

Curriculum Register

February 21, 2023

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

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

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

[New Degree Programs & Program Modifications](#)

[New & Modified Courses](#)

Moratorium for Proposals in Campus-wide Sharing Stage:

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

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

Moratorium Date: March 6, 2023

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

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

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Campus-Wide Proposal Sharing for Undergraduate Proposals

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

College of Arts and Humanities

Program Name: Minor in Music

Proposer: Kathleen Janert

Type of Change: Program Modification

Summary of Change and Rationale: The current music minor is very poorly balanced and lacks focus. The coursework expects a student not majoring in music to complete introductory courses in music and then immediately jump to 300-level music courses that require much requisite knowledge of music fundamentals to be successful. The makeup of the minor is deficient and doing students a disservice, and is probably why the minor is unpopular. The proposed changes will ensure students obtain all needed requisite knowledge of music fundamentals before transitioning into upper division music courses, also focusing on the teaching of music in schools. The proposed changes are a considerable improvement to the minor and make the minor more useful to non-music majors going into teaching. More courses are being required in the minor to scaffold their music learning so they are successful in the upper division courses. The students will now be choosing four out of six courses to tailor their learning regarding musical instruments or teaching techniques.

Program/Course Name: AFS 100 Introduction to the African American Experience

Proposer: Donna Nicol

Type of Change: Course Modification

Course Description: This class introduces students to origins, evolution and development of African Americans and their unique history, culture, and collective experiences in the United States.

Summary of Change and Rationale: Africana Studies seeks to offer AFS 100 Intro to the African American Experience in a face-to-face, online, and hybrid modality based on departmental needs and student preferences.

Program/Course Name: AFS 200 Introduction to Africana Studies

Proposer: Salim Faraji

Type of Change: Course Modification

Course Description: An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.

Summary of Change and Rationale: The department of Africana Studies is submitting a course modification to receive clearance to offer AFS 200: Introduction to Africana Studies, in multiple modes of delivery. The course has completed three pilots for online teaching and hybrid instruction. The course has been successful taught in all modes (face-to-face, online and hybrid). The department's proposal seeks to receive permanent designation for face-to face, online and hybrid.

Program/Course Name: AFS 201 African World Civilizations

Proposer: Salim Faraji

Type of Change: Course Modification

Course Description: Students study African civilization from antiquity to the present. The course explores African civilization's interaction with and contribution to world civilizations like Greek, Asian, European and American civilizations.

Summary of Change and Rationale: The department of Africana Studies is submitting a course modification to receive clearance to offer AFS 201: African World Civilizations, in multiple modes of delivery. The course has completed three pilots for online teaching and hybrid instruction. The course has been successful taught in all modes (face-to-face, online and hybrid). The department's proposal seeks to receive permanent designation for face-to face, online and hybrid.

Program/Course Name: AFS 205 Introduction to Hip Hop

Proposer: Meryah Fisher

Type of Change: Course Modification

Course Description: Hip Hop, the music and lifestyle, is rooted in African American urban life in the mid to late 70's on the streets and in the playgrounds of New York City. This course will critically explore the evolution of Hip Hop as a socio-cultural political movement. Aspects of identity, aesthetics, race relations, gender politics and struggles for social justice will be examined as it relates to the impact of Hip Hop on Urban societies. Urban lifestyles and political activism in the Hip Hop generation will be discussed in an effort to identify Hip Hop as a means to redefine social responsibility and an urban political agenda in an effort to empower urban youth.

Summary of Change and Rationale: The Department of Africana Studies is submitting a course modification to receive clearance to offer AFS 205: Introduction to Hip Hop, in multiple modes of delivery. The course has completed six pilot semesters for online teaching and hybrid instruction both prior and during COVID contingencies. The course has been successfully taught in all requested modes (face-to-face, online and hybrid). The department's proposal seeks to receive permanent designation for face-to-face, online and hybrid teaching modes to be used at the department's discretion.

Program/Course Name: AFS 212 Introduction to Comparative Global and Ethnic Societies

Proposer: Meryah Fisher

Type of Change: Course Modification

Course Description: Race, as both a category for human classification and an ideology with which to create social hierarchy, has persisted as one of the key mechanisms with which to produce human inequality. Through racial identity, racialized groups and bodies experience both similar and unique forms of oppression that help to determine their life outcomes. This course will explore the historical, social, cultural, and political dimension of four Global Communities within the United States: Native American, African American, Asian American, and Central/South American communities. Emphasis will be given to their respective displacement/immigration/forced migration histories, and their relationship to the dominant culture in the United States as it relates to economic, social, cultural and political development. Utilizing an interdisciplinary approach drawn from history, political development. Utilizing an interdisciplinary approach drawn from history, sociology, political science, education legal studies, media and gender studies, analysis of identity, culture, social class and immigration status are critical components of this course.

Summary of Change and Rationale: The Department of Africana Studies is submitting a course modification to receive clearance to offer AFS 212: Introduction to Comparative Global and Ethnic Societies, in multiple modes of delivery. The course has completed three pilot semesters for online teaching and hybrid instruction. The course has been successfully taught in all requested modes (face-to-

face, online, and hybrid). The department's proposal seeks to receive permanent designation for face-to-face, online and hybrid teaching modes to be used at the department's discretion.

Program/Course Name: AFS 220 African World Peoples & Societies

Proposer: Salim Faraji

Type of Change: Course Modification

Course Description: This course provides students with an overview of the geographical, historical, and cultural foundations of African world peoples and societies.

Summary of Change and Rationale: The department of Africana Studies is submitting a course modification to receive clearance to offer AFS 220: African World Peoples & Societies, in multiple modes of delivery. The course has completed three pilots for online teaching and hybrid instruction. The course has been successfully taught in all modes (face-to-face, online and hybrid). The department's proposal seeks to receive permanent designation for face-to face, online and hybrid.

Program/Course Name: IDS 300 Introduction to Interdisciplinary Studies

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Provides an introduction to the theories and practices of interdisciplinary studies in humanities, social sciences, and natural sciences. Course includes research methods, writing for the various disciplines, and development of analytical and synthesizing skills necessary for success in interdisciplinary Studies.

Summary of Change and Rationale: This course modification request is part of reorganizing the IDS curriculum in response to our recent program review. IDS would like to have the option to offer IDS 300 as an online and/or hybrid course. As an upper division degree completion program for working adults, the IDS major requires online and hybrid courses to serve its students.

Program/Course Name: IDS 490 Interdisciplinary Studies Senior Seminar

Proposer: Anne Soon Choi

Type of Change: Course Modification

Course Description: Students draw from their interdisciplinary perspectives and methodologies to address contemporary issues and review and apply theories and information from previous classes.

Summary of Change and Rationale: The Interdisciplinary Studies Department would like to modify this course to be able to offer it online and as a hybrid course. IDS is an degree completion program for working adults and students need flexible course options including online and hybrid courses. We are also renaming the course to call it "Senior Seminar." Additionally, we have revised the course description and added IDS 300 as a required prerequisite and ENG 110 as a recommended prerequisite. We have also restricted the course to majors with 90 or more units.

College of Business Administration & Public Policy

Program Name: B.S. Criminal Justice

Proposer: Jennifer Macy

Type of Change: Program Modification

Summary of Change and Rationale: The Department of Public Administration is committed to delivering quality instruction on systemic racism and inequality in the criminal justice system. In the statement we drafted expressing this commitment, we note that:

"The Department understands it is necessary to enhance instruction on the inequities that Black, Indigenous, and People of Color routinely experience in the criminal justice system, including through police violence. We are committed to educating our CJA and PUB students inside and outside of the classroom about the structural inequities and injustices that plague our public institutions and communities. We remain dedicated — now and in the future — to engaging students in education and public service that promotes social justice through scientific research and critical analysis of public policy."

This program modification, adding CJA 460 to our core major course requirements, is part of this broader effort.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Education

No submissions received.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: KIN 330 Somatic Education

Proposer: Scott Cheatham

Type of Change: Course Modification

Course Description: Study of the nature of the human being as a continuum of body, mind and spirit integration. Examination of how the areas of anatomy, physiology, kinesiology, sociology, psychology, and spirituality fuse and the idea of a holistic lifestyle emerges.

Summary of Change and Rationale

This course KIN 330 is being modified with the new KIN degree elevation. We are elevating our current BA (Pre-PT option) to a BS in Exercise Science. This course also meets the criteria for a GWAR qualifying course.

Program/Course Name: CDV 320 Methods and Analysis in Child Studies

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: This course covers the scientific method, developmental research designs, and research ethics in child development. Students will learn to critically evaluate research questions, basic data analysis and interpretation, and effective scientific writing as related to child development using APA standards.

Summary of Change and Rationale: Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

The majority of our students are non-traditional students, who have children and family obligations, are working multiple jobs while pursuing their degree, and have expressed a strong need for online/hybrid options in our program. Offering online/hybrid courses will provide students with greater flexibility when planning and scheduling their courses.

All of our courses have multiple sections; at present, the 24 courses in our curriculum are offered across about 80 sections.

Program/Course Name: CDV 325 Infancy and Early Childhood

Proposer: Cornelia Brentano

Type of Change: Course Modification

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

Summary of Change and Rationale: Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family

obligations, and are motivated learners who learn well at their own pace.

The majority of our students are non-traditional students, who have children and family obligations, are working multiple jobs while pursuing their degree, and have expressed a strong need for online/hybrid options in our program. Offering online/hybrid courses will provide students with greater flexibility when planning and scheduling their courses.

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Program/Course Name: CDV 330 Schoolage Years

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Physical, cognitive, social and emotional development from 6 to 12 years.

Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education.

Summary of Change and Rationale: Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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Program/Course Name: CDV 360 Adolescence

Proposer: Cornelia Brentano

Type of Change: Course Modification

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

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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planning and scheduling their courses.

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Program/Course Name: CDV 363 Development in Diverse Contexts

Proposer: Cornelia Brentano

Type of Change: Course Modification

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

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace. The majority of our students are non-traditional students, who have children and family obligations, are working multiple jobs while pursuing their degree, and have expressed a strong need for online/hybrid options in our program. Offering online/hybrid courses will provide students with greater flexibility when planning and scheduling their courses.

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Program/Course Name: CDV 366 Parenting

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: The development of the parent-child relationship from birth through young adulthood. Changes in attachment, intimacy, and distance; changing demands of parenting with developmental changes in children, parents, and the family.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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All of our courses have multiple sections; at present, the 24 courses in our curriculum are offered across about 80 sections.

Program/Course Name: CDV 370 Enhancing Early Language and Literacy I

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Examines early language, literacy, and multi-lingual development with an emphasis on environmental factors. Provides techniques for engaging children in language and literacy activities and opportunities for students to evaluate and reflect on their civic engagement.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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All of our courses have multiple sections; at present, the 24 courses in our curriculum are offered across about 80 sections.

Program/Course Name: CDV 380 Stress, Risk, Resiliency

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Childhood stress; concept of and theories explaining developmental risk; coping mechanisms; resiliency and protective factors; transactional processes between individuals and contexts underlying coping.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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All of our courses have multiple sections; at present, the 24 courses in our curriculum are offered across about 80 sections.

Program/Course Name: CDV 423 Child Development and Social Policy

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Enduring issues related to children's development that have led to policy decisions; process of policy making; current issues that require policy decisions; evaluating the impact of policy on children and families.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace. The majority of our students are non-traditional students, who have children and family obligations, are working multiple jobs while pursuing their degree, and have expressed a strong need for online/hybrid options in our program. Offering online/hybrid courses will provide students with greater flexibility when planning and scheduling their courses.

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Program/Course Name: CDV 444 Cognition, Language, and Schooling

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Theoretical and empirical overview of cognitive and language development from birth through the end of adolescence; second language acquisition; interconnections between cognitive development, language development, and schooling.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace.

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All of our courses have multiple sections; at present, the 24 courses in our curriculum are offered across about 80 sections.

Program/Course Name: CDV 490 Senior Seminar

Proposer: Cornelia Brentano

Type of Change: Course Modification

Course Description: Integration of knowledge about theories, empirical findings, and practice in Child Development; emphasis on writing and presentation skills.

Summary of Change and Rationale

Adding online/hybrid delivery modality option. The Child Development Department is the 4th largest undergraduate major at CSUDH. Most colleges and universities nationwide offer a combination of face-to-face, hybrid, and online courses. The curriculum in the Child Development Department has been offered exclusively in face-to-face teaching modality since inception. The pandemic created the expectation that online options exist to accommodate diverse learning needs of students and to remain competitive with other programs/universities. This will not replace face-to-face instruction but will provide an alternative for students who are working, have family obligations, and are motivated learners who learn well at their own pace. The majority of our students are non-traditional students, who have children and family obligations, are working multiple jobs while pursuing their degree, and have expressed a strong need for online/hybrid options in our program. Offering online/hybrid courses will provide students with greater flexibility when planning and scheduling their courses.

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Program/Course Name: HEA 316 Introduction to Epidemiology

Proposer: Amer El- Ahraf

Type of Change: Course Modification

Course Description: Principles of epidemiology are introduced in the context of interpreting studies of health in human populations within their socio-cultural setting and diverse environments. Concepts addressing the design, implementation, analysis and interpretation of epidemiological studies are covered.

Summary of Change and Rationale

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

a-Named by the Journal of Environmental Health as One of the 15 Leaders of Environmental Health

b-Recognized by Associated Students Inc.,CSUDH, for " Dedicated Vigilance over the Well-being and Success of Students"

c-Awarded by Academic Affairs the "Research, Scholarship, Creative Activity Recognition" for "Student Research and Creative Activity Mentor-ship" CSUDH.

d- Elected as president of his professional society on the California state as well as the US national level, among other leadership positions of other professional societies. Last year, Dr El-Ahraf taught this course (HEA 316) in this modality. Dr El-Ahraf's last class visitation report by an experienced colleague indicated that his mode of instruction, his online teaching effectiveness, teaching materials used, his approach in fostering learning among students and his style of teaching in this mode of instruction as " excellent". All evidence indicates that this modality, and particularly through the work of this instructor, will provide a model that will foster students' learning in the modality of teaching this course.

Additionally, it will provide services for students especially in view of the fact that we are moving in this direction in one of our future Master's Programs in the Division of Health Sciences. This approach will help an important segment of our students where this teaching modality is most appropriate to them for economic or work reasons among others. A number of other campuses are moving in this direction. The competitiveness of CSUDH is expected to be maintained and strengthened.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Natural & Behavioral Sciences

No submissions received.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

University Library

No submissions received.

Campus-Wide Proposal Sharing for Graduate Proposals

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

College of Arts and Humanities

No submissions received.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Business Administration & Public Policy

No submissions received

College of Education

Program/Course Name: PPS 512 Consultation and Collaboration in Multicultural Settings

Proposer: Margarita Landeros

Type of Change: Course Modification

Course Description: Prepares counseling students to apply knowledge of theories, models, and processes of consultation, and understand the difference between consultation and collaboration. Skill development in communication, interpersonal, and problem-solving abilities while working with teachers, administrators, families, and other community professionals.

Summary of Change and Rationale

We are proposing to change the title and description to more accurately reflect the course's content and standards focus on counseling. The MS Counseling program is accredited by the California Commission on Teacher Credentialing (CCTC) to offer the Pupil Personnel Services (PPS) credential in School Counseling. The CCTC recently adopted new standards for the PPS credential that required our program to make some curricular modifications in order to be compliant and up to date with the state's standards for School Counselors.

The proposed title and description of the course allow the program to be in compliance, while maintaining some elements of the priorly approved course and updating those that are no longer aligned to the standards of the PPS credential.

Program/Course Name: PPS 525 Group Dynamics for Personal Growth

Proposer: Margarita Landeros

Type of Change: Course Modification

Course Description: Provides a personal growth experience for students based on readings and group participation. The experiential aspects of the course will provide the basis for an analysis of group dynamics and application of techniques for understanding self and others, as well as developing good interpersonal skills.

Summary of Change and Rationale

We are proposing to add the course restriction for MS in Counseling students only. This course is part of the required credential course for the MS in Counseling and the Pupil and Personnel Services Credential.

Program/Course Name: PPS 530 Seminar Techniques of Individual Counseling

Proposer: Margarita Landeros

Type of Change: Course Modification

Course Description: An advanced course in counseling techniques appropriate for use in educational and community settings. Students will practice various counseling techniques used to establish a positive relationship with clients and assist them in making desired life changes.

Summary of Change and Rationale

We propose removing the prerequisite of PPS 515 Counseling Theories from PPS 530 Techniques of Individual Counseling because the faculty have found it beneficial for students' learning to integrate concepts of PPS 515 into PPS 530. Consequently, the removal of 515 as a prerequisite would allow the flexibility to teach this course concurrently with 530 when it is not taken prior to 530. In place of PPS 515, we would like to add PPS 525 as a more appropriate prerequisite for the PPS 530 course.

Program/Course Name: PPS 545 Counseling Children, Youth, and Families

Proposer: Margarita Landeros

Type of Change: Course Modification

Course Description: Advanced techniques appropriate for counseling children youth and families. Exploration of developmental and socio-cultural issues. Prepares counselors for an eclectic approach to assisting children, youth and families in problem-solving.

Summary of Change and Rationale

We are proposing to change the title and description to more accurately reflect the course content and standards taught in the course. The MS Counseling program is accredited by the California Commission on Teacher Credentialing (CCTC) to offer the Pupil Personnel Services (PPS) credential in School Counseling. The CCTC recently adopted new standards for the PPS credential that required our program to make some curricular modifications in order to be compliant and up to date with the state's standards for School Counselors.

The proposed title and description of the course allow the program to be in compliance, while maintaining some elements of the priorly approved course and updating those that are no longer aligned to the standards of the PPS credential.

Program/Course Name: PPS 560 MS Counseling Capstone Requirement

Proposer: Adriean Mancillas

Type of Change: Course Modification

Course Description: An advanced course providing a comprehensive and critical examination of applied counseling content and skills. Students will be required to demonstrate competency through oral and written capstone examinations for fulfillment of the degree. Consent of instructor required.

Summary of Change and Rationale

We wish to modify our master's capstone requirement from a 4-hour written exam to a semester-long action research project. This change would serve several important improvements to students' learning outcomes and experience by providing the opportunity to conduct independent research that likewise aligns to our mission and vision regarding justice, equity, innovation, and responsive research.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Continuing and Professional Education

No submissions received

College of Health, Human Services, & Nursing

Program/Course Name: MSW 570 Field Practicum III (3)

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Prerequisites: Completion of foundation year courses. Co-requisites: MSW 550 or MSW 551. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One-hour weekly seminar and 16 hours in agency placement. CR/NC grading.

Summary of Change and Rationale

Time in agency placement for second year of field placement/internship, per accrediting body (Council on Social Work Education) is 20 hours. Time should be changed from 16 hours in agency placement to 20 hours.

Program/Course Name: MSW 571 Fieldwork Practicum IV (3)

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Prerequisites: Completion of foundation year courses and MSW 550 or MSW 551, MSW 553, MSW 570, and MSW 598. Corequisite: MSW 555. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One-hour weekly seminar and 16 hours in agency placement. CR/NC grading.

Summary of Change and Rationale

Time in agency placement for second year of field placement/internship, per accrediting body (Council on Social Work Education) is 20 hours. Time should be changed from 16 hours in agency placement to 20 hours.

Program/Course Name: MSW 500 Human Behavior and the Social Environment I

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Focus on individual and family life span. Examine individual and family development in the context of social, political, historical, and cultural variables. Individual and family behavior is examined for its unique expressions of strength and abilities in the course of achieving psychosocial, cognitive, moral, and spiritual developmental tasks.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 501 Human Behavior and Social Environment II

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: HBSE II, the second of two companion courses, examines the interrelationships among social institutions, social structure and social processes, on the one hand, and the realities of the lives of individuals, families, groups, communities, organizations and societies, on the other.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 510 Social Welfare Policy I

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: The structure, functions and components of US social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justice and reduce inequalities are reviewed.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 511 Social Welfare Policy II

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Preparation to engage in policy practices advancing social and economic well-being of individuals, families, organizations and administrative and legal aspects of policy provisions and advancing social justice.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 520 Generalist Social Work Practice I

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Focuses on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 521 Generalist Social Work Practice II

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Focuses on theories, models and principles for generic social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service directory and interventions with poor, vulnerable and oppressed populations.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 522 Clinical Interventions with Youth, Children and Families in Social Work

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Examines theories, principles and practices of family counseling, the life cycle and role of counselor in promoting change in families, utilizing CRT and Intersectionality. Ethical, legal and other professional issues related to family counseling will be covered. Restricted to Majors.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 524 Critical Race Studies in Social Work Practice

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: In-depth overview of Critical Race studies (CRS) in social work fields.

Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS' application to practice issues. Restricted to MSW Program.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 530 Social Welfare Research

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Critical assessment and mastery of research methodologies to systematically evaluate one's own social work practices, focusing on those used to evaluate published research studies, assess service and program delivery, and participate in conducting research as a professional social worker.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 531 Advanced Research

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Community-based participatory action (CPAR) research skills and knowledge are acquired and applied to a topic relevant to a social work organization to generate a collaborative research proposal with a client participation component.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 540 Fieldwork Practicum I

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Supervised agency experience designed to develop generalist practice skills in working with individuals, families, groups and communities with emphasis on cross cultural practice. Two hours weekly seminar and 16 hours in agency placement. CR/NC grading.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 541 Fieldwork Practicum II

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Supervised agency experience designed to apply the knowledge, skills and values learned in MSW 520 and MSW 521 and activities of MSW 540. Two hours of seminar and 16 hours in agency placement. CR/NC grading.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 550 Advanced Social Work Practice in Communities

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: This course provides in depth overview of Social Work from a Community Practice perspective. It highlights contextual models of practice with communities as well as developmental, organizing, and planning approaches that are applicable to diverse populations. It will examine skills used by social workers to conduct culturally competent interventions.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 551 Social Policy III: Community Capacity Building

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Community Capacity Building's growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described and analyzed to prepare professional social workers to advance social, economic and environmental justice.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 555 Advanced Practice in Administration and Leadership

Type of Change: Course Modification

Course Description: Introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those who recognize diverse cultural styles and incorporate contextually competent approaches to administration.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 560 Social Welfare Policy III: Children, Youth and Families

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Provides students with an advanced understanding of key issues, concepts and of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 561 Social Welfare Policy III: Community Health/Mental Health

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 570 Fieldwork Practicum III

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 571 Fieldwork Practicum IV

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 574 Seminar in Health Care and Gerontology

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Examines advanced social work practice in health care settings with persons of varying ages and advanced social work practice with older adults.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 575 Grant Research and Proposal Writing

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Provides students with the knowledge and skills necessary to develop the fundamental components of a grant proposal to include needs assessment, program planning and development, abstract, background and significance, goals and objectives, project design and methods, evaluation, sustainability, outreach/marketing plan, budget and justification. Students will develop skills in researching and locating private and public funding opportunities.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 576 Youth Empowerment or Community Change

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Examines strategies or engaging and empowering young people, with an emphasis on approaches in urban, racially segregated, and economically disinvested areas. Draws upon best practices from grassroots organizing, civic engagement, youth development, and child welfare.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 580 Child Welfare Issues

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 581 Seminar in Community Capacity Building

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Focus is on the collaboration, assessment, implantation and evaluations of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 582 Seminar in MH Issues

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Cast in the context of the recovery model, theoretical perspectives examine assessment, treatment planning and approached to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined.

Summary of Change and Rationale-The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 590 Graduate Seminar in Integrative Learning

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Students integrate mastery across course work and showcases key learning experiences and social work competencies. CR/NC grading.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 592 Graduate Seminar in Integrative Learning

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Overview of assessment for contextually and culturally competent social work practice using the DSM 5. A principle goal is to address, from a social justice standpoint, issues of social hierarchies and power in the use of diagnosis of mental health disorders.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 598 Directed Research

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Extensive research on a subject related to the student's area of concentration under the guidance of a faculty member. Designed to prepare students for the Project, Thesis or their Comprehensive Examination. CR/NC grading.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.

Program/Course Name: MSW 599 Social Work Thesis

Proposer: Wendy Ashley

Type of Change: Course Modification

Course Description: Thesis option requires the student to design, implement, analyze and write up a formal research paper about an investigation into a topic relevant to the social work profession, which includes flexibility in terms of creativity and methodology.

Summary of Change and Rationale

The MSW program is a progressive, cohort model that builds on generalist courses taught in the first year of the program. Students from other programs would not have the basic knowledge and skills taught in generalist courses and are likely to struggle in classes that are specific to the discipline of social work. Additionally, social work classes would likely be disrupted or negatively impacted by the enrollment of other students without basic social work knowledge. Enrollment restriction would only allow social work majors to enroll in graduate social work courses, providing support for the model within the graduate program.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Natural & Behavioral Sciences

No submissions received.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

University Library

No submissions received