

Curriculum Register

November 18, 2024

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

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

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

[New Degree Programs & Program Modifications](#)

[New & Modified Courses](#)

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

[Course Proposals in Course Leaf](#)

[Program Proposals in Course Leaf](#)

Moratorium for Proposals in Campus-wide Sharing Stage:

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

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

Moratorium Date: December 4, 2024

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

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

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Request to Include Proposed Degree Programs in Academic Master Plan

The following program proposals have been submitted for review to their college dean and the Provost to be included in the fall 2025-26 Academic Master Plan for review by the Board of Trustees.

College of Arts and Humanities

No submissions received.

College of Business Administration & Public Policy

No submissions received.

College of Education

No submissions received.

College of Health, Human Services, & Nursing

No submissions received.

College of Natural & Behavioral Sciences

Program/Course Name: Bachelor of Science in Artificial Intelligence

Title of Projected Degree	Bachelor of Science in Artificial Intelligence
Degree Designation (e.g., BS)	BS
Projected Implementation Date	Spring 2027
Campus	Dominguez Hills
College	College of Natural and Behavioral Sciences
Department	Computer Science
Contact Name(s) and Email(s)	Amlan Chatterjee, achatterjee@csudh.edu

1. The delivery mode of the program: Face-to-Face ☒ Hybrid ☐ Online ☒

2. Support Mode: State-Support ☒ Self-Support ☐

3. A summary of the purpose for and description of the projected degree:

Purpose of the BS in AI degree: The Bachelor of Science in Artificial Intelligence (BSAI) degree program is designed to prepare students for careers in the rapidly expanding fields of artificial intelligence and machine learning. AI technologies are already transforming industries by automating processes, enhancing decision-making, and enabling innovative solutions to complex problems. From generative AI powering content creation to self-driving cars revolutionizing transportation and AI-driven diagnostic tools advancing healthcare, the real-world impact of AI is profound and growing. The program will equip students with the theoretical foundations and practical skills to understand, develop, and apply AI technologies across various industries. Graduates will be prepared to meet the increasing demand for AI professionals who can address complex challenges using machine learning, natural language processing, data analytics, and many other advanced AI methodologies.

Description of the BS in AI degree: The program will provide a comprehensive foundation in AI theory and applications, covering deep learning, reinforcement learning, computer vision, intelligent agents, and ethical AI. With a curriculum that integrates core computer science, mathematics, and AI-focused courses, students will gain practical experience in AI system development and deployment, preparing them to solve complex real-world problems and drive technological innovation. The program will also address ethical and societal challenges, such as fairness, transparency, and accountability in AI. The degree will emphasize a hands-on, project-based approach, encouraging students to engage in real-world AI applications, internships, and collaborative research, ultimately preparing them for various careers in AI and related fields.

4. List the projected program learning objectives:

Graduates of the Bachelor of Science in Artificial Intelligence (BSAI) program will be able to:

1. Apply fundamental AI, machine learning, and data science principles to design and develop AI-driven solutions.
2. Analyze and interpret complex data to inform AI decision-making and strategy.
3. Evaluate AI systems' ethical, social, and legal implications and advocate for responsible AI practices.
4. Communicate AI concepts effectively to both technical and non-technical audiences.

5. Proposed CIP code (Classification of Instruction Program)

11.0102

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

The Bachelor of Science in Artificial Intelligence (BSAI) program aims to equip students with the skills and knowledge needed for careers in the fast-growing fields of artificial intelligence and machine learning. This BSAI program would be the first AI-focused undergraduate degree in the California State University (CSU) system [1], extending California State University, Dominguez Hills' role in AI education. Building on the Department of Computer Science's involvement in the National AI Campus initiative, this program aims to provide students with exceptional opportunities for intellectual, personal, and professional development. Aligned with CSU's mission, the BSAI program is designed to prepare educated and responsible graduates who will contribute meaningfully to California's schools, economy, and future workforce in an AI-driven society. The program offers a comprehensive education in AI theory and applications, covering essential areas such as deep learning, reinforcement learning, computer vision, intelligent agents, and ethical AI. Through engaging coursework and hands-on experience in AI system development, the program ensures graduates are well-prepared to tackle complex real-world challenges across various industries.

This program aligns closely with CSUDH's institutional learning outcomes. Graduates will be able to think critically and creatively (Critical Thinking) by applying AI technologies to solve both local and global problems. They will develop strong communication skills (Communication) through collaborative projects and presentations. By engaging in project-based learning and exploring AI's practical

applications, students will enhance their information literacy (Information Literacy), ensuring they can evaluate and use AI-related information effectively. The program's focus on AI theory and its practical applications will help students demonstrate disciplinary proficiency (Disciplinary Proficiency) in artificial intelligence, giving them the expertise necessary to excel in a rapidly growing field. Finally, by exploring the ethical implications of AI, students will develop a deeper understanding of technological impacts on diversity, equity, and justice (Engaged Citizenry), aligning with the university's commitment to promoting equity and justice locally and globally.

In addition, the BSAI program complements CSUDH's mission of providing transformational educational experiences grounded in innovative research, community engagement, and social justice. The program extends educational opportunities to underserved communities, empowering students to pursue personal and professional success in AI-related careers. By emphasizing technical proficiency and ethical responsibility, the program supports the university's vision of fostering critical inquiry and preparing students to address pressing community challenges.

AI is no longer a niche field but a transformative force across many sectors, making it essential to provide students with a structured, comprehensive curriculum that prepares them to meet these challenges. As Artificial Intelligence continues to reshape industries, the demand for AI professionals has surged. The U.S. Bureau of Labor Statistics projects a significant increase in demand for computer and information research scientists, including AI specialists, with job growth expected to be much faster than average through 2030 [2][3]. AI skills are among the top emerging skills globally, with a particular need for machine learning and deep learning talent. In alignment with efforts such as the National AI Research Resource (NAIRR) initiative from the U.S. National Science Foundation (NSF), which aims to democratize access to AI innovation and resources, this program equips students with the skills and knowledge directly applicable to the workforce [4]. By offering this degree, CSUDH will position itself at the forefront of technological innovation while staying true to its mission of promoting social mobility, justice, and equity through education. Below is a relevant resource.

7. The projected program's fit and relevance within the scope of campus strategic academic planning:

The Bachelor of Science in Artificial Intelligence (BSAI) program aligns closely with the goals and strategic themes of CSUDH's strategic academic plan, "Going Far Together," especially in thriving students, thriving educators, and equitable access.

1. Thriving Students: The BSAI program will empower students to be critical thinkers and communicators, skills that are essential for AI professionals. The program's focus on experiential learning, internships, and collaborative research directly supports CSUDH's commitment to preparing students to excel academically and graduate career ready. By incorporating high-impact practices like real-world problem-solving, the BSAI program fosters an environment where students can thrive personally and professionally, consistent with the university's strategic theme of "Thriving Students."
2. Equitable Access: The BSAI program will help address the growing "AI divide," providing equitable access to AI education and skills to students from underserved communities. This aligns with CSUDH's goal of delivering affordable, culturally responsive, and equity-centered education that accommodates all learners. The program's emphasis on addressing issues like the digital divide ensures that students from diverse backgrounds can access cutting-edge AI tools and resources, equipping them for success in the AI-driven workforce.
3. Thriving Educators: The program will attract faculty on the cutting edge of AI research and innovation, supporting CSUDH's goal to hire and retain a diverse, highly qualified faculty. The

collaborative nature of AI research will also create opportunities for faculty and staff to engage in professional growth, mentorship, and the development of interdisciplinary AI courses.

The BSAI program aligns with CSUDH's campus strategic academic planning goals. It extends them by bridging the gap in AI education and fostering equitable, community-engaged learning opportunities for all students.

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

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	25	75	125
Number of Graduates (Cumulative)		-	30

- a. Evidence: CSUDH has seen significant growth in enrollment within its STEM programs, particularly in computer science. This trend reflects the increasing interest in technology and computing-related fields, positioning the university as a hub for STEM education. The Computer Science department already offers a range of well-established programs, including bachelor's and master's degrees in Computer Science, bachelor's degrees in Computer Technology and Information Technology, and a master's degree in Cybersecurity, and has seen steady growth in enrollment over the past decade. These programs provide students with the technical foundation needed for careers in technology, and the demand for these programs continues to rise as more students recognize the opportunities available in the tech sector. The introduction of the Bachelor of Science in Artificial Intelligence (BSAI) program will build on this momentum, offering specialized training that addresses the growing need for AI professionals.

From a labor market perspective, the demand for AI professionals is expected to grow significantly. According to the U.S. Bureau of Labor Statistics, job openings for AI specialists, data scientists, and machine learning engineers are projected to increase faster than average over the next decade [2][3]. Industry sources have identified AI and data analytics as the top emerging skill sets globally, highlighting the urgent need for academic programs that train students in these areas [5].

With CSUDH's solid foundation of computer science programs and the documented growth in the AI job market, the introduction of the BSAI program is a logical next step in expanding the university's STEM offerings and meeting student interest and labor market demands.

- b. For undergraduate programs with expected numbers of majors less than ten and master's programs with expected numbers of majors less than 5, include a statement of commitment from the Provost demonstrating support for the program's sustainability.
1. Not applicable

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

The Bachelor of Science in Artificial Intelligence (BSAI) program addresses the growing demand for AI professionals across various sectors. The U.S. Bureau of Labor Statistics projects significant job growth for AI specialists, including computer and information research scientists, as AI technologies drive innovation in healthcare, finance, and cybersecurity industries [2][3]. Major employers like Google, Microsoft, and Amazon heavily invest in AI, creating new job opportunities for graduates with specialized skills in AI system development, machine learning, and data analytics [6].

According to industry forecasts, the AI market is expected to reach \$390.9 billion by 2025, with rapid expansion in healthcare, finance, automotive, and technology [7]. This surge drives the need for AI experts to develop, deploy, and maintain AI systems in everything from autonomous vehicles to personalized healthcare solutions. As the AI industry grows, it also requires professionals to ensure AI's safe, secure, and ethical use, a priority underscored by recent government initiatives such as the Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence [8]. The Executive Order highlights the need for professionals trained in AI to contribute to the responsible development of AI systems, safeguarding privacy, preventing algorithmic bias, and addressing national security risks.

By offering a curriculum covering these critical areas, the BSAI program ensures graduates are well-equipped to meet the increasing demand for AI professionals across diverse sectors. CSUDH graduates will be well-positioned to enter the workforce and contribute to the AI-driven transformations occurring in industries ranging from healthcare to national security, where AI is being used to solve complex challenges and improve efficiencies on a global scale.

10. Other relevant societal needs:

The Bachelor of Science in Artificial Intelligence (BSAI) program addresses several societal needs beyond workforce demand, positioning students to contribute meaningfully to critical areas where AI is having a transformative impact.

1. Ethical and Responsible AI: As AI technologies become more prevalent, concerns about their ethical use, fairness, and impact on privacy are becoming increasingly important. The BSAI program will equip students with the knowledge and skills to address these challenges by focusing on responsible AI development. Graduates will be prepared to ensure that AI applications promote fairness, reduce biases, and safeguard user privacy, contributing to public trust in AI systems.

2. Public Health and Safety: AI has immense potential to improve public health and safety by enhancing emergency response systems, predicting disease outbreaks, and improving healthcare diagnostics. The program's focus on real-world applications of AI in areas like healthcare, climate modeling, and disaster response ensures that graduates are able to contribute to solutions that address some of society's most pressing challenges.

3. Reducing the Digital Divide: The rise of AI can widen the digital divide between those with access to AI technologies and those without. The BSAI program, in alignment with CSUDH's mission of

promoting social mobility and equity, will help reduce this divide by training students from diverse backgrounds and underserved communities. This creates pathways for students to enter high-demand fields and contribute to bridging technological gaps in their communities.

4. Interdisciplinary Relevance: The BSAI program will offer courses that appeal to students across various majors, such as business, psychology, healthcare, and computer science. These courses—covering topics like data analytics, machine learning, and ethical AI—provide interdisciplinary skills that are increasingly applicable across sectors. For example, students in healthcare could use AI to improve patient care, while those in business could apply AI to optimize decision-making processes.

The BSAI program prepares students for AI-related careers by addressing these broader societal needs. It positions them to contribute to ethical AI development, public health, and equity in access to technology. This focus on socially responsible AI ensures that graduates are equipped to tackle some of society's most significant challenges.

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

Resources Required:

1. At Initiation:

- **Faculty**: Existing department faculty have the expertise to offer foundational and core AI courses, allowing the program to launch without need for new hires.
- **Facilities**: Current department facilities and computing resources are sufficient to support the program's first three years, requiring no initial upgrades.
- **Funding**: Initial costs are manageable with existing support and department funds.

2. After Three Years:

- **Faculty**: Growing enrollment may necessitate hiring 1-2 additional faculty to meet increasing instructional demand.
- **Facilities**: Additional lab space with high-performance computing resources will be pursued through grants and industry partnerships to encourage and accommodate student projects and research.
- **Funding**: Based on increased enrollment additional state funding might be requested, supplemented by external grants and partnerships for facilities expansion.

3. After Five Years:

- **Faculty:** Up to three additional hires in specialized AI fields may be needed to support the increasing number of majors in maintaining the quality of the curriculum, including coursework and research areas for students.
- **Facilities:** The continued maintenance and development of an advanced AI lab with dedicated high-performance computing can be pursued by applying for grants from NSF and other agencies to support more intensive student and faculty research activities.
- **Funding:** By this stage, sustained enrollment-based funding from state sources, along with grants and industry partnerships, is expected to support the expanded faculty and facilities needs.

12. a. Description of Campus Approval Process

The proposal will undergo a multi-level approval process, including a departmental curriculum committee, a college curriculum committee, a university curriculum committee, provost, and final approval by the President.

b. Approval Signatures

Approval signatures will be required from all the different levels of review. This will be facilitated by submitting the proposal on CourseLeaf, the software used at CSUDH for curriculum review process.

References:

- [1] The California State University, Campus AI Programs, <https://genai.calstate.edu/systemwide-activities>
- [2] Employment of computer and information research scientists is projected to grow 26 percent from 2023 to 2033, much faster than the average for all occupations. U.S. Bureau of Labor Statistics: <https://www.bls.gov/ooh/math/data-scientists.htm>
- [3] Employment of data scientists is projected to grow 36 percent from 2023 to 2033, much faster than the average for all occupations. U.S. Bureau of Labor Statistics: <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>
- [4] NSF NAIRR: Democratizing the future of AI R&D, National Science Foundation, <https://new.nsf.gov/news/democratizing-future-ai-rd-nsf-launch-national-ai>
- [5] World Economic Forum, <https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills/>
- [6] <https://techwireasia.com/2023/11/what-is-google-getting-from-2-billion-investment-in-anthropic-ai-firm/>
- [7] <https://www.grandviewresearch.com/industry-analysis/artificial-intelligence-ai-market>
- [8] Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence, The White House, <https://www.whitehouse.gov/briefing-room/presidential-actions/2023/10/30/executive-order-on-the-safe-secure-and-trustworthy-development-and-use-of-artificial-intelligence/>

Campus-Wide Proposal Sharing for Undergraduate Proposals

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

College of Arts and Humanities

Program/Course Name: Woman's Studies, Minor

Proposer: Jenn Brandt

Type of Change: Program Modification

Summary of Change and Rationale: As a result of Women's Studies program review in AY 2023 - 2024, the following changes were recommended to modify the minor in Women's Studies:

- 1) Rather than listing all of the Women's Studies courses allowed as electives, all all WMS courses to count toward elective credit. This is current practice, but requires a program modification or substitution request whenever a new WMS course is added to the catalog. This will streamline the process for advising and eliminate confusion for students, as their Academic Planner does not always accurately reflect the accepted course list.
- 2) Require a minimum of 6 upper division units of elective credits to align with University policy.
- 3) Limit the number of non-WMS elective credit to 3 units from the existing approved course list.

Program/Course Name: Bachelor of Arts Spanish for the Professions Option

Proposer: Michael Galant

Type of Change: New Program

Program Specifics: The Major in Spanish provide students with a solid foundation in the Spanish language. Indeed, as the number of Spanish-speaking residents in the United States continues to grow, so too do the career opportunities available to Spanish majors.

The Spanish major provides students with two options: Academic Spanish and Spanish for the Professions. Both options prepare students who intend to continue their studies in graduate school either in the academic fields of Spanish Linguistics, Romance Linguistics, Spanish Literature and Latin American literature. These options are designed also for students who plan to teach Spanish in high schools.

The Department of Modern Languages also offers a Minor in Spanish. This minor complements and enhances all majors. It is particularly useful to students majoring in business, in the public service fields, in French, or in any other field where knowledge of another language is desirable

Summary of Change and Rationale: We propose a restructuring of the Spanish BA in order to better meet the needs and interests of our majors. This will involve a) changes to the common core, b) discontinuation of the current options (the Linguistics option and the Literature option), c) the creation of a new option in "Spanish Literature and Linguistics", which will essentially combine the two current options but provide more flexibility, designed for students interested in a scholarly emphasis, and d) the creation of a new option in Spanish for the Professions, which is detailed in this particular proposal, designed for students interested in a professional emphasis.

With regards to the core, we wish to move SPA340 (Practical Spanish for Interpreters and Translators) out of the core and into the Spanish for the Professions option, since it is more relevant for students with a professional emphasis than for students with a scholarly emphasis. Similarly, we propose that SPA306 (Advanced Composition, Syntax and Stylistics II) be moved from the common core to the Spanish Literature and Linguistics option, since it is more useful for students with a scholarly emphasis. Furthermore, we are adding a requirement that all majors take 6 units of first-year second language acquisitions courses in languages other than English or Spanish (either two courses in the same language

or one course in each of two different languages) in order to reinforce students' metalinguistic awareness (explicit knowledge of how languages work) and broaden their knowledge of world cultures. Lastly, we wish to slightly change the title of two existing courses to reflect culturally appropriate terminology: SPA 350: Contemporary Hispanic Culture: Spain→Contemporary Culture of Spain and SPA 351: Contemporary Hispanic Culture: Spanish-Speaking America→Contemporary Culture of Spanish-Speaking America.

In the Spanish Literature and Linguistics option (detailed in its own proposal), students will be able to choose any six courses (as long as they take at least one literature course and at least one linguistics course) from among the following: a) SPA306 (Advanced Composition, Syntax and Stylistics II), currently in the core but proposed for inclusion in this option, and b) the nine 400-level courses currently required in the Literature option or in the Linguistics Option.

In the Spanish for the Professions option (the focus of this current proposal), students will take a) SPA340 (Practical Spanish for Interpreters and Translators - currently in the core but proposed to be moved to this option) and b) 5 out of 8 other courses to choose from, including one on advanced translation and interpretation (SPA360), an internship in Spanish for the Professions (SPA496), and others focused on Spanish for specific professions (and new choices could potentially be added in the future, as needed): existing courses: SPA302 (currently Business Spanish but proposed to be expanded to Legal and Business Spanish), SPA400 (Teaching School Subject Matter in Spanish) proposed new courses: SPA 303 (Psychological and Health Care Spanish), SPA304 (Spanish for Strategic Communication), SPA307 (Spanish for the Teaching of Physical Education), SPA 308 (Spanish for Health Rehabilitation), SPA360 (Advanced Spanish Translation And Interpretation) This new option will allow students who may not be particular interested in pursuing a graduate degree in Spanish to concentrate on highly practical courses while still obtaining a solid background in academic Spanish via the core.

Program/Course Name: SPA 303 Psychological and Health Care Spanish

Proposer: Cynthia Villanueva

Type of Change: New Course

Course Description: Students study Spanish vocabulary, grammar, and cultural perspectives as it relates to fields of healthcare and psychology. It is designed with an emphasis on oral communication to apply in real-life settings of medical and patient interactions. Conducted in Spanish.

Summary of Change and Rationale: We propose the creation of a new course, SPA303 Psychological and Health Care Spanish, to be used as an elective in the Spanish for the Professions minor (being proposed as a new program) and as a required course in the Spanish for the Professions option (being proposed as a new program) within the Spanish BA . The course will target a demand from students in the healthcare fields that addresses a need to expand their medical and psychological vocabulary in Spanish. The acquisition and implementation of advance medical and psychological Spanish will allow students to provide optimal communication with Spanish-speaking patients, and it will enhance their documentation outcomes in patient care as they enter their respective fields in healthcare and psychology.

Program/Course Name: SPA 304 Spanish for Strategic Communication

Proposer: Yulder Daza

Type of Change: New Course

Course Description: Introduction to the Spanish necessary for preparing students for strategic communication careers in Spanish-speaking communities while teaching students about designing messages in Spanish that can be disseminated in diverse communication channels. Conducted in Spanish.

Summary of Change and Rationale: We propose the creation of a new course, SPA304 Spanish for

Strategic Communication, to be used as an elective in the Spanish for the Professions minor (being proposed as a new program) and as a required course in the Spanish for the Professions option (being proposed as a new program) within the Spanish BA . The class will also prepare students for providing services to our university community, the local and global community in the area of strategic communication. New organizations in our university community such as the Latinx Cultural Resource Center have expressed interest in using the expertise and the projects required in this course. The Community Engagement Office has also provided information regarding how students can connect to local businesses that can benefit from the course final projects.

Program/Course Name: SPA 307 Spanish for the Teaching of Physical Education

Proposer: Claudia Mendoza Diaz

Type of Change: New Course

Course Description: This course provides a solid foundation in Spanish vocabulary, syntax, and culture related to the teaching of Physical Education in Spanish. The students acquire tools in Spanish for effective communication between physical education teachers and students. Conducted in Spanish.

Summary of Change and Rationale: We propose the creation of a new course, SPA307 Spanish for the Teaching of Physical Education to be used as an elective in the Spanish for the Professions minor (being proposed as a new program) and as a required course in the Spanish for the Professions option (being proposed as a new program) within the Spanish BA.

The teaching of physical education plays a crucial role in the physical well-being of Spanish-speaking communities. This course is entirely dedicated to provide future physical education teachers with essential Spanish vocabulary and cultural tools in order to enhance their teaching of physical education to students with varying degrees of proficiency in Spanish.

Program/Course Name: SPA 308 Spanish for Health Rehabilitation

Proposer: Benito Gómez

Type of Change: New Course

Course Description: This course establishes a study process in learning and research to build a solid foundation in Health Rehabilitation Spanish vocabulary and terminology, Spanish pronunciation, and culture with emphasis in health rehabilitation. The goal is to educate future Rehabilitation Therapists in the Hispanic world with the necessary tools to have a formal effective communication in Spanish within their field.

Summary of Change and Rationale: Spanish 308 establishes a study process in learning and research to build a solid foundation in Health Rehabilitation Spanish vocabulary and terminology, Spanish pronunciation, and culture with emphasis in health rehabilitation. The goal is to educate people interested in working in the field of Rehabilitation in the Hispanic world with the necessary tools to have a formal effective communication in Spanish within their field.

Dr. Mi-Sook Kim, the Dean of the College of Health, Human Services and Nursing approached the Modern Languages department to collaborate in a Certificate on Spanish for the Health professionals so that the students in their college could become more bilingual when entering the workforce. She specifically suggested the creation of this course as she thought there was a special need for it. Students from MLG can also take this course as part of the Spanish Minor for the professions and the major in Spanish for the professions.

Program/Course Name: SPA 321 The Afro-Latin American Experience

Proposer: Melissa Gonzalez-Contreras

Type of Change: New Course

Course Description: The course will study the socio-political, racial, and historical characteristics of the

Afro-Latin American experience. In addition, the course will analyze the Afro-Latin American experience through their rich contributions to arts and culture. Special attention will be given to issues of race, gender, power, and their interconnection. The course aims to raise awareness of the Afro-Latino experience and their contributions to the development of Latin American societies since the early colonial period.

Summary of Change and Rationale: While some courses in the Modern Languages Departments may address the Afro-Latino experience through select readings or units (SPA 312, 330), the current curriculum does not directly emphasize the importance of the Afro-Latino population in Latin America. This course will help make their experience visible and will shed light on their unique social, cultural, historical, and political circumstances. Furthermore, the study of their cultural/artistic contributions will highlight their contributions in Latin America. Students will be able to make comparisons between the historical, social, and economic factors that have shaped the Afro-Latin American experience with their own setting.

The Modern Languages Department within the Spanish Program is developing a new series of Spanish Minors, and this new course is part of the curriculum in order to meet Program demands for our Major and proposed new Minors. Furthermore, the course serves a co-curricular need for a multidisciplinary proposed Spanish minor with the Social Science program.

Program/Course Name: SPA 351 Contemporary Culture of Spanish-Speaking America

Proposer: Michael Galant

Type of Change: Course Modification

Course Description: A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people.

Summary of Change and Rationale: We propose that the title of SPA351, Contemporary Hispanic Culture: Spanish-Speaking America, be modified so as to be culturally appropriate. The proposed new title is "Contemporary Culture of Spanish-Speaking America".

We also propose removal of the prerequisite, "SPA 280 or equivalent, or concurrent enrollment", as most students taking this course are already proficient in Spanish language and writing, since virtually all of them are Spanish majors or minors.

Program/Course Name: SPA 360 Advanced Spanish Translation And Interpretation

Proposer: Benito Gomez

Type of Change: New Course

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

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

Program/Course Name: HIS 301 Individual, Family, and Community in Historic Perspective

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Course has not been offered for 7-8 years, because it was designed for Liberal Studies majors and the Liberal Studies Department removed the course from its curriculum. It is still listed as an elective in the BS in Organizational Leadership. Associate Dean of CBAPP was consulted and did not raise any objections to the retirement of the course. I have pasted her response to my email query - received Monday Oct. 7, 2024 - below. Hi Chris, Due to the lack of offerings/instructors, I don't think HIS 301 has been used to meet OLS degree requirements well over a decade. It is safe to say we have no objection but will note the removal for our purposes. Yes the current academic plan is the first one, we modified the curriculum to remove the tracks from a "coded" requirement in Peoplesoft. The tracks were only enforced for a few years right before COVID. Best.

Program/Course Name: HIS 342 Native American History

Proposer: Joshua Jeffers

Type of Change: Course Modification

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

Summary of Change and Rationale: The History Department seeks GE Area C3 Integrative Studies in Humanities utilization for HIS 342: Native American History. Currently there is only one course option for students to meet the C3 requirement with a class focused on Native Americans, CHS 340: Native American and Chicana Women's Narrative. Thus the edition of HIS 342: Native American History would also give students the option to meet this requirement with a course focused explicitly on Native American history. Moreover, by offering HIS 342 as a GE course it will enable students pursuing the Indigenous Peoples of the Americas (IPA) minor to double count the course. Since a course cannot be utilized for a major and a minor simultaneously, students majoring in history cannot count HIS 342 for the major and for the IPA minor. HIS 342 is one of two courses that satisfy Area A of the IPA minor, the other course being ANT 330. ANT 330 has utilizations in GE Area D3. So, by designating HIS 342 with GE Area C3 utilizations, students pursuing the minor can double count the course in the GE and the IPA minor regardless of which course they take to satisfy Area A in the IPA minor. Additionally, HIS 342 currently only has utilization as an upper division elective in the history major. As a result, it has struggled with enrollment. A GE utilization will help to expand enrollment in the course as well as bring the study and critical analysis of Native American history to non-history majors, an area of study that is lacking overall in the GE.

Program/Course Name: HIS 353 Terrorism and Totalitarianism

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Course has not been offered in ten years, since retirement of faculty person who created it. Existing course description conveys dated conceptions of complex historical problems. The issues subject to examination also feature in almost every elective course in the current HIS catalog (dictatorships, warfare, and political violence are unfortunately not uncommon.). The department will design a new course focusing on political violence if it considers such necessary.

Program/Course Name: HIS 370 History of Early Monotheism

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Course has not been taught in six years, since retirement of the faculty person who created it and taught it exclusively. None of the existing faculty members have training or interest in teaching this particular time period and these particular religious traditions. Again, religious ideologies and institutions feature in most of our upper-division elective courses, so that student learning about religion includes more than just the three monotheistic traditions of western Eurasia.

Program/Course Name: IDS 345 Writing Adjunct

Proposer: Patricia Kalayjian

Type of Change: Course Modification (GWAR Certified)

Course Description: IDS 345 provides the opportunity for students to develop a writing practice that allows them to situate themselves as writers, readers, and students within broader disciplinary conversations. Students will become fluent readers and writers across a variety of disciplines as they establish a writing practice. Using writing and assignments from other courses, students will learn and apply theories and scholarship from a variety of disciplines in order to write original essays and/or research projects. At the end of the IDS 345, students will create a writing portfolio to document the transformation of their writing. Students are welcome to take IDS 345 for writing support. IDS 345 fulfills the GWAR requirement

Summary of Change and Rationale: IDS 345---a two unit course, is currently part of a two course sequence (IDS 397/IDS 398) to fulfill the GWAR requirement. However, CSU systemwide GWAR policy update, PolicyStat ID 14528485, which bars the use of courses or course sequences constituting more than 4 credit hours to meet the GWAR. This requires the revision of the current 397/398 sequence to one course carrying 3 credit hours. The course has also been renumbered as IDS 345 and has been revised as a three-unit course.

Program/Course Name: IDS 490 Interdisciplinary Studies Senior Seminar

Proposer: Annemarie Perez

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: This is the senior capstone experience for the major. We are restricting it to majors only and requiring that majors take IDS 300, Introduction to the major before taking IDS 490. We are restricting it to majors only because it is a GWAR certifying course and is needed for IDS majors to make timely progress to graduation. We are asking for the prerequisite IDS 300 because students need IDS 300 as a foundation course prior to taking IDS 490.

Program/Course Name: MUS 168 Pep Band

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.

Summary of Change and Rationale: This course requires students to attend festivals, parades, athletic events, and other university functions as part of the weekly performance experience. The time commitment for students in this class is, therefore, twice as much as is currently allowed. The unit count is being doubled to account for the student and faculty performance time commitment each week.

Program/Course Name: MUS 268 Pep Band

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.

Summary of Change and Rationale: This course requires students to attend festivals, parades, athletic events, and other university functions as part of the weekly performance experience. The time commitment for students in this class is, therefore, twice as much as is currently allowed. The unit count is being doubled to account for the student and faculty performance time commitment each week.

Program/Course Name: MUS 368 Pep Band

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.

Summary of Change and Rationale: This course requires students to attend festivals, parades, athletic events, and other university functions as part of the weekly performance experience. The time commitment for students in this class is, therefore, twice as much as is currently allowed. The unit count is being doubled to account for the student and faculty performance time commitment each week.

Program/Course Name: MUS 468 Pep Band

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.

Summary of Change and Rationale: This course requires students to attend festivals, parades, athletic events, and other university functions as part of the weekly performance experience. The time commitment for students in this class is, therefore, twice as much as is currently allowed. The unit count is being doubled to account for the student and faculty performance time commitment each week.

Program/Course Name: MUS 440 Intro To Orff Schulwerk

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Course Description: A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

Summary of Change and Rationale: Course not required for any degree. No longer needed.

Program/Course Name: MUS 460 Repertoire

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Course Description: Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 380. In depth study of Etudes, scales, arpeggios, and supplemental repertoire.

Summary of Change and Rationale: Course replaced by 480 after CS# change. No longer needed.

Program/Course Name: WMS 300 Community Organizing, Activism, and Gender

Proposer: Anat Schwartz

Type of Change: New Course

Course Description: Students learn core concepts in gender and social justice organizing, and then apply their knowledge to contribute to community organizing with local nonprofit organizations in South L.A. to foster collaborative research and gender justice organizing in the community.

Summary of Change and Rationale: This course incorporates local cases, people, history, and issues in an effort to inform students about issues local to South L.A., to cultivate a sense of place, and to help students see themselves as locally-engaged citizens. Students will obtain actionable knowledge which can set them on a trajectory to effect change on issues they learn about in the classroom through concrete action. The course will collaborate with 1-2 local nonprofit organizations to introduce students to organizers and activists on the ground and to contribute to the public sphere. The course invites the community into the CSUDH campus community, as well as takes students into the community itself to further build reciprocal and sustainable long-term partnerships with community organizations. Currently, there is no such course offered in the CSUDH course catalog. This course will fill this gap while addressing the core pillars of community-engaged learning and research, educational justice, and practicing cultural humility.

This course serves CSUDH's Community Engagement requirement by encouraging and facilitating students' meaningful engagement as local and global citizens through community-engagement in marginalized and underrepresented community organizations in South L.A. This course will open up new pathways of collaboration between local community organizations and CSUDH, which will enable students to learn and develop through participation in this collaboration.

College of Business Administration & Public Policy

Program/Course Name: Bachelor of Science Business Administration, Information Systems Concentration

Proposer: Jian-yu Ke

Type of Change: Program Modification

Summary of Change and Rationale: This proposal is to add OMG 430 Supply Chain Systems, Technologies, and Cases as an elective course of the Information Systems Concentration. OMG 430 covers fundamental concepts in supply chain management (SCM), Industry 4.0 technologies, and Enterprise Resource Planning (ERP) systems. OMG 430 helps students interpret and respond to the dynamic world from a global supply chain perspective and understand how ERP software and Industry 4.0 technologies supports a company's business process. Students will benefit from taking OMG 430 in their pursuit of information systems career.

Program/Course Name: OMG 230 Understanding Globalization

Proposer: Jian-yu Ke

Type of Change: Course Modification

Course Description: This course explores the forces driving globalization and their effects on global ecosystems. Students will examine international trade, logistics, and outsourcing, focusing on their

impacts on environmental sustainability, social structures, and economic systems.

Summary of Change and Rationale: This revision includes changes to course title, course description, and new course content to cover more globalization topics, including international trade, transportation, outsourcing, offshoring, re-shoring, geopolitics, supply chain disruptions, global operations, and new technologies to make this course more current and relevant.

Program/Course Name: OMG 427 Business Process Improvement

Proposer: Hamid Pourmohammadi

Type of Change: Course Modification

Course Description: In this course, basic elements of Business Process Improvement are presented. Process Improvement techniques are applied in wide areas of business activities. This includes not only the process improvement of manufacturing processes; but also various kinds of service activities such as improving the quality of financial services, accounting, and marketing systems in any organization such as hospitals, airlines, trucking companies, governments, schools, accounting, and law firms.

Summary of Change and Rationale: OMG 427 was taught online last Fall semester and the students were able to learn well in that semester. Through weekly forums and instructor-led group activities, the online delivery of this course can ensure comprehensive coverage of the material. Certain segments of our students and our prospective students cannot or cannot easily take our ground-based courses. Such groups include military personnel, disabled students, students residing in geographically isolated regions, fully employed students, and single parents. Their hardship is compounded by the fact that GL/SCM concentration is small and, as a result, we don't have robust course offerings. Many of our students don't have enough classes to take in order to graduate in a timely manner. At the same time our course offerings suffer further cuts because they do not meet the low-enrollment threshold. OMG 427 is required of all the students concentrating on Global Supply Chain Management, and it is designed to mostly apply basic concepts to real cases through mostly self-paced learning activities often in teamwork settings, and therefore it is completely suitable for online delivery.

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

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.

College of Education

No submissions received.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: CLS 310 Coagulation and Hemotasis

Proposer: Payman Nasr

Type of Change: New Course

Course Description: This course provides an in-depth study of the mechanisms, disorders, and diagnostic evaluation of coagulation and hemostasis, focusing on their clinical relevance in the laboratory setting. Topics include the physiology of primary and secondary hemostasis, coagulation pathways, platelet function, fibrinolysis, and the regulation of clot formation. Emphasis will be placed on inherited and acquired coagulation disorders, anticoagulant therapy, and laboratory methods used to assess hemostatic function.

Students will analyze case studies and clinical scenarios to develop their ability to interpret laboratory data related to coagulation. The course emphasizes the role of diagnostic testing in identifying coagulation abnormalities, monitoring anticoagulant therapies, and guiding clinical decision-making. Quality control practices, regulatory standards, and advances in coagulation diagnostics will also be discussed.

Summary of Change and Rationale: Course Synopsis: CLS 310 – Coagulation and Hemostasis

Course Title: Coagulation and Hemostasis

Course Code: CLS 310

Units: 2

Course Description:

CLS 310 offers an in-depth exploration of the principles, mechanisms, and clinical significance of coagulation and hemostasis. This course covers the physiology of primary and secondary hemostasis, platelet function, fibrinolysis, and the regulation of clot formation. Students will study bleeding and thrombotic disorders, anticoagulant therapies, and diagnostic testing, including the interpretation of laboratory data such as Prothrombin Time (PT), Activated Partial Thromboplastin Time (aPTT), and D-dimer assays.

Designed to address gaps identified through internship performance feedback, CLS 310 prepares students to meet the demands of modern clinical laboratories by providing comprehensive theoretical knowledge essential for coagulation testing. The course aligns with NAACLS accreditation standards, ensuring students acquire critical competencies required for clinical practice. Prerequisites for CLS 310 include CLS 301 – Introduction to Clinical Laboratory Science and CLS 304 – Urine and Body Fluid Analysis, with a recommendation to take the course concurrently with CLS 307 – Clinical Hematology.

This course equips students with the skills needed to interpret complex coagulation data and enhances their clinical readiness for internships and careers in diagnostic laboratories. Graduates of the program will gain confidence and competence in performing coagulation-related tasks, positioning them for success in clinical settings.

Program/Course Name: New Subject Prefix (MPH)

Proposer: Tony Jehi

Type of Change: New Subject Prefix

Summary of Change and Rationale: The School of Public Health & Health Sciences (SPHHS) is proposing a new graduate program and is requesting the creation of a new subject prefix for the master's in public health (MPH). We are proposing the prefix be MPH.

College of Natural & Behavioral Sciences

Program/Course Name: CSC 121 Introduction to Computer Science and Programming I

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Organization of sequential, digital machine: CPU, I/O, storage, communications devices. Functions of operating systems: translators, editors, peripheral control utilities. The course covers the development, description, and analysis of elementary algorithms. It includes three hours of lecture and two hours of activity per week.

Summary of Change and Rationale: CSC 121 introduces the principal concepts of computational models and problem solving using Java, one of the most popular programming languages. Students will be provided with a thorough conceptual grounding in computational problem-solving techniques and strategies, including sequential structure, decisive structure, iterative structure, file processing, methods, Array, ArrayList, and the object-oriented paradigm. Simple algorithms such as search and sorting will be discussed and implemented.

We are requesting to make this course as a GE course (category: GE - A.3: Logical/Critical Reasoning). Change of this course aligns with the college mission. Current resources, including staffing, expertise of existing faculty, facilities, equipment, and information technology, are enough to support change of this course. Besides, change of course does not require a new course fee.

Program/Course Name: CSC 115 Introduction to Programming Concepts

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Introduces students to computer programming by teaching techniques of problem solving. Students will become acquainted with decision constructs, looping structures, and subroutine modules. Students will learn the vocabulary of object-oriented programming.

Summary of Change and Rationale: CSC 115 introduces computer programming by teaching techniques of problem solving. Students will become acquainted with decision constructs, looping structures, and subroutine modules. Students will learn the vocabulary of object-oriented programming.

We are requesting to make this course as a GE course (category: GE - A.3: Logical/Critical Reasoning). Change of this course aligns with the college mission. Current resources, including staffing, expertise of existing faculty, facilities, equipment, and information technology, are enough to support change of this course. Besides, change of this course does not require a new course fee.

Program/Course Name: CSC 121 Introduction to Computer Science Programming I

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Organization of sequential, digital machine: CPU, I/O, storage, communications devices. Functions of operating systems: translators, editors, peripheral control utilities. The course covers the development, description, and analysis of elementary algorithms. It includes three hours of lecture and two hours of activity per week.

Summary of Change and Rationale: We are proposing to change the prerequisite of CSC 121 from "CSC 115 or equivalent and MAT 153 or consent of instructor" to "CSC 115 or equivalent and MAT 151/153 or consent of instructor"

Program/Course Name: CSC 281 Discrete Structures

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: This course introduces fundamental structures and logical principles that form the foundation of computer science. Topics will be introduced with emphasis on applications in computer science. Students will be required to write programs to deepen their understanding about the topics.

Summary of Change and Rationale: We are proposing to change the prerequisites of CSC 281 from "CSC 121 and MAT 153" to "CSC 121 and MAT 151/153"

Program/Course Name: CSC 459 Security Engineering

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: The goal of the course is to provide introduction to the design, implementation and management of systems that remain dependable in the face of malice, error or mischance. Topics include the tools, processes and methods needed to design, implement and test complete systems and to adapt existing systems as their environment evolves. Specifically, it includes cryptography, privacy, hardware tamper resistance, firewalls, intrusion detection and prevention and security policies.

Summary of Change and Rationale: We are proposing to change the prerequisites from CSC 311 to CSC 123.

Summary of Change and Rationale: We are proposing to change the prerequisites from CSC 311 to CSC 123.

Program/Course Name: CSC 471 Compiler Construction I

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Introduction to the theory and practice of compiler construction. Overall structure of compilers. Lexical and syntactic analysis, code generation for block structured languages and code optimization

Summary of Change and Rationale: We are proposing to change the prerequisites from CSC 311 and Math/CSC 281 to CSC 371.

Program/Course Name: CTC 436 Fundamental of Networking and Hardware

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: This course focuses on the introduction of computer hardware systems, computer network, and wireless networking. Students who enroll and complete this course are expected to gain significant theoretical knowledge and hands-on experience of computer hardware and networking. Restricted to students in the major.

Summary of Change and Rationale: We are requesting to make the prerequisite of "CTC 436 Fundamentals of Networking and Hardware" as "CTC 435 Fundamentals of Information Technology".

Program/Course Name: CTC 437 Fundamental of Information Technology

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Introduces students to security, network monitoring and access control, malicious activity detection, cryptography and security function. Students who enroll and complete the course are expected to gain significant theoretical knowledge and hands-on experience of information security. Restricted to students in the major.

Summary of Change and Rationale: We are requesting to make the prerequisite of "CTC 437 Fundamentals of Information Security" as "CTC 436 Fundamentals of Networking and Hardware".

Program/Course Name: CTC 452 Network Security and Hacking Prevention

Proposer: Liudong Zuo

Type of Change: Course Modification

Course Description: Course takes an in depth look at network defense concepts and techniques. It examines theoretical concepts that make the world of networking unique. This course also adopts a practical hands-on approach when examining network defense techniques and strategies.

Summary of Change and Rationale: We are proposing to make the prerequisite of "CTC 452 Network Security and Hacking Prevention" as "CTC 228 Introduction to Operating Systems and Networks"

Program/Course Name: Bachelor of Arts Psychology

Proposer: Kaylie Carbine

Type of Change: Program Modification

Summary of Change and Rationale: We are adding an additional course to the Psychology Major Requirements- PSY 301: Introduction to the Psychology Major. Given the size of the psychology major,

many students are not receiving the advisement or information necessary to successfully complete the major and prepare themselves for graduate school (a common path after obtaining a psychology major). Our professors, the CNBS Student Success Center, and OUR receive multiple inquiries regarding the psychology major and graduate/career opportunities elsewhere. This course is designed to formally provide students the information they need to succeed in the psychology major, including how to tailor the major to their career goals and interests, extracurricular activities that will help prepare them for graduate school and careers in psychology, and skills that will help them in their upper division major requirements. Similar classes are offered in Psychology Departments at multiple other CSU campuses.

Program/Course Name: PSY 301 Introduction to the Psychology Major

Proposer: Kaylie Carbine

Type of Change: New Course

Course Description: The purpose of this course is to introduce students to the psychology major. In the process, students will receive an overview of the major requirements, what different areas of psychology the major focuses on, and how to tailor major requirements to best fit individual interests and goals. Students will also be informed of the resources they have access to and the opportunities available to them as psychology majors that can help enrich their learning experience here at CSUDH. Part of this will include introducing students to skills that will help them succeed as a psychology major. The course will also give a brief introduction of what you can do with a psychology degree, with a particular focus on preparing for graduate school.

Summary of Change and Rationale: Given the size of the psychology major, many students are not receiving the advisement or information necessary to successfully complete the major and prepare themselves for graduate school (a common path after obtaining a psychology major). Our professors, the CNBS Student Success Center, and OUR receive multiple inquiries regarding the psychology major and graduate/career opportunities elsewhere. This course is designed to formally provide students the information they need to succeed in the psychology major, including how to tailor the major to their career goals and interests, extracurricular activities that will help prepare them for graduate school and careers in psychology, and skills that will help them in their upper division major requirements. Similar classes are offered in Psychology Departments at multiple other CSU campuses.

Program/Course Name: Bachelor of Science Environmental Science- Environmental Chemistry

Proposer: Parveen Chhetri

Type of Change: New Program

Summary of Change and Rationale: The B.S. in Environmental Science is a multidisciplinary degree designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. This program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods.

After the successful completion of the environmental science degree, students should be able to:

- Apply foundational knowledge from environmental science disciplines to address prominent environmental challenges.
- Understand major environmental policies and strategies in monitoring, assessment, and remediation.
- Demonstrate skills in collecting, analyzing, and interpreting environmental data.
- Communicate scientific ideas effectively and efficiently.
- Design and conduct original research to address environmental issues.
- Prepare for environmental professions or further education through graduate studies.

Expertise in environmental science is much needed in this era of rapid environmental change, and the field is steadily growing due to environmental issues such as climate change, expanding wildfires, drought, environmental pollution, and environmental justice. Individuals who pursue an Environmental

Science degree have many options when it comes to careers, including environmental scientist, environmental engineer, environmental technician, environmental science teacher, environmental consultant, water quality scientist, environmental health and safety officer, and many more.

Program/Course Name: Environmental Science, Minor

Proposer: Parveen Chhetri

Type of Change: New Program

Summary of Change and Rationale: The Minor in Environmental Science program provides non-major students the opportunity to learn environmental science. This minor provides students with a multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods.

Program/Course Name: Sustainability Science, Certificate

Proposer: Parveen Chhetri

Type of Change: New Program

Summary of Change and Rationale: The Certificate in Sustainability provides non major students opportunity to learn environmental and sustainability science. This certificate provides students with a multidisciplinary foundation to understand prominent environmental and sustainability issues.

Program/Course Name: Bachelor of Science Environmental Science-Geospatial Technology

Proposer: Parveen Chhetri

Type of Change: New Program

Summary of Change and Rationale: The B.S. in Environmental Science is a multidisciplinary degree designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. This program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods.

After the successful completion of the environmental science degree, students should be able to:

- Apply foundational knowledge from environmental science disciplines to address prominent environmental challenges.
- Understand major environmental policies and strategies in monitoring, assessment, and remediation.
- Demonstrate skills in collecting, analyzing, and interpreting environmental data.
- Communicate scientific ideas effectively and efficiently.
- Design and conduct original research to address environmental issues.
- Prepare for environmental professions or further education through graduate studies.

Expertise in environmental science is much needed in this era of rapid environmental change, and the field is steadily growing due to environmental issues such as climate change, expanding wildfires, drought, environmental pollution, and environmental justice. Individuals who pursue an Environmental Science degree have many options when it comes to careers, including environmental scientist, environmental engineer, environmental technician, environmental science teacher, environmental consultant, water quality scientist, environmental health and safety officer, and many more.

Program/Course Name: Bachelor of Science Environmental Science-Ecology and Conservation

Proposer: Parveen Chhetri

Type of Change: New Program

Summary of Change and Rationale: The B.S. in Environmental Science is a multidisciplinary degree designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. This program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods.

After the successful completion of the environmental science degree, students should be able to:

- Apply foundational knowledge from environmental science disciplines to address prominent environmental challenges.
- Understand major environmental policies and strategies in monitoring, assessment, and remediation.
- Demonstrate skills in collecting, analyzing, and interpreting environmental data.
- Communicate scientific ideas effectively and efficiently.
- Design and conduct original research to address environmental issues.
- Prepare for environmental professions or further education through graduate studies.

Expertise in environmental science is much needed in this era of rapid environmental change, and the field is steadily growing due to environmental issues such as climate change, expanding wildfires, drought, environmental pollution, and environmental justice. Individuals who pursue an Environmental Science degree have many options when it comes to careers, including environmental scientist, environmental engineer, environmental technician, environmental science teacher, environmental consultant, water quality scientist, environmental health and safety officer, and many more.

Program/Course Name: ENV 100 Introduction to Environmental Science

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: This course introduces students to basic environmental science concepts and issues, including ecosystems, environmental pollution, and air and water quality; solid waste, environmental surveys/monitoring, energy concerns, and climate change.

Summary of Change and Rationale: This course is a part of a new multidisciplinary BS in Environmental Science program designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. The program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods. This course introduces students to basic environmental science concepts and issues, including ecosystems, environmental pollution, and air and water quality; solid waste, environmental surveys/monitoring, energy concerns, and climate change.

Program/Course Name: ENV101 Environmental Science Laboratory

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: This course provides hands-on experiences to apply the theories introduced in ENV 100. Students apply these theories through a combination of laboratory tasks, applied learning activities, and short field trips.

Summary of Change and Rationale: This course is a part of a new multidisciplinary BS in Environmental Science program designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. The program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods. This course provides hands-on experiences to apply the theories introduced in ENV 100. Students apply these theories through a combination of laboratory tasks, applied learning activities, and short field trips.

Program/Course Name: ENV 400 Environmental Pollution

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: Explores the sources, prevention, and control of air, water, and soil pollution. Examines policies related to pollution prevention and management.

Summary of Change and Rationale: This course is a part of a new multidisciplinary BS in Environmental Science program designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. The program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods. This course explores the sources, prevention, and control of air, water, and soil pollution. The course will also examine policies related to pollution prevention and management.

Program/Course Name: ENV 401 Environmental Pollution Laboratory

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: This laboratory course is focused on learning the collection methods for environmental samples, and performing analyses for environmental pollutants. Several field trips are required. Three hours of laboratory or field work per week.

Summary of Change and Rationale: This course is a part of a new multidisciplinary BS in Environmental Science program designed for students to learn environmental science across a variety of scientific fields such as chemistry, biology, earth science, geography, and ecology. The program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and remote research through the application of analytical and scientific methods. This laboratory course is focused on learning the collection methods for environmental samples, and performing analyses for environmental pollutants. Several field trips are required. Three hours of laboratory or field work per week.

Program/Course Name: ENV 451 Sustainability Science

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: The course will provide interdisciplinary perspectives and topics focused on sustainable development, environmental issues, natural resources, alternative energy resources, climate change, sustainable society, and sustainable development goals.

Summary of Change and Rationale: This course is a part of the multidisciplinary BS in environmental science program designed for students to learn across a variety of scientific fields such as chemistry, biology, earth sciences, geography, and ecology. This program provides students with a solid interdisciplinary foundation to analyze human-environment interactions using in-class, field, and virtual

research through the application of analytical and scientific methods. The course will provide interdisciplinary perspectives and topics focused on sustainable development, environmental issues, natural resources, alternative energy resources, climate change, sustainable society, and sustainable development goals.

Program/Course Name: ENV 452 Environmental Science Communication

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: The course will examine the wide range of writing styles (e.g., scholarly, investigating, news media, essay, blog, social media) used to communicate environmental science information. The course will teach students how to communicate research findings through writing, and craft writing based on the appropriate audience—the scientific community or the general public. This course will meet the GWAR requirement for the Environmental Science degree program.

Summary of Change and Rationale: This course is a part of the multidisciplinary BS in environmental science program designed for students to learn across a variety of scientific fields such as chemistry, biology, earth sciences, geography, and ecology. This program provides students with a solid multidisciplinary foundation to analyze human-environment interactions using in-class, field, and virtual research through the application of analytical and scientific methods. The course will examine the wide range of writing styles (e.g., scholarly, investigating, news media, essay, blog, social media) used to communicate environmental science information. The course will teach students how to communicate research findings through writing, and craft writing based on the appropriate audience—the scientific community or the general public. This course will meet the GWAR requirement for the Environmental Science degree program.

Program/Course Name: ENV 455 Unmanned Aerial Vehicles (UAVs) for Environmental monitoring

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: This course will introduce emergent technology of UAVs for the survey, making maps, and environmental monitoring. Students will learn UAVs-related aviation and safety laws, how to operate UAVs (large and small drones), and how to become certified drone operators by obtaining the Remote Pilot Certificate from the Federal Aviation Administration (FAA).

Summary of Change and Rationale: This course will introduce emergent technology of UAVs for the survey, making maps, and environmental monitoring. Students will learn UAVs-related aviation and safety laws, how to operate UAVs (large and small drones), and how to become certified drone operators by obtaining the Remote Pilot Certificate from the Federal Aviation Administration (FAA).

Program/Course Name: ENV 496 Internship in Environmental Science

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: Supervised internship, in the student's area of interest, with a participating agency or company. The internship will be chosen in consultation with the academic advisor. A minimum of nine hours per week of internship activity and a final written report are required.

Summary of Change and Rationale: This course is a part of the multidisciplinary BS in environmental science program designed for students to learn across a variety of scientific fields such as chemistry, biology, earth sciences, geography, and ecology. This program provides students with a solid interdisciplinary foundation to analyze human-environment interactions using in-class, field, and virtual research through the application of analytical and scientific methods. The course will provide supervised internship opportunity, in the student's area of interest, with a participating agency or company.

Program/Course Name: ENV 498 Directed Research

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: Laboratory and/or field research on a specific subject in environmental science. The research is to be approved and directed by the academic advisor.

Summary of Change and Rationale: This course is a part of the multidisciplinary BS in environmental science program designed for students to learn across a variety of scientific fields such as chemistry, biology, earth sciences, geography, and ecology. This program provides students with a solid interdisciplinary foundation to analyze human-environment interactions using in-class, field, and virtual research through the application of analytical and scientific methods. The course will provide opportunity to conduct laboratory and/or field research on a specific subject in environmental science.

Program/Course Name: GEO 440 Advanced Geographic Information Systems (GIS)

Proposer: Parveen Chhetri

Type of Change: New Course

Course Description: The course provides research project-based knowledge of advanced topics in GIS, focusing on GIS platforms, spatial modeling, advanced spatial analysis and geoprocessing, spatial data manipulation, geocomputation, and programming in GIS.

Summary of Change and Rationale: This course is a part of the multidisciplinary BS in environmental science program designed for students to learn across a variety of scientific fields such as chemistry, biology, earth sciences, geography, and ecology. This program provides students with a solid interdisciplinary foundation to analyze human-environment interactions using in-class, field, and virtual research through the application of analytical and scientific methods. The course provides research project-based knowledge of advanced topics in GIS, focusing on GIS platforms, spatial modeling, advanced spatial analysis and geoprocessing, spatial data manipulation, geocomputation, and programming in GIS.

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

Program/Course Name: HIS 520 Sem in Hist Preservation

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Program discontinued. Course has not been offered in more than fifteen years.

Program/Course Name: HIS 540 Sem In Mus & Matrl Cult

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Program discontinued. Course has not been offered in more than fifteen years.

Program/Course Name: HIS 550 Sem Archives

Proposer: Christopher Monty

Type of Change: Course Inactivation

Summary of Change and Rationale: Degree program the course served was discontinued. Course has not been offered in more than fifteen years.

College of Business Administration & Public Policy

No submissions received.

College of Education

Program/Course Name: Master of Science Counseling: College Counseling Option

Proposer: Margarita Landeros

Type of Change: Program Modification

Summary of Change and Rationale: We wish to add a new College Counseling course to respond to students' need for further specialization in college counseling content in this MS degree option. The proposed new course, Counseling in the Community College, would replace the K-12 based elective requirement for the College Counseling option students, which would allow them to further specialize in their chosen option.

Program/Course Name: PPS 539 Counseling in the Community College

Proposer: Margarita Landeros

Type of Change: New Course

Course Description: This course examines the roles and responsibilities of the counselor within the California community college system.

Summary of Change and Rationale: The School & College Counseling Dept. is proposing a new course for the College Counseling option that would replace the option's current elective offerings that are only School Counseling focused. Students pursuing the MS College Counseling option have been limited to taking School Counseling coursework to fulfill their elective credit. This new college counseling course responds to the request from students to create more opportunities for college counseling students and to bolster their preparation for counseling in the community college environment.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

No submissions received.

College of Natural & Behavioral Sciences

Program/Course Name: CYB 589 IT Practicum

Proposer: Liudong Zuo

Type of Change: New Course

Course Description: The cybersecurity internship program offers students the chance to gain practical, hands-on experience within a real-world cybersecurity environment by spending a semester as an intern in the Information Technology Department. This program enables students to apply their academic knowledge, acquire valuable technical skills relevant to their field of study, and better prepare for future career opportunities.

Summary of Change and Rationale: Course: CYB 589 - IT Practicum

Type of Change: New Course Proposal

Summary of Changes: We are requesting to propose a new course

Justification of the need for this course: The CYB 589 - IT Practicum course is essential to bridge the gap between theoretical knowledge and practical application in cybersecurity education. As the demand for cybersecurity professionals continues to grow, it is crucial that students are equipped with real-world experience to effectively address complex challenges in the field. This course will provide students with an immersive learning experience, allowing them to directly apply their academic training in a professional environment. By integrating this hands-on practicum into the curriculum, students will gain valuable insights into the operational aspects of cybersecurity, enhancing their employability and preparing them for successful careers in this critical industry.

University Library

No submissions received.