3) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** *Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.* **B.4.5. Application of Assessment Tools and Interpretation of Results** *Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).* **B.4.6. Reporting Data** *Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.* **B.4.7. Interpret Standardized Test Scores** *Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.* **B.4.8. Interpret Evaluation Data** *Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.*

Course Name: OTR 577L Assessments in Occupational Therapy Practice – Geriatrics

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on OT clinical evaluation with the geriatric population. Students will develop clinical reasoning and skills to select and administer standardized and non-standardized interview, observational, self-report and assessment tools in the processes of referral, screening, evaluation and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; and (3) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** *Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.* **B.4.5. Application of**

Assessment Tools and Interpretation of Results Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). **B.4.6. Reporting Data** Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. **B.4.7. Interpret Standardized Test Scores** Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. **B.4.8. Interpret Evaluation Data** Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.

Course Name: OTR 719 Therapeutic Activities and Group Dynamics Across the Lifespan

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to how activities, as meaningful occupations, are used as interventions in occupational therapy practice. Identify, analyze, and adapt activities using various media in both individual and group therapeutic experiences. Discuss the historical and theoretical underpinnings of arts and crafts as a treatment modality.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.3.6.**

Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.

Course Name: OTR 539L Interventions in Occupational Therapy Practice – Pediatrics

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical interventions with the pediatric population. Students will develop clinical reasoning and skills in treatment planning, implementation, reviewing progress, discharge planning, and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to modify the C/S Number from C-13 Activity to C-16 Lab so it can better accommodate the clinical skills lab training embedded in the course, and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.3. Occupation-Based Interventions** Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **B.4.9.**

Remediation and Compensation Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **B.4.10. Provide Interventions and Procedures** Recommend and provide direct interventions and procedures to persons,

groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

Course Name: OTR 559L Interventions in Occupational Therapy Practice – Adult

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical interventions with the adult population. Students will develop clinical reasoning and skills in treatment planning, implementation, reviewing progress, discharge planning, and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to modify the C/S Number from C-13 Activity to C-16 Lab so it can better accommodate the clinical skills lab training embedded in the course, and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.3. Occupation-Based Interventions** *Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.* **B.4.9.**

Remediation and Compensation *Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.* **B.4.10. Provide Interventions and Procedures** *Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.*

Course Name: OTR 519L Interventions in Occupational Therapy Practice – Adolescence

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical interventions with the adolescent population. Students will develop clinical reasoning and skills in treatment planning, implementation, reviewing progress, discharge planning, and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to modify the C/S Number from C-13 Activity to C-16 Lab so it can better accommodate the clinical skills lab training embedded in the course, and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.3. Occupation-Based Interventions** *Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.* **B.4.9.**

Remediation and Compensation Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **B.4.10. Provide Interventions and Procedures** Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

Course Name: OTR 579L Interventions in Occupational Therapy Practice – Geriatrics

Proposer: Terry Peralta-Catipon

Type of change: Course Modification

Course description: This course focuses on occupational therapy clinical interventions with the geriatric population. Students will develop clinical reasoning and skills in treatment planning, implementation, reviewing progress, discharge planning, and documentation.

Summary of change(s) and rationale: The proposed changes are: (1) to modify the course description so that it aligns with the updated 2018 version of the ACOTE accreditation standards; (2) to modify the course title so that it accurately represents the course content using appropriate occupational therapy nomenclature; (3) to modify the C/S Number from C-13 Activity to C-16 Lab so it can better accommodate the clinical skills lab training embedded in the course, and (4) to add the OTD Program to the current course utilization. The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.3. Occupation-Based Interventions** Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **B.4.9.**

Remediation and Compensation Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **B.4.10. Provide Interventions and Procedures** Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

Course Name: OTR 715 OTD Research Portfolio 1 — Introduction to Research Portfolio: Literature Review

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to an individual e-portfolio focused on the completion of high-quality research projects that contribute to occupational therapy practice. As the first of five courses, the focus is to review literature as a foundation to developing research questions and research proposals in succeeding courses.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.6.1.**

Scholarly Study Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This

includes the: Level of evidence, validity of research studies, strength of the methodology, relevance to the profession of occupational therapy. Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard.

Course Name: OTR 725 OTD Research Portfolio 2 — Methodologies in Quantitative Research

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Comparison of quantitative research methodologies. Students will select appropriate methods and design a scholarly proposal aligned with the ethical policies and procedures necessary to conduct human-subject research.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.6.2. Quantitative and Qualitative Methods *Select, apply, and interpret quantitative and qualitative methods for data analysis to include: Basic descriptive, correlational, and inferential quantitative statistics. Analysis and synthesis of qualitative data.* **B.6.5. Ethical Policies and Procedures for Research** *Demonstrate an understanding of how to design a scholarly proposal in regard to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.*

Course Name: OTR 735 OTD Research Portfolio 3 — Quantitative Research Project

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Completion of a scholarly quantitative research report that supports clinical practice. Students are encouraged to submit for professional or public audience presentation or publication.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

B.6.3. Scholarly Reports *Create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.*

Course Name: OTR 745 OTD Research Portfolio 4 — Methodologies in Qualitative Research

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Comparison of qualitative research methodologies. Students will select appropriate methods and design a scholarly proposal aligned with the ethical policies and procedures necessary to conduct human-subject research.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.6.2. Quantitative and Qualitative Methods *Select, apply, and interpret quantitative and qualitative methods for data analysis to include: Basic descriptive, correlational, and*

*inferential quantitative statistics. Analysis and synthesis of qualitative data. **B.6.5. Ethical Policies and Procedures for Research** Demonstrate an understanding of how to design a scholarly proposal in regard to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.*

Course Name: OTR 755 OTD Research Portfolio 5 — Qualitative Research Project

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Completion of a scholarly qualitative or mixed methods research report that supports clinical practice. Submission for professional or public audience presentation or for publication in a peer-reviewed journal is required.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.6.3. Scholarly Reports** *Create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.*

Course Name: OTR 701 The Historical Analysis of Occupational Therapy Profession

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Analysis of occupational therapy history, sociopolitical climate and its importance in meeting society's current and future needs. Introduction to occupational therapy practice philosophical base, terminologies, scope of practice, professional roles and associations, certification/licensure, regulation, and accreditation as a baseline for professional development.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate** *Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.*

Course Name: OTR 780 OT Professional Development Seminar — Occupational Therapy Code of Ethics

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Principles and constructs of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice. Analysis of ethical dilemmas and case study scenarios of clinical situations, decision-making, professional interactions, client interventions, employment settings, and personal and organizational ethical conflicts.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.7.1 Ethical Decision Making.** *Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client*

interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

Course Name: OTR 781 OT Professional Development Seminar — The Reflective Occupational Therapist

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Apply the concept of “therapeutic use of self” in the occupational therapy process with self-reflection on one’s personality, insights, perceptions, and judgments. Explore skills and knowledge needed to promote inclusiveness, diversity, justice, equity, sensitivity and responsiveness to societal and cultural differences in practice.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.4.1.**

Therapeutic Use of Self *Demonstrate therapeutic use, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.*

Course Name: OTR 782 OT Professional Development Seminar — Effective Communication and Team Dynamics

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to the principles of interprofessional team dynamics, effective communication, and effective intraprofessional collaboration.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.23.**

Effective Communication *Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.*

B.4.24. *Effective Intraprofessional Collaboration* *Demonstrate effective intraprofessional OT/OTA collaboration to: Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process. Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.* **B.4.25.**

Principles of Interprofessional Team Dynamics *Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.*

Course Name: OTR 783 OT Professional Development Seminar — Program Development and Funding of Occupational Therapy Services

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Overview of important aspects and processes in developing programs that address occupational therapy needs, including funding sources, such as reimbursement systems and documentation as well as locating and securing grants.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.4.29.**

Reimbursement Systems and Documentation *Demonstrate knowledge of various*

*reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT[®], ICD, DSM[®] codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. **B.6.4. Locating and Securing Grants** Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development. **B.7.3. Promote Occupational Therapy** Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public*

Course Name: OTR 784 OT Professional Development Seminar — Administration & Management

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Administration and management concepts and trends that influence service delivery to patients, families, students, and others in community and clinical settings, including supervision of personnel, quality improvement methods, and oversight of credentialing and licensure requirements consistent with federal and state laws.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program:

B.5.5. Requirements for Credentialing and Licensure *Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.*

B.5.7. Quality Management and Improvement *Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. **B.5.8. Supervision of Personnel** Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.*

Course Name: OTR 785 OT Professional Development Seminar — Adaptive and Assistive Technology and Devices

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Assessment, selection, fabrication, application, fitting, and training of adaptive and assistive technology and devices that enhance occupational performance and foster participation and well-being of persons experiencing limitations due to personal or environmental barriers. Discuss state and federal laws affecting its availability or acquisition.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: **B.4.11. Assistive Technologies and Devices** *Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being*

Course Name: OTR 786 OT Professional Development Seminar — Group Interventions

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Historical and theoretical underpinnings and application of group work to populations spanning the lifespan. Focus on group dynamics and understanding human behavior in a variety of contexts to develop appropriate selection, planning, and facilitation of group interventions.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

B.4.10. Provide Interventions and Procedures Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

Course Name: OTR 787 OT Professional Development Seminar — Ergonomics

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Specialized area of ergonomic evaluation and interventions for daily activities at home and in work environments, including body mechanics, work/rest cycles, application of traditional and alternative work environments, application and use of commercially available ergonomic equipment, and development of novel ergonomic applications.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

B.4.18. Grade and Adapt Processes or Environments Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances

Course Name: OTR 788 OT Professional Development Seminar — Leadership and Advocacy

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Discussion of personal and professional responsibilities as occupational therapists, including ongoing professional development as well as engagement in advocacy, systems and structures that create legislation, and work in academic settings.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: ***B.5.2.***

Advocacy Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs. ***B.5.4. Systems and Structures That Create Legislation*** Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy. ***B.6.6. Preparation for Work in an Academic Setting*** Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting. ***B.7.2. Professional Engagement*** Demonstrate knowledge of how

*the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies. **B.7.4. Ongoing Professional Development** Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. **B.7.5. Personal and Professional Responsibilities** Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision. Varied roles of the occupational therapist providing service on a contractual basis.*

Course Name: OTR 789 OT Professional Development Seminar — Business Aspects of Practice

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Business aspects of occupational therapy practice, which include the development of business plans, financial management, program evaluation models, and strategic planning.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: **B.5.3.**

***Business Aspects of Practice** Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. **B.5.6. Market the Delivery of Services** Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.*

Course Name: OTR 790 OTD Capstone Portfolio 1 — Needs Assessment: Identifying an Occupational Therapy Problem

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Introduction to an individual e-portfolio for the OTD degree capstone. As the first of five courses, the focus is to perform a needs assessment to identify an occupational therapy problem as a baseline for the development of a research or evidence-based capstone project in succeeding courses.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

***D.1.3. Preparation for Doctoral Capstone Project** Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.*

Course Name: OTR 791 OTD Capstone Portfolio 2 — Evidence-Based Practice: Reviewing Best Intervention

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Evidence-based rehabilitation as applied to occupational therapy practice. The student is mentored through the development of an evidence-based program proposal for a potential capstone experience placement site. A research project proposal may also be acceptable as approved by the academic adviser.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

D.1.3. Preparation for Doctoral Capstone Project *Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.*

Course Name: OTR 792 OTD Capstone Portfolio 3 — Capstone Experience

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: A 14-week, in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Fulfills the capstone experience requirement of the OTD degree.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standards as part of the accreditation requirements for the proposed OTD Program: ***D.1.5.***

Length of Doctoral Capstone Experience. *Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.* ***D.1.7.***

Evaluation of Doctoral Capstone Experiences *Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.*

Course Name: OTR 793 OTD Capstone Portfolio 4 — Capstone Project I

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: The first phase of the capstone project completion. The student is mentored through (1) the selection of doctoral capstone project committee, (2) development of a capstone project proposal for committee review and approval, (3) facilitation of the proposed research or evidence-based program.

Summary of change(s) and rationale: The course would partially satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program:

D.1.8. Doctoral Capstone Project *Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.*

Course Name: OTR 797 OTD Capstone Portfolio 5 — Capstone Project II

Proposer: Terry Peralta-Catipon

Type of change: New Course

Course description: Completion of the capstone project, which includes both a written report and an oral presentation. Capstone committee approval required.

Summary of change(s) and rationale: The course would satisfy the following ACOTE standard as part of the accreditation requirements for the proposed OTD Program: ***D.1.8.***



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Doctoral Capstone Project: *Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.*

College of Natural & Behavioral Sciences

Program/Course Name: MAT 134 Statistics & Probability - Supported

Proposer: Carolyn Yarnall

Type of Change: New Course

Summary of changes: MAT 134 Statistics & Probability – Supported is being built in response to high demand for introductory statistics and probability with additional support. This course is intended to support students at Mathematics/Quantitative Reasoning placement Level III, where students are considered not ready for the greater pace of the standard 3-unit course, MAT 131. In contrast to the existing MAT 132, MAT 134 will not include mandatory supplemental instruction. The course will have the same learning outcomes as the other courses and will enable the department to offer tailored levels of support to students with varying needs and preparation.

University Library

No submissions received.