

Curriculum Register

April 21, 2025

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

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

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

[New Degree Programs & Program Modifications](#)

[New & Modified Courses](#)

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

[Course Proposals in Course Leaf](#)

[Program Proposals in Course Leaf](#)

Moratorium for Proposals in Campus-wide Sharing Stage:

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

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

Moratorium Date: May 5, 2025

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.

CAMPUS-WIDE PROPOSAL SHARING FOR UNDERGRADUATE PROPOSALS 4

COLLEGE OF ARTS AND HUMANITIES	4
<i>No submissions received.</i>	4
COLLEGE OF BUSINESS ADMINISTRATION & PUBLIC POLICY	4
<i>OMG 430: Supply Chain Systems, Technologies, and Cases (MC)</i>	4
<i>ACC 360: Accounting Ethics and Regulatory Compliance (NC)</i>	4
<i>ACC 370: Accounting Career-Life Planning and Micro-Internship (NC)</i>	5
<i>ACC 371: Leadership in Accounting (NC)</i>	5
COLLEGE OF EDUCATION.....	6
<i>SPE 456: Field Experience in General and Special Education (MC)</i>	6
COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION	6
<i>No submissions received.</i>	6
COLLEGE OF HEALTH, HUMAN SERVICES, & NURSING	6
<i>CDV 363: Development in Diverse Contexts (MC)</i>	6
COLLEGE OF NATURAL & BEHAVIORAL SCIENCES	7
<i>BIO 310: Plant Physiology (MC)</i>	7
<i>BIO 394 : Independent Study (MC)</i>	7
<i>BIO 498 : Off-campus Independent Study in Biology (MC)</i>	7
<i>PHY 103 : Patterns in Nature Laboratory (NC)</i>	7
LIBRARY.....	7
<i>No Submissions received.</i>	7

CAMPUS-WIDE PROPOSAL SHARING FOR GRADUATE PROPOSALS 7

COLLEGE OF ARTS AND HUMANITIES	8
<i>No Submissions received.</i>	8
COLLEGE OF BUSINESS ADMINISTRATION & PUBLIC POLICY	8
<i>No submissions received.</i>	8
COLLEGE OF EDUCATION.....	8
<i>Education: Multiple Subject Credential - Student Teaching and University Intern Pathways (MP)</i>	8
<i>TED 403: Language and Literacy Practices in Inclusive Classrooms II (MS) (MC)</i>	8
<i>TED 407 : Language and Literacy Practices in Inclusive Classrooms III (MS) (MC)</i>	8
<i>TED 410 : Instructional Design and Pedagogy I - Social Studies & Visual and Performing Arts (MS) (MC)</i>	9
<i>TED 413 : Instructional Design and Pedagogy II - Math (MS) (MC)</i>	9
<i>TED 416 : Instructional Design and Pedagogy III - Science and Physical Education (MS) (MC)</i>	9
<i>TED 435 : Clinical Practice: Elementary Student Teachers (MC)</i>	10
<i>TED 445 : Clinical Practice: Elementary Interns (MC)</i>	10
<i>TED 448 : Teaching Event: Multiple Subject (MC)</i>	10
<i>TED 461 : Foundations of Educational Justice I (NC)</i>	11
<i>TED 462 : Foundations of Educational Justice II (NC)</i>	11
<i>TED 492 : Student, Family, and Community Engagement II (NC)</i>	11
<i>TED 506: Foundations of Educational Justice III (MC)</i>	12
<i>Counseling, Master of Science (MP)</i>	12
<i>PPS 500 : Research Methods in Educational Counseling (MC)</i>	12
COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION	13
<i>No submissions received.</i>	13
COLLEGE OF HEALTH, HUMAN SERVICES, & NURSING	13
<i>OTR 780 : OT Professional Development Seminar: OT Code of Ethics (CM)</i>	13
<i>OTR 781 : OT Professional Development Seminar: The Reflective Occupational Therapist (CM)</i>	13
<i>OTR 782 : OT Professional Development Seminar: Effective Communication and Team Dynamics (CM)</i>	13
COLLEGE OF NATURAL & BEHAVIORAL SCIENCES	14



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

<i>No submissions received.</i>	14
UNIVERSITY LIBRARY	14
<i>No submissions received.</i>	14

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

No submissions received.

College of Business Administration & Public Policy

Program/Course Name: OMG 430: Supply Chain Systems, Technologies, and Cases (CM)

Proposer: Jian-Yu Ke

Type of Change: Course Modification

Course Description: This course presents fundamental concepts in supply chain management (SCM), Industry 4.0 technologies, and Enterprise Resource Planning (ERP) systems. It guides students in applying these principles through practical SCM cases and facilitates hands-on experience with SAP ERP systems.

Summary of Change and Rationale: This proposal aims to modify the OMG 430 course by including discussions about Industry 7.0 technologies in the curriculum and changing the course title and description. It is proposed that this course be added as an elective course of the Information Systems concentration.

Program/Course Name: ACC 360: Accounting Ethics and Regulatory Compliance (NC)

Proposer: Michael Manahan

Type of Change: New Course

Course Description: This course addresses the AICPA Code of Ethics, accounting issues that have ethical implications to organizations, and strategies to deal with moral and ethical dilemmas. Additionally, it covers regulatory requirements common to business operations, such as: Payroll Tax Reporting, Labor Laws, and Workers' Compensation/ERISA.

Summary of Change and Rationale: ACC 360, Accounting Ethics and Regulatory Compliance, is a new course proposal. Currently, the Accounting Concentration doesn't have a course that covers ethics and regulatory compliance specifically for accounting topics. This course explores various cases of large public companies, as well as, small private companies who have dealt with fraud and accounting irregularities. Accounting practitioners working within organizations need to perform their duties in an ethical and moral manner. While fraud can exist anywhere in an organization, people who work in accounting are presented with the greatest opportunity to engage in fraudulent activities. However, ethical and moral behavior in accounting goes beyond just avoiding fraud, but includes decisions related to the appropriate treatment of employees, customers, and suppliers; disclosure of information to financial institutions and shareholders; and compliance with fiduciary responsibilities to the organization.

- o The first segment of this course focuses on the ethical and moral dilemmas confronting internal accountants and developing decision-making frameworks for making ethical and moral decisions and taking ethical and moral actions.

- o The second segment of this course focuses on regulatory compliance to learn how to navigate a world of complex rules and regulations, to stay in compliance with those rules and regulations, and to report activity relating to those rules and regulations to authorities. Within most organizations, internal accountants play a significant role in ensuring organizational compliance with such rules and regulations.

This part of this course will include discussing the regulatory environment in which organizations operate; identifying specific rules and regulations and the government body that administers and enforces those rules and regulations; reviewing compliance and reporting requirements; and understanding the costs and penalties associated with non-compliance.

Program/Course Name: ACC 370: Accounting Career-Life Planning and Micro-Internship (NC)

Proposer: Gloria H. Del Rosario

Type of Change: New Course

Course Description: Preparation for transition to a first-year professional career in accounting, auditing, and/or taxation. Design a five-to-ten year career-life plan, interview professionals, learn time management and soft skills. Participate in online eight-week Micro-Internship to gain practical work experience for student's resume.

Summary of Change and Rationale: ACC370, Accounting Career-Life Planning and Micro-Internship, is a new course proposal. Currently, there isn't a course that focuses on career planning, to learn time management and soft skills, or offers practical work experience through an online eight week Micro-Internship, that is specifically for students whom are pursuing a professional career in accounting, auditing, and/or taxation. The purpose of this course is to assist accounting students prepare for the transition from the university to a first-year career in the accounting, auditing, and/or taxation field, as follows:

- o In this course, students will design a life and career plan towards several vocations for consideration in these field.
- o Students will explore several accounting careers through the viewpoint of the individual student's worldly perspective, personality traits, the preparation needed for these careers, as well as research work-life balance and job satisfaction.
- o Students will tackle issues such as how to choose an accounting career path that is a good fit for them, how to find meaningful work, how to network and collaborate, how to prepare for an interview, how to prepare an effective resume, and how to search for internships specifically in the accounting industry.
- o The course will also provide students with necessary professional-level soft skills for employment in an online eight-week Micro-Internship to gain practical accounting work experience prior to graduation to incorporate as part of the student's resume.

Program/Course Name: ACC 371: Leadership in Accounting (NC)

Proposer: Sheng Yi

Type of Change: New Course

Course Description: This course sharpens decision-making skills and helps to build a leadership mindset as an accountant. Multiple accounting cases will be discussed to improve communication, critical thinking, and to enhance persuasion and motivation skills.

Summary of Change and Rationale: ACC 371, Leadership in Accounting, is a new course proposal. Leadership is an important competency of the accounting profession, but it is not getting enough attention within the accounting curriculum. It has been suggested by practitioners and academics that accounting curriculum should be altered to produce accounting students with a leadership mindset to encourage them to see themselves as future leaders. This is even more imperative for our student body, which largely consists of minorities, who are underrepresented in the top echelons of accounting leadership. This course combines leadership concepts with accounting cases, through which students will learn how to develop

and build leadership capabilities to effectively influence individuals and groups to meet organizational goals. This course also combines incentive strategy with accounting cases, through which students will have a deeper understanding of the role accounting plays in effective incentive designing. University

College of Education

Program/Course Name: SPE 456: Field Experience in General and Special Education (CM)

Proposer: Kate Esposito

Type of Change: Course Modification

Course Description: Supervised observation and participation in general and special education settings (50 hours in each setting). General education focuses on classroom interactions and teaching responsibilities with students in pre-K-high school. Special Education focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. Fieldwork and seminar.

Summary of Change and Rationale: We are requesting that this class be approved to be offered hybrid and/or online as it is a co-requisite to a supervision class. This one unit seminar is taken with a "field experience" class whereby students are placed in P-12 classrooms for 150 hours. The ability to offer this seminar on-line or hybrid is beneficial to candidates.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: CDV 363: Development in Diverse Contexts (CM)

Proposer: Kaitlyn Breiner

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: As a foundational course, CDV 363 provides students with perspectives on issues related to diversity and inclusion across multiple identities and contexts (race/ethnicity, class, gender, sexual orientation, and disability/ability). Issues of hierarchies, the development of prejudice and bias, and discrimination at individual and institutional levels are also examined. CDV 363 aligns most strongly with GE Program Learning Outcomes addressing Race, Equity, and Social Justice; Metacognition; and Integrative Learning and Problem Solving. We are proposing that this course be listed under GE Area 4UD: Integrative Studies in the Social Sciences.

By listing CDV 363 as a GE course, our students will have the opportunity to meet more GE criteria within our department, hastening the time to graduation and progression through the program. It will also allow us to articulate the Associate Degree for Transfer in Early Childhood Education (ADT-ECE) with our B.S in Child Development with a Concentration in Early Development and Learning – PK-3 Credential Track, which is in line with the recent recommendations from the California State Auditor's Office report on Streamlining the Community College Transfer Process.

College of Natural & Behavioral Sciences

Program/Course Name: BIO 310: Plant Physiology (MC)

Proposer: Kathryn Theiss

Type of Change: Course Modification

Course Description: Fundamental mechanisms of physiological processes in plants including photosynthesis, respiration, nutrition, water use, hormones, and development. Photoperiodism, circadian rhythms, and stress biology will also be covered. Three hours of lecture per week.

Summary of Change and Rationale: This course modification changes the pre-requisites for this course from BIO 124 & 125 to BIO 124, BIO 220 & CHE 112 to more accurately reflect the pre-requisite knowledge required to be successful in this course.

Program/Course Name: BIO 394: Independent Study (MC)

Proposer: Sonal Singhal

Type of Change: Course Modification

Course Description: Advanced work in biology conducted on-campus under the supervision of faculty. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of work outlined in contract. Not more than three units may be applied toward the Biology major or minor. Repeatable course.

Summary of Change and Rationale: We are modifying the course description for BIO 394: Independent Study to better reflect how this course is used in practice. We have additionally added information on the learning outcomes & assessment practice for this course.

Program/Course Name: BIO 498 : Off-campus Independent Study in Biology (CM)

Proposer: Sonal Singhal

Type of Change: Course Modification

Course Description: Advanced work in biology conducted off-campus under the supervision of faculty. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of work outlined in contract. Not more than three units may be applied toward the Biology major or minor. Repeatable course.

Summary of Change and Rationale: We are updating the course description for Bio 498 to bring it in line with current departmental procedures and expanding its availability to all Biology majors and minors.

Program/Course Name: PHY 103: Patterns in Nature Laboratory (NC)

Proposer: John Price

Type of Change: New Course

Course Description: Laboratory work and demonstrations in elastic, sound, light, and matter waves. Emphasizes scientific methodology.

Summary of Change and Rationale: This is a new proposed GE course designed to be taken alongside PHY 100 ("Patterns in Nature") to give students a practical understanding of the phenomena of mechanical, sound, light, and matter waves. It will also provide them with an appreciation of the importance of scientific experimentation, and a deeper understanding of the scientific method.

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.

College of Business Administration & Public Policy

No submissions received.

College of Education

Program/Course Name: Education: Multiple Subject Credential - Student Teaching and University Intern Pathways (MP)

Proposer: Jarod Kawasaki

Type of Change: Program Modification

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 403: Language and Literacy Practices in Inclusive Classrooms II (MS) (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: This course is designed to prepare prospective teachers to teach the foundations of speaking, listening, reading, writing, viewing, and representing including the visual and performing arts focusing on grades K through 3. Using the science of reading and other research-based knowledge, teacher candidates will learn to use systematic and explicit instructional practices, inquiry, and critical literacy to teach in ways aligned with the California Reading/Language Arts Framework for California Public Schools, the English Language Development Standards and the Visual and Performing Arts.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 407 : Language and Literacy Practices in Inclusive Classrooms III (MS) (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: This course is designed to prepare prospective teachers to teach literacy in grades 4-

8 using systematic, explicit instruction, inquiry, critical literacy, and discussion methods. This course will focus on the comprehension of narrative and content area texts and delivering instruction to assure high-level learning with ethnically, culturally, and language diverse students. Students will explore methods and materials for planning instructional units and lessons.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 410 : Instructional Design and Pedagogy I - Social Studies & Visual and Performing Arts (MS) (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: Methods and materials for elementary social studies and visual & performing arts education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and instruction.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 413 : Instructional Design and Pedagogy II - Math (MS) (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

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

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 416 : Instructional Design and Pedagogy III - Science and Physical Education (MS) (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: Methods and materials for project-based elementary science and physical education. Emphasizes inquiry-based instruction and includes instructional planning, multi-day lesson development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, and science language instruction and health.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 435 : Clinical Practice: Elementary Student Teachers (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: Consists of one semester of supervised classroom practice with a mentor teacher at an urban multilingual/multicultural public elementary school. Focuses on Teacher Performance Expectations as outlined by the California Commission on Teacher Credentialing.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 445 : Clinical Practice: Elementary Interns (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: Consists of two semesters of supervised classroom practice.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 448 : Teaching Event: Multiple Subject (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event.

Summary of Change and Rationale: This course is part of a redesign of our multiple subject credential

program. We are proposing this course to be taught using a hybrid modality because the course requires students to complete a high stakes performance task (CalTPA) that consists of several video recordings and narrative documents. Students will use the asynchronous classes to work independently and then bring their materials to the in person classes for peer and instructor review.

Program/Course Name: TED 461 : Foundations of Educational Justice I (NC)

Proposer: Jarod Kawasaki

Type of Change: New Course

Course Description: In this course candidates will be introduced to asset and strength-based language ideologies and approaches. Key framings include community cultural wealth, funds of knowledge, and culturally relevant/sustaining pedagogies in serving linguistically, racially, ethnically, and culturally marginalized students and families. Guided by principles of critical multicultural education, students will engage important concepts and learnings from marginalized communities by centering students' and communities' needs toward justice and equity.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 462 : Foundations of Educational Justice II (NC)

Proposer: Jarod Kawasaki

Type of Change: New Course

Course Description: An investigation and analysis of influences and constructs including but not limited to race, gender, class, ability, language, and sexuality to provide insights into the relationship among the individual, society and schools in U.S. education.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 492 : Student, Family, and Community Engagement II (NC)

Proposer: Jarod Kawasaki

Type of Change: New Course

Course Description: In this course, students will learn about historical and oppressive systems of student, family and community engagement and their negative impacts on students, families, and communities of color. Students will learn about the approaches to family and community engagement that are currently employed in schools and critically analyze their impacts and effects on students, families, and the community.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from

our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: TED 506: Foundations of Educational Justice III (MC)

Proposer: Jarod Kawasaki

Type of Change: Course Modification

Course Description: This course will advance students' understandings of educational justice to understand the histories, utility, and praxis of abolitionist, decolonial, and humanizing education. Emphasis will be placed on how to advocate on behalf of students, families, and communities.

Summary of Change and Rationale: We have redesigned our program to align with our justice-oriented mission and vision statement and current research literature and best practices within K-12 critical education. The program has undergone numerous changes in response to our changes and additions from our external accreditation agency, yet our changes have been short term solutions that often add courses and requirements to the existing program creating barriers to student graduation. Our redesign intentionally sought to accomplish the goals mentioned above as well as reduce these barriers through intentional program design that meets the expectations of our external accreditor and facilitates student graduation. This course is part of the redesigned program.

Program/Course Name: Counseling, Master of Science (MP)

Proposer: Margarita Landeros

Type of Change: Program Modification

Summary of Change and Rationale: Due to recent changes in the state credentialing standard for the counseling credential, we are revising an older research methods course to be in compliance with the state standards and meet the needs of the counseling profession. The revised course, PPS 576 (proposed to rename PPS 500), would replace the GED 500 course for our students, which currently is a core requirement for the MS Counseling degree. Previously, the School and College Counseling program was housed under GED, and with the program elevation, it is now its own department. The move from program to department has allowed for curricular specialization and the last modification needed is the integration and modification of the PPS 576 course (proposed to rename PPS 500). This modification will allow the program to be in compliance with the required state standards for the counseling credential, and make research more applicable to educational counseling.

Program/Course Name: PPS 500 : Research Methods in Educational Counseling (MC)

Proposer: Margarita Landeros

Type of Change: Course Modification

Course Description: Training in research methods and design for educational counseling, including ethical behavior in research as it contrasts ethical professional standards in counseling. Course will serve as precursor for program action research development and implementation.

Summary of Change and Rationale: We are proposing a modification to an existing research course for students enrolled in our program in response to a change in state credentialing standards. The course description and SLOs have been updated to reflect the revised credentialing standards. Also, with the change in our MS Capstone Requirement for our program, this course will prepare for their semester-long action research and deepen their understanding of research methods as they pertain specifically to counseling. Finally, students will be able to understand research methods with a consideration for the ethical standards of the counseling profession.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: OTR 780 : OT Professional Development Seminar: OT Code of Ethics (CM)

Proposer: Daniel Swiatek

Type of Change: Course Modification

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. Restricted to majors.

Summary of Change and Rationale: Remove all required prerequisite and co-requisites for all professional development courses. Since the content of the OTD Professional Development courses have stand-alone content wherein course objectives could be attained without the need to be taken in a particular sequence within the other OTD curriculum (unlike the core clinical courses), it does not need to be taken after specific OTD courses nor need to be taken alongside any of the other OTD courses.

Program/Course Name: OTR 781 : OT Professional Development Seminar: The Reflective Occupational Therapist (CM)

Proposer: Daniel Swiatek

Type of Change: Course Modification

Course Description: Apply the concept of therapeutic use of self in the OT process with self-reflection on ones personality, insights, perceptions, and judgements. Explore skills and knowledge needed to promote inclusiveness, diversity, justice, equity, sensitivity and responsiveness to societal and cultural differences in practice. Restricted to majors.

Summary of Change and Rationale: Remove all required prerequisite and co-requisites for all professional development courses.

Since the content of the OTD Professional Development courses have stand-alone content wherein course objectives could be attained without the need to be taken in a particular sequence within the other OTD curriculum (unlike the core clinical courses), it does not need to be taken after specific OTD courses nor need to be taken alongside any of the other OTD courses.

Program/Course Name: OTR 782 : OT Professional Development Seminar: Effective Communication and Team Dynamics (CM)

Proposer: Daniel Swiatek

Type of Change: Course Modification

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

Summary of Change and Rationale: Remove all required prerequisite and co-requisites for all professional development courses.

Since the content of the OTD Professional Development courses have stand-alone content wherein course objectives could be attained without the need to be taken in a particular sequence within the other OTD



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curriculum (unlike the core clinical courses), it does not need to be taken after specific OTD courses nor need to be taken alongside any of the other OTD courses.

College of Natural & Behavioral Sciences

No submissions received.

University Library

No submissions received.