

## Curriculum Register

October 20, 2023

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

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

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

- [Curriculum Review](#)

### **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: November 3, 2023**

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

The Office of Academic Programs produces the Curriculum Register. Any questions or comments should be directed to the Office of Academic Programs at [creview@csudh.edu](mailto: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:** IDS 319 (318) Immigration to the US

**Proposer:** Anne Soon Choi

**Type of Change:** Course Modification

**Course Description:** This course examines the historic and contemporary forces that have shaped immigration in the US.

**Summary of Change and Rationale:**

This course modification request is part of reorganizing the IDS curriculum in response to our recent program review. We are converting all our topic courses to stand alone courses assigned a specific course number. This streamlines the advising process for faculty and college advisors and simplifies degree roadmaps for students. IDS would like to have the option to offer IDS 319 as an online and/or hybrid course. As an upper division degree completion program for working adults, the IDS major requires online and hybrid courses.

**Program/Course Name:** IDS 350 Interdisciplinary Topics in Environmental Studies

**Proposer:** Anne Soon Choi

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** This course modification is part of reorganizing the IDS curriculum in response to our recent review. "Secret Lives of Plants" has been taught in IDS since the late 1990's. We are converting all our topic courses into stand alone courses, assigned a specific course number. This will streamline the advising process for faculty and college advisors and simplify degree roadmaps for students. IDS would like to have the option to offer IDS 351 as an online and/or hybrid course. As an upper division degree completion program for working adults, the IDS major requires online and hybrid courses.

**Program/Course Name: IDS 353 California's Ecosystems**

**Proposer:** Anne Soon Choi

**Type of Change:** New Course

**Course Description:** This course will examine the diversity of California's ecosystems historically and the way they have influenced and responded to human activity. It will also explore the current crisis that these ecosystems face due to climate change.

**Summary of Change and Rationale:** From an interdisciplinary perspective the course will examine the diversity of California's ecosystems historically and the ways they have influenced and responded to human activities. It will also explore the current crisis that these ecosystems face due to climate change and examine the political, cultural, and social dynamics that have shaped our understandings of California's ecosystems. This course modification request is part of reorganizing the IDS curriculum in response to our recent program review. Instead of subtopics we are assigning courses to specific numbers and this course addresses a gap in our interdisciplinary natural science course offerings. IDS would like to have the option to offer IDS 353 as an online and/or hybrid course. As an upper division degree completion program for working adults, the IDS major requires online and hybrid courses.

**Program/Course Name: AMS 306 Promise of the West**

**Proposer:** Anne Soon Choi

**Type of Change:** Course Modification

**Course Description:** Each topic for this course examines an important issue in the Humanities, using a methodology incorporating multiple disciplines and placing the content in a historical and cultural context.

**Summary of Change and Rationale:** This course modification request is part of the reorganizing the IDS curriculum in response to our recent review. We converted all our topic courses to stand-alone courses, assigned a specific course number. This will streamline the advising process for faculty and college advisors and simplify degree roadmaps for students. AMS 306 will be used in the American Studies major. We would like to have the option to offer AMS as an online and/or hybrid course for maximum flexibility.

**Program/Course Name: GLS 302 Global Los Angeles**

**Proposer:** Anne Soon Choi

**Type of Change:** Course Modification

**Course Description:** This interdisciplinary course examines Los Angeles as a global city. Topics include the Pacific Rim, global migration, global popular culture, international trade and transnational identities.

**Summary of Change and Rationale:** We are elevating Global Studies into a stand-alone major. This course was previously a topic course for IDS 320: Interdisciplinary Topics in Human Studies. Global Los Angeles is now GLS 302. This course is assigned a specific number. It is an upper division course within the major.

## **College of Business Administration & Public Policy**

No submissions received.

## **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 307 Clinical Hematology

**Proposer:** Payman Nasr

**Type of Change:** Course Modification

**Course Description:** The goal of this course is to provide the student with the basic theoretical foundation of Clinical Hematology relative to the scope of practice for an entry level Clinical Laboratory Scientist. The student will first focus on normal blood cell development (hematopoiesis), then normal cell function, leading into abnormal function and the pathogenesis of hematological disorders. The course emphasis is on recognition of normal and abnormal laboratory results and interpretation of clinical data used in the diagnostic process. The course is broken down into four main sections: starting with an overview of the clinical hematology laboratory and hematopoiesis; then erythropoiesis and disorders primarily involving red cells; followed by normal leukopoiesis, non-malignant leukocytes, and related disorders; and lastly the study of malignant leukocyte disorders and platelets.

Students will describe and analyze the process of Hematopoiesis. Disciplinary writing will be employed to produce case studies, written reports and analyze theory of hematology procedures. Application of course concepts will be used to enumerate and identify blood cells. Emphasis will be placed on the identification and description of detection of abnormalities and on the demonstration of special equipment and techniques.

The proposed Student Learning Outcomes (SLO) are as follows.

1. Demonstrate the ability to perform clinical diagnostic testing, evaluate outcomes, and generate a written report in order to solve problems related to pre-analytical, analytical, and post-analytical components of services in the clinical laboratory.
2. Employ health professional discourse and proper medical terminology to facilitate communication on laboratory findings pertaining to hematology.
3. Identify, read, and interpret published studies in clinical hematology in order to describe, evaluate, and report the clinical laboratory findings.
4. Identify and analyze the principles of hematology and generate written reports that address laboratory findings.
5. Communicate effectively about hematology across medical professions, including physician, nursing, and other specializations.

**Summary of Change and Rationale** The current proposal does not alter the course content or curricular structure, but instead, the proposed modification utilize a new assessment approach which focuses on the ability of student to describe their firsthand observation and clinical findings in a written format to communicate the results on a weekly basis. The following are some suggestions for how to do it:

1. Faculty assessment: Faculty assessments provide quality control for academic work. By reviewing the students' written reports, faculty can ensure that the work meets the standards of academic rigor with clarity. Faculty assessment and continuous input are essential components of the proposed modifications.
2. Peer review assessment: Peer review assessments provide feedback that can help students improve their work. By receiving feedback from peers in their fields, authors can identify areas for improvement and refine their ideas and generate an effective writing skill.
3. Focus on application: Shift the emphasis from assessing students' memory of facts to evaluating their capacity to apply learned concepts to real-world medical conditions. For instance, instead of requiring students to define a medical condition, prompt them to elucidate its application in a particular context.
4. Use case studies: Case studies are a great way to help students apply their knowledge in a meaningful way. Provide students with a real-world medical scenario that relates to the course content, and ask them to analyze the situation, identify the key issues, and propose treatments.
5. Use group projects: Group projects can help students apply their knowledge in a collaborative setting. For example, the students work together to solve case studies.
6. Use performance-based assessments: Performance-based assessments provide a valuable means of evaluating students' capabilities in applying their knowledge to practical situations. For instance, students may be tasked with translating their direct observations into a written narrative within a laboratory report.
7. Use reflection: Reflection is a powerful tool for deepening learning. Students are expected to reflect on their learning throughout the course, and to make connections between the course content and their own experiences.

We anticipate that by changing the assessment in these ways, the course can promote deeper learning and communication skills that will help students develop a more meaningful understanding of the course material.

**Program/Course Name: RIS 340 Research Methods in Radiologic and Imaging Sciences**

**Proposer:** Elwin R. Tilson

**Type of Change:** New Course

**Course Description:** Students will apply quantitative and qualitative research methods to the Radiologic & Imaging Sciences. Disciplinary writing will be employed to produce research questions, study designs, descriptions of methodology, data collection, and analysis. Critical analysis and synthesis of research will be emphasized.

**Summary of Change and Rationale:** Program/Course: RIS 340 Proposer: Elwin Tilson Type of Change: New Course Summary of Changes: Health Sciences proposes a new course RIS 340 Research Methods in Radiologic and Imaging Sciences

## College of Natural & Behavioral Sciences

**Program/Course Name:** SOC 309 GWAR Writing for Sociology and the Social Sciences

**Proposer:** Sohaila Shakib

**Type of Change:** Course Modification

**Course Description:** Introduction to the writing in the discourses and genre of sociology as well as the behavioral sciences. Special attention will be paid to developing critical thinking from various sociological perspectives, such as using writing to reflect on social location, evaluating implicit assumption of everyday life, and challenging commonsense understandings. Students will learn communication skills for presenting both subjective, critical thinking-based arguments and approaches as well as objective approaches using scientific evidence.

**Summary of Change and Rationale:** The program is updating the core requirements by moving an elective into a core requirement to satisfy the GWAR requirements. We are also modifying SOC309 from a 3-unit course to a 4-unit course to provide our student with 4hours of instruction time per week. This is because sociology as a discipline has changed immensely since the 1900's. The discipline contains many complicated social constructionists' theory. Learning how to analyze and write about and engage with these theories is critical to proficiency in the field and in the world. Therefore, we would like 4 hours of instruction time.

## University Library

No submissions received.



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## **Campus-Wide Proposal Sharing for Graduate Proposals**

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

### **College of Arts and Humanities**

No Submissions received.

### **College of Business Administration & Public Policy**

No submissions received.

### **College of Education**

No submissions received.

### **College of Continuing and Professional Education**

No submissions received.

### **College of Health, Human Services, & Nursing**

No submissions received.

### **College of Natural & Behavioral Sciences**

No submissions received.

### **University Library**

No submissions received.