

Curriculum Register

February 18, 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: March 4, 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.

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Campus-Wide Proposal Sharing for Undergraduate Proposals

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

College of Arts and Humanities

Program/Course Name: COM 120: Persuasion and Advocacy for Today's Changemakers

Proposer: Ana de la Serna

Type of Change: New Course

Course Description: This course equips students with essential communication skills and knowledge to effectively advocate for change in contemporary society. In an era where social and political issues are prevalent, the ability to persuade and advocate by using effective rhetoric in oral communication is essential.

Summary of Change and Rationale: This new course explores the principles and practices of persuasion and advocacy, equipping students with the skills necessary to effectively communicate in diverse contexts and advocate for social, political, and environmental change. Through an approach that draws on rhetorical theory, persuasion, social influence, and public speaking, students will learn how to craft and deliver persuasive messages tailored to various audiences and mediums. The course emphasizes the ethical dimensions of persuasion and the power of oral communication in driving meaningful change.

Program/Course Name: COM 318: Event Planning

Proposer: Ana de la Serna

Type of Change: New Course

Course Description: Overview of the industry as well as basic planning techniques and other skills needed for the various jobs available to meeting planners. You'll learn how to define the goals and objectives of each event, where it should occur, and what should be included to ensure that each participant's time is well spent. The step-by-step planning process assures that your meetings will fit the needs of the audience and the goals of your stakeholders.

Summary of Change and Rationale: COM 318 Event Planning offers an immersive study into the multifaceted world of event planning, combining theoretical foundations with practical application. The course delves into event management techniques, from conception to execution, and provides students with the tools to curate memorable experiences for diverse audiences.

Program/Course Name: DAN 480: Dance Rehearsal & Performance

Proposer: Doris Ressler

Type of Change: Course Modification

Course Description: Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Four hours of activity per week.

Summary of Change and Rationale: Change the CS# to C-20 Performance/Production as a Seminar Class.

Program/Course Name: ENG 230: Literature and Popular Culture

Proposer: Andrew Kalaidjian

Type of Change: Course Modification

Course Description: Ways of reading literature and popular culture to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments.

Summary of Change and Rationale: ENG 230 Literature and Popular Culture is adding Online delivery method in addition to the current modality of face-to-face. This will allow the department and students greater flexibility for running the course successfully. We foresee primarily offering the course online during the Summer, and occasionally during Fall or Spring semester.

Program/Course Name: ENG 362: Environment in Literature & Culture

Proposer: Andrew Kalaidjian

Type of Change: Course Modification

Course Description: Analysis of the influence of environment on literature with attention to rural vs. urban spaces, nature vs. culture, climate change and environmental justice.

Summary of Change and Rationale: ENG 362 Environment in Literature and Culture is adding Online delivery method in addition to the current modality of face-to-face. This will allow the department and students greater flexibility for running the course successfully. We foresee primarily offering the course online during the Summer, and occasionally during Fall or Spring semester.

Program/Course Name: MUS 106: Musicianship Skills I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: A course where methods of music listening are introduced through musical sight-singing using moveable Do, aural analysis, and melodic and rhythmic dictation. Students learn techniques for critically listening to, analyzing, and notating elements of rhythmic and metric organization, instrumentation, texture, and diatonic, melodic, and harmonic pitch structure in a broad range of music. Two hours of activity per week.

Summary of Change and Rationale: MUS 106 has existed as a course taught both fall and spring semesters with course content continuing from one semester to the next. Both semesters have always been required for music majors as core curriculum. The department seeks to separate the fall and spring course so each course has its own individual course number and description. This course modification updates the course description and recommended prerequisites.

Program/Course Name: MUS 107: Musicianship Skills II

Proposer: Kathleen Janert

Type of Change: New Course

Course Description: A course where methods of music listening are introduced through musical sight-singing using moveable Do, aural analysis, and melodic and rhythmic dictation. Students learn techniques for critically listening to, analyzing, and notating elements of rhythmic and metric organization, instrumentation, texture, and diatonic, melodic, and harmonic pitch structure in a broad range of music. This course is a continuation of course content from MUS 106.

Summary of Change and Rationale: MUS 106 has existed as a course taught both fall and spring semesters with course content continuing from one semester to the next. Both semesters have always been required for music majors as core curriculum. The department seeks to separate the fall and spring course so each course has its own individual course number and description. This course proposal creates MUS 107, the continuation course for MUS 106.

Program/Course Name: MUS 206: Advanced Musicianship Skills I

Proposer: Kathleen Janert

Type of Change: Course Modification

Course Description: A course where methods of advanced methods of music listening are developed through musical sight-singing using moveable Do, aural analysis, and melodic, harmonic, and rhythmic dictation. Students learn advanced techniques for critically listening to, analyzing, and notating elements

of rhythmic and metric organization, instrumentation, texture, and diatonic, melodic, and harmonic pitch structure in a broad range of music. Two hours of activity per week.

Summary of Change and Rationale: MUS 206 has existed as a course taught both fall and spring semesters with course content continuing from one semester to the next. Both semesters have always been required for music majors as core curriculum. The department seeks to separate the fall and spring course so each course has its own individual course number and description. This course modification updates the course description and recommended prerequisites.

Program/Course Name: MUS 207: Advanced Musicianship Skills II

Proposer: Kathleen Janert

Type of Change: New Course

Course Description: A course where advanced methods of music listening are introduced through musical sight-singing using moveable Do, aural analysis, and melodic and rhythmic dictation. Students learn advanced techniques for critically listening to, analyzing, and notating elements of rhythmic and metric organization, instrumentation, texture, and diatonic, melodic, and harmonic pitch structure in a broad range of music. This course is a continuation of MUS 206.

Summary of Change and Rationale: MUS 206 has existed as a course taught both fall and spring semesters with course content continuing from one semester to the next. Both semesters have always been required for music majors as core curriculum. The department seeks to separate the fall and spring course so each course has its own individual course number and description. This course proposal creates MUS 207, the continuation for MUS 206.

Program/Course Name: MUS 120: Beginning Voice Class

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Summary of Change and Rationale: Course no longer required/offered/needed.

Program/Course Name: MUS 220: Intermediate Voice Class

Proposer: Kathleen Janert

Type of Change: Course Inactivation

Summary of Change and Rationale: Course no longer required/offered/needed.

Program/Course Name: Bachelor of Arts Spanish Linguistics Option

Proposer: Michael Galant

Type of Change: Program Inactivation

Course Description: the inactivation of the B.A. in Spanish: Literature Option is necessary if the proposed new B.A. in Spanish Literature and Linguistics

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) the discontinuation of the current options (the Linguistics option (the main focus of this proposal) 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, with potential interest in pursuing a graduate degree in Spanish and/or becoming a Spanish teacher, and d) the creation of a new option in Spanish for the Professions, designed for students interested in a professional emphasis.

With regards to the core, the changes are detailed in the proposals to create the new options, but in sum, we wish to a) move SPA340 (Practical Spanish for Interpreters and Translators) out of the core and into the Spanish for the Professions option, b) move SPA306 (Advanced Composition, Syntax and Stylistics

II) from the common core to the proposed Spanish Literature and Linguistics option as an elective, c) add a requirement that all majors take 6 units of first-year second language acquisitions courses in languages other than English or Spanish, and d) slightly rename two courses (SPA350 and SPA351) to reflect culturally appropriate terminology.

In the Spanish Literature and Linguistics option (detailed in its own proposal), students will be able to choose any six courses from among SPA306 (Advanced Composition, Syntax and Stylistics II), currently in the core but proposed for inclusion in this option, and the nine 400-level courses currently required in the Literature option or in the Linguistics Option.

In the Spanish for the Professions option (detailed in its own 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).

Program/Course Name: Bachelor of Arts Spanish Literature Option

Proposer: Michael Galant

Type of Change: Program Inactivation

Course Description: The inactivation of the B.A. in Spanish: Literature Option is necessary if the proposed new B.A. in Spanish Literature and Linguistics

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) the discontinuation of the current options (the Linguistics option (the main focus of this proposal) 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, with potential interest in pursuing a graduate degree in Spanish and/or becoming a Spanish teacher, and d) the creation of a new option in Spanish for the Professions, designed for students interested in a professional emphasis.

With regards to the core, the changes are detailed in the proposals to create the new options, but in sum, we wish to a) move SPA340 (Practical Spanish for Interpreters and Translators) out of the core and into the Spanish for the Professions option, b) move SPA306 (Advanced Composition, Syntax and Stylistics II) from the common core to the proposed Spanish Literature and Linguistics option as an elective, c) add a requirement that all majors take 6 units of first-year second language acquisitions courses in languages other than English or Spanish, and d) slightly rename two courses (SPA350 and SPA351) to reflect culturally appropriate terminology.

In the Spanish Literature and Linguistics option (detailed in its own proposal), students will be able to choose any six courses from among SPA306 (Advanced Composition, Syntax and Stylistics II), currently in the core but proposed for inclusion in this option, and the nine 400-level courses currently required in the Literature option or in the Linguistics Option.

In the Spanish for the Professions option (detailed in its own 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).

Program/Course Name: Bachelor of Arts Spanish Literature and Linguistics

Proposer: Michael Galant

Type of Change: New Program

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", detailed in this particular proposal, which will essentially combine the two current options but provide more flexibility, designed for students interested in a scholarly emphasis, with potential interest in pursuing a graduate degree in Spanish and/or becoming a Spanish teacher, and d) the creation of a new option in Spanish for the Professions, 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 proposed 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 (the focus of this current proposal), students will be able to choose any six courses (with a minimum of one linguistics course and one literature course) from 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 (SPA414 Spanish Phonology, SPA430 Spanish Morphology, SPA440 Spanish Syntax, SPA450 History of the Spanish Language, SPA453 Literature of Spain, SPA454 Cervantes: Don Quijote, SPA456 Literature of Spanish America, SPA461 Lecturas Mexicanas y Chicanas, and SPA 490 Seminar in Special Topics in Literature and Linguistics). This will allow students to further refine their writing skills if needed (in SPA306) and explore as much literature or linguistics, or both, as they find interesting and relevant to their academic career. Any students who would have previously chosen the Literature option can still take all literature courses in the option, and any students who would have previously chosen the Linguistics option can still take all linguistics courses in the option, but now students will have the choice to take some of each area in the option, and the creation of this option will provide more flexibility for the Modern Languages Department to create new literature and linguistics courses in the future in response to student need and interest and propose their addition to the option.

In the Spanish for the Professions option (detailed in its own proposal), students will take SPA340 (Practical Spanish for Interpreters and Translators) plus 5 out of 8 other courses to choose from, including one on advanced translation and interpretation (SPA360) and 7 others focused on Spanish for specific professions (and new choices could potentially be added in the future, as needed)

Program/Course Name: Spanish for the Professions, Minor

Proposer: Michael Galant

Type of Change: New Program

Summary of Change and Rationale: We propose the creation of a new minor, Spanish for the Professions, which we believe will have wide appeal across disciplines for any students intending to work in a Spanish-English bilingual community. This minor will consist of three required courses, ensuring strong proficiency in written Spanish (SPA280 - Grammar for Spanish Composition) and spoken Spanish (SPA341 - Advanced Conversation) and providing students with interpretation and translation skills (SPA340 - Practical Spanish for Interpreters and Translators). Students will also complete one elective course, tied to a specific profession (SPA 302 Legal and Business Spanish, SPA 303 Psychological and Health Care Spanish, SPA 304 Spanish for Strategic Communication, SPA 307 Spanish for the Teaching of Physical Education, SPA 308 Spanish for Health Rehabilitation, SPA 400 Teaching School Subject Matter in Spanish), further enhancing interpretation and translation skills (SPA360 Advanced Spanish Translation and Interpretation), or an internship (SPA496 Internship in Spanish for the Professions).

Students choosing this minor may also complete the BA in Spanish in the Literature and Linguistics Option. If doing so, they may count SPA280 towards both programs.

Program/Course Name: SPA 305: Advanced Composition, Syntax and Stylistics I

Proposer: Michael Galant

Type of Change: Course Modification

Course Description: A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on expository and argumentative writing by the students.

Summary of Change and Rationale: The MLG Curriculum Committee are proposing that the prerequisite, SPA280, be removed, since we have decided that students are able to succeed in this course without having first taken SPA280.

We are also requesting that the course be listed as a fall only course because student demand doesn't justify offering this course every semester.

Program/Course Name: SPA 330: Interpreting Hispanic Literature

Proposer: Michael Galant

Type of Change: Course Modification

Course Description: Analysis and interpretation of representative Hispanic prose, poetry, and drama.

Summary of Change and Rationale: The MLG Curriculum Committee are proposing that the prerequisite, SPA305 (Advanced Composition, Syntax and Stylistics I.), be replaced with SPA280 (Grammar for Spanish Composition) as a prerequisite since we have decided that students are able to succeed in this course after only having taken SPA280 - SPA305 is not necessary as a prerequisite.

Program/Course Name: SPA 353: Cinema of the Spanish-Speaking World

Proposer: Michael Galant

Type of Change: Course Modification

Course Description: This course is designed to introduce students to the cultures and societies of Spain and Latin America through the cinematic work of Spanish-speaking film productions.

Summary of Change and Rationale: The MLG Curriculum Committee are proposing that one of the required prerequisites, SPA305 (Advanced Composition, Syntax and Stylistics I.), be removed, as well as the recommended prerequisite, SPA351 (Contemporary Hispanic Culture: Spanish-Speaking America) since we have decided that students will be able to succeed in this course after only having taken SPA280 - SPA305 and SPA351 are not necessary as a prerequisite.

We are also proposing that this course be listed as infrequently offered, since student demand for the course does not justify offering the course often.

Program/Course Name: THE 466 Auditions & Portfolios

Proposer: Doris Ressler

Type of Change: New Course

Course Description: Prepares actors and designers for important auditions at KCACTF, USITT, graduate school, and in their careers as actors and designers.

Summary of Change and Rationale: Auditions and Portfolios (THE466) is designed to prepare actors and designers for important auditions at KCACTF, USITT, graduate school, and in their careers as actors and designers. Since we became involved in the Kennedy Center American College Theatre Festival and the United States Institute of Technical Theatre, we have successfully offered Auditions & Portfolios as a THE495 Special Topics course for the past 3 years.

This course taught as a Special Topic has proven to be successful with more students prepared for auditions and portfolio presentations and are receiving job offers and scholarships.

Program/Course Name: THE 499 Senior Project

Proposer: Doris Ressler

Type of Change: New Course

Course Description: Prepares actors and designers for important auditions at KCACTF, USITT, graduate school, and in their careers as actors and designers.

Summary of Change and Rationale: Auditions and Portfolios (THE466) is designed to prepare actors and designers for important a

Program/Course Name: MUS 441 Special Music Ensemble Techniques

Proposer: Lynn G. Atkins

Type of Change: Course Modification

Course Description: Pedagogy, management, and administration of special ensembles in a music program. Ensembles of vocal and instrumental focus will be discussed. Students will study marching band, jazz band, a cappella choir, and show choir, among others.

Summary of Change and Rationale: The course modifications presented in this document will allow the Department of Music to expand this course into a more comprehensive survey of multiple mediums of extra-curricular ensembles that meet at a typical secondary school.

In the desire of the department to expand this offering, we have considered a new course title to

encompass a general grouping for ensemble types that could be considered for study in the course. The traditional material on Marching Band Methods will be included with the new material on various other ensembles that meet after school hours. Language in the Course Description has been changed to allow a more broad and inclusive class offering for music education concentration students.

Finally, due to the expanding reach of our music education concentration, the department needed to offer the class on a more regular basis to serve all music education concentration students in the program. We are choosing to increase the number of MUS 441 meetings to every Fall semester.

College of Business Administration & Public Policy

Program/Course Name: ECO 200 Contemporary Econ Issues

Proposer: Myron Sheu

Type of Change: Course Modification

Course Description:

Summary of Change and Rationale: EO 1100 Compliance - GE Course Audit

Program/Course Name: BUS 299 Oral Communication

Proposer: Myron Sheu

Type of Change: Course Modification

Course Description: Introduces tools and techniques that are used to produce effective business communication, both oral and written. Students will learn specific skills that can be used in the business world to convey thoughts, ideas and recommendations to coworkers and superiors, while enhancing professional image and chances for future success. Emphasis will be placed on oral communication skills.

Summary of Change and Rationale: This modification is intended solely to change BUS 303 to BUS 299, so that CC students following the ADT/TMC pathway can have an equivalent course taken at a community college articulated with this one.

Program/Course Name: CIS 275 Internet Literacy and Critical Reasoning

Proposer: Chi-Wen Chen

Type of Change: Course Modification

Course Description: Digital skills and concepts essential for success in the Internet era, emphasizing critical reasoning in cyber society and thriving online. Students will explore Internet technologies and applications, their impact on human relationships, and the social and physical environment. The course combines practical Internet skills with critical reasoning, enabling students to assess the credibility, reliability, and ethics of online information while making informed decisions in an increasingly digital world.

Summary of Change and Rationale: In the Internet era, understanding key concepts like networks, websites, and digital security, along with developing digital and critical reasoning skills, is essential. Beyond technical proficiency, critical reasoning in cyber society is crucial for assessing the reliability and credibility of online information. By applying and analyzing Internet tools, students learn to thrive online, make informed decisions, and solve complex problems while responsibly navigating the digital environment.

College of Education

No submissions received.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: Bachelor of Science Radiologic and Imaging Sciences

Proposer: Elwin Tilson

Type of Change: New Program

Summary of Change and Rationale: Program/Course Name: Option Elevation of the BS in Health Sciences, Radiologic Technology to the BS in Radiologic and Imaging Sciences.

Proposer: Elwin Tilson

Type of Change: Option Elevation

Course Description:

Summary of Change and Rationale: The current BS in Health Science, Radiologic Technology Option was designed 30 years ago so students enrolled in professional education at Harbor-UCLA Medical Center Radiologic Technology Program could matriculate and complete their BS degree. Since that time, two things have occurred that have changed the focus of the Option. The first is that CSUDH is no longer affiliated with the professional program at Harbor-UCLA Medical Center, and that pathway has been terminated. The second is that practitioners in the RIS disciplines have historically only earned associate degrees and they are now being required to earn a baccalaureate degree to advance professionally.

Because of these two changes, it is advantageous to elevate the current Option into a freestanding degree in Radiologic and Imaging Sciences and to open this degree up to all RIS practitioners. This would be the first state-supported, post-licensure-focused degree in the CSU system.

Program/Course Name: RIS 482 Advanced Topics in RIS II

Proposer: Elwin Tilson

Type of Change: New Course

Course Description: This is a seminar course that addresses a group of related current topics in RIS. Students work under the guidance of a faculty to design an approved topic and to develop a scientific paper, display project, or clinical experience.

Summary of Change and Rationale: This course is part of an Option Elevation proposal to spin out the BS in Health Sciences, Radiologic Technology Option to the BS in Radiologic and Imaging Sciences.

Program/Course Name: CDV 320: Mthd & Analysis in Child Study

Proposer: Megumi Kuwabara

Type of Change: Course Modification

Course Description: Junior Standing is recommended. Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3-hour lecture, 1 hour lab. A grade of C or better in this course fulfills the GVAR requirement for Child Development majors.

Summary of Change and Rationale: CDV 320 is an existing course. The department is requesting an addition of MAT 134 to meet the department's Statistics requirement. MAT 134 covers the same content as MAT 131 and MAT 132. The addition of MAT 134 will help students who need extra support to meet the department statistics requirement.

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

Proposer: Megumi Kuwabara

Type of Change: Course Modification

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

Summary of Change and Rationale: CDV 423 is an existing course. The department is requesting an addition of a co-requisite. Currently, students are not allowed to enroll in CDV 423 with CDV 380 since CDV 380 is a prerequisite for CDV 423. Making CDV 380 both a prerequisite and co-requisite would allow students to enroll in CDV 423 with CDV 380, allowing students to make timely progress toward graduation.

Program/Course Name: CLS 311: Transfusion Medicine

Proposer: Payman Nasr

Type of Change: New Course

Course Description: This course delves into transfusion medicine and blood banking, covering theoretical foundations and practical applications. Students will study blood group systems, antibody identification, transfusion practices, and quality management. The laboratory component will provide hands-on experience in critical blood banking techniques, preparing students for careers in clinical laboratory science.

Summary of Change and Rationale: Summary of Changes:

The Clinical Science Department proposes the introduction of CLS 311: Transfusion Medicine, a 3-unit course focusing solely on blood banking, and the modification of CLS 306: Immunohematology. The changes include reducing CLS 306 from 4 units to 3 units and shifting transfusion medicine content into the newly created course. The curriculum change includes both lecture and laboratory components for CLS 311, which emphasizes transfusion practices, antibody identification, crossmatching, and quality management.

Summary of Rationale:

The decision to restructure CLS 306 and introduce CLS 311 stems from consistent student feedback highlighting the challenges of mastering transfusion medicine within the constraints of the current course structure. Students expressed concerns about the overwhelming workload and lack of dedicated focus on this critical subject. Additionally, transfusion medicine is a complex and essential area in clinical laboratory science, requiring in-depth coverage to ensure competency.

This restructuring was unanimously approved by the department Curriculum Committee to enhance student learning outcomes, reduce stress, and better prepare students for professional practice. By dedicating CLS 311 to transfusion medicine, the program aims to provide students with a thorough understanding of theoretical concepts and practical laboratory skills, aligning with national standards and addressing key industry needs. These changes reflect the department's commitment to continuous improvement and student success.

Program/Course Name: CLS 312: Parasitic Diseases in Clinical Practice

Proposer: Payman Nasr

Type of Change: New Course

Course Description: This course focuses on the clinical relevance of parasitic diseases, emphasizing diagnosis, treatment, and prevention in healthcare settings. Topics include host-parasite interactions, molecular diagnostic methods, drug resistance, and the management of parasitic infections in diverse populations. Students will develop the ability to integrate laboratory data with clinical presentations to support evidence-based decisions in clinical practice.

Summary of Change and Rationale: Summary of Changes

The Clinical Science Department proposes the introduction of CLS 312 (Parasitic Diseases in Clinical Practice), a new 3-unit upper-division course. This course focuses on the diagnosis and treatment of parasitic infections in clinical settings. It is designed specifically for Clinical Science students to enhance their understanding of parasitic diseases as they pertain to patient care, laboratory diagnostics, and

therapeutic management.

Summary of Rationale

The addition of CLS 312 stems from recommendations made during the Clinical Science Department's recent six-year program review. External evaluators emphasized the importance of offering courses with a clinical focus tailored to the unique needs of Clinical Science students. While the Biology Department offers BIO 458 (Human Parasitology), which provides a biological and ecological perspective on parasitic organisms, CLS 312 is distinctly focused on the clinical applications of parasitology.

This course emphasizes:

1. Diagnostic techniques, including microscopy and molecular methodologies.
2. Correlating laboratory findings with patient symptoms and clinical outcomes.
3. Evidence-based therapeutic approaches to treating parasitic infections.

By addressing these areas, CLS 312 aims to better prepare students for certification exams and professional roles in clinical laboratories. This course complements, rather than duplicates, existing offerings in other departments by providing a specialized focus on clinical diagnostics and patient management. It is a key step in aligning our curriculum with accreditation goals and the demands of the clinical laboratory profession.

Program/Course Name: HEA 100: Health & Lifestyles

Proposer: Tony Jehi

Type of Change: Course Modification

Course Description: To familiarize the student with relationships among the physical, social and psychological aspects of health, which include self-care, prevention and analysis of personal health problems through participation in self-assessment techniques. Topics include the relationship of lifestyles to nutrition, stress, physical fitness, death and dying, and mental illness.

Summary of Change and Rationale: HEA 100 is a GE course that was part of Area E. Since the GE area E (Lifelong Learning) will be eliminated, the course will be lost if not added to another GE area. We are requesting moving the course from Area E to Area D1. The main outcomes of D1 align with the objectives of the course.

Program/Course Name: HEA 201: Healthcare Systems and Perspectives

Proposer: Tony Jehi

Type of Change: Course Modification

Course Description: Examination of healthcare delivery systems and personal health as integrated physiological, social, and psychological processes. Topics include role of healthcare providers; major healthcare organizations; contemporary healthcare issues; interactions of healthcare and physical environmental changes which influence health of the whole person.

Summary of Change and Rationale: HEA 201 is a GE course that was part of Area E. Since the GE area E (Lifelong Learning) will be eliminated, the course will be lost if not added to another GE area. We are requesting moving the course from Area E to Area D1. The main outcomes of D1 align with the objectives of the course.

Program/Course Name: HEA 479: Research Methods in Health Sciences

Proposer: Tony Jehi

Type of Change: Course Modification

Course Description: Overview of research methods, including study design, sampling, data collection and analysis, statistical techniques, and report writing in the genres/discipline of Health Sciences. A

special emphasis is placed on scientific writing to reflect on and evaluate existing literature and to describe and analyze research findings related to any topics in the field of health sciences. Course also includes the application of research methods to the development of research proposals, the critical analysis of literature and the examination of relevance of data to decision making in Health Sciences.

Summary of Change and Rationale: SPHHS will offer this course in face to face, hybrid and online modalities in order to meet the growing needs of students for scheduling flexibility. A survey was conducted at SPHHS which demonstrated students wanted core courses online and hybrid.

Here is a summary of the suggested changes:

A number of the lectures will be administered to students on-zoom (synchronously) or asynchronously which will offer flexibility, save time consumed for commuting to and from campus, provide the lecture recording to reinforce learning, and offer an additional platform for class engagement and participation (zoom chat box, assigned zoom rooms, etc).

Various assessments could possibly be administered online (synchronously and asynchronously). For example, discussion board assignments can be a good addition to the course. These will help students to interact with other colleagues, read and critique literature, and apply what they have learned in the lectures.

College of Natural & Behavioral Sciences

Program/Course Name: MAT 155 Pre- Calculus

Proposer: Matt Jones

Type of Change: Course Inactivation

Summary of Change and Rationale: The Mathematics Department has agreed to inactivate this course.

Program/Course Name: BIO 440 Molecular Genetics

Proposer: Sonal Singhal

Type of Change: Course Modification

Course Description: Genome structure in relation to control of gene expression in prokaryotic and eukaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation. Three hours of lecture per week.

Summary of Change and Rationale: This course modification is to change the pre-requisites for this course from "BIO 320 and BIO 340" to "BIO 340 and BIO 320 or concurrent enrollment in BIO 320". This proposed change modifies the pre-requisites of BIO 440 to more accurately reflect the pre-requisite knowledge students need to succeed in the course.

Program/Course Name: SOC 321: Sociology Of Education

Proposer: Sohaila Shakib

Type of Change: Course Modification

Course Description: Study of American educational institutions, including socialization patterns and relationships with other social institutions within a global and multicultural context and how those factors shape educational experiences and attainment. Special attention is focused on interrelationships among culture, politics, economics, race, ethnicity, immigration status sex/gender, sexuality, social class and globalization and how those factors play a role in shaping educational contexts in ways which reproduce and challenge inequalities as well as mobilize social change.

Summary of Change and Rationale: Program/Course: SOC231 Sociology of Education

Proposer: Sohaila Shakib

Course description: Course Description

Study Examination of American educational the organization and functions of educational institutions, including socialization patterns and relationships comparison of American educational systems with other social institutions within a global educational system in industrial and multicultural context and how those factors shape educational experiences and attainment. developing nations. Special attention is focused on interrelationships among culture, politics, economics, race, ethnicity, immigration status sex/gender, sexuality, social class and globalization and how those factors play a role in shaping educational contexts in ways which reproduce and challenge inequalities as well as mobilize social change.

Summary of changes/rational need: The course description has been updated to better reflect the way the course has and is currently taught within the sociology department. The course SLOS match the GELOS and the PLOS for a D3 GE designation. Therefore, we are submitting as a General Education D3 course. We are submitting an application to make the course online/hybrid because of student demand for accessibility.

University Library

Program/Course Name: LIB 151: Fundamentals of Information Literacy

Proposer: Carolyn Caffrey

Type of Change: Course Modification

Course Description: Explores how we seek, use, and acknowledge information ethically in different contexts. Examines information seeking behaviors and information dissemination systems. Focuses on developing a critical thinking framework for evaluating information including news, popular media, and scholarly sources across the disciplines.

Summary of Change and Rationale: We are modifying the existing course, LIB 151, to address learning outcome changes and meet the GE criteria for Critical Thinking (1B in 2025 and A3 in 2024). This course previously met Area E: Lifelong learning and self-development.

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

Program/Course Name: Master of Science in Financial Economics

Proposer: Jennifer Broadman

Type of Change: New Program

Summary of Change and Rationale: The CSUDH MSFE program aims to prepare future business leaders by emphasizing applied, hands-on learning in advanced decision-making skills. Courses focus on essential transferable skills across industries, including budgeting, forecasting, entrepreneurship, data analysis, and communication, with an emphasis on corporate social responsibility and sustainability. The program offers career advancement resources such as networking events, seminars, and mentorship opportunities, alongside flexible instruction options including online and evening/weekend courses.

CSUDH's rationale for introducing the MSFE program stems from the need to enhance the competitiveness of undergraduate business administration majors in the job market and enable them to progress into upper management roles. The program addresses market demands by providing students with analytical tools and advanced financial economic theory tailored to the South Bay Los Angeles region. Market research, including surveys of students and employers, guided the development of the curriculum, which emphasizes finance, sustainability, and practical application. This focus distinguishes the MSFE program from existing offerings and aligns with the needs of the evolving economy. Courses are structured to meet the demands of the local business community, with topics such as Sustainable Finance and Data Science in Finance, informed by labor market research and regional trends. Analysis through Skillabi confirms the program's alignment with careers in the South Bay area, including Economics, Business Analysis, and Financial Services Management.

College of Education

Program/Course Name: TED 507: Language Learning: Theory and Practice

Proposer: Jarod Jawasaki

Type of Change: Course Modification

Course Description: Focuses on theory, research, and teaching practices that concern language in education. Using sociocultural theory as a lens, evaluate research and teaching practices that explore how people acquire language in multilingual and multimodal contexts within community, home and school settings.

Summary of Change and Rationale: We are proposing that the class modality be changed to be taught synchronous online for the entire semester to accommodate a faculty member that has been adversely affected by the Eaton Fires.

College of Continuing and Professional Education

No submissions received.

College of Health, Human Services, & Nursing

Program/Course Name: OTR 553: Professional Development Seminar - Portfolio IV:

Evidence-Based Practice in Occupational Therapy

Proposer: Daniel Swiatek

Type of Change: Course Modification

Course Description: Portfolio IV links student interests with coursework and the understanding of the concept of Evidence-Based Rehabilitation as applied to occupational therapy practice. Simultaneously, the student is mentored through planned learning activities and the development of an evidence-based research paper.

Summary of Change and Rationale: Change to credit/no credit. These courses are part of a stepwise progression of individual culminating activity. Meeting course objectives are mainly based on the actual completion and/or submission of assignments and activities as building blocks of the project rather than based on the actual quality of work completed thus far. Final evaluation would be done upon presentation of the culminating activity projects at the end of the program.

College of Natural & Behavioral Sciences

Program/Course Name: Master of Science Computer Science

Proposer: Jianchao Han

Type of Change: New Program

Summary of Change and Rationale: Computer Science Department is requesting to add a new concentration on Data Science to the existing program of Master of Science in Computer Science (MSCS). Currently, MSCS program has two concentrations on Software Engineering and Distributed Computer Networks, respectively. After the new concentration is added, the program will cover more concentrations and provide specific knowledge and technology on data science to meet the growing demands in industry and marketing.

University Library

No submissions received.

Campus-Wide Proposal Sharing for Post Baccalaureate 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

No submissions received.

College of Continuing and Professional Education

Program/Course Name: Alcohol and Drug Counseling, Certificate

Proposer: Lynda Wilson

Type of Change: Program Inactivation

Summary of Change and Rationale: This certificate has not been offered for several years.

Program/Course Name: Supply Chain Management Certificate, Certificate

Proposer: Lynda Wilson

Type of Change: Program Modification

Summary of Change and Rationale: This is a certificate name change only. Name goes from "Production and Inventory Control Certificate" to "Supply Chain Management Certificate".

Program/Course Name: American Language and Culture Programs, Certificate

Proposer: Lynda Wilson

Type of Change: Program Modification

Summary of Change and Rationale: Program moved to stateside (International) and no longer resides in CCPE.

College of Health, Human Services, & Nursing

No submissions received.

College of Natural & Behavioral Sciences

No submissions received.

University Library

No submissions received.