

## Curriculum Register

March 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: March 29, 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](mailto:creview@csudh.edu) or at (310) 243-3308.

<b>CAMPUS-WIDE PROPOSAL SHARING FOR UNDERGRADUATE PROPOSALS .....</b>	<b>4</b>
ACADEMIC AFFAIRS .....	4
UNV 101 Personal, Social, and Intellectual Development (Course Modification) .....	4
COLLEGE OF ARTS AND HUMANITIES .....	4
PHI 220 Symbolic Logic (Course Modification).....	4
COLLEGE OF BUSINESS ADMINISTRATION & PUBLIC POLICY .....	4
No submission received.....	4
COLLEGE OF EDUCATION.....	4
No submission received.....	4
COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION .....	4
No submissions received.....	4
COLLEGE OF HEALTH, HUMAN SERVICES, & NURSING .....	5
HEA 316 Introduction to Epidemiology (Course Modification) .....	5
Child Development, Bachelor of Science (Program Modification) .....	5
Child Development: Counseling and Family Services Concentration, Bachelor of Science (Program Modification) .....	6
Child Development: Early Development and Learning Concentration, Bachelor of Science (Program Modification) .....	6
Child Development: General Concentration, Bachelor of Science (Program Modification) .....	7
Child Development: Juvenile Delinquency Concentration, Bachelor of Science (Program Modification) .....	7
Child Development: Management and Administration Concentration, Bachelor of Science (Program Modification) .....	7
CDV 220: Principles and Practices of Teaching Young Children (Course Modification) .....	7
CDV 240: Early Childhood Development and Curriculum (Course Modification) .....	8
CDV 260: Introduction to Observation and Assessment in ECE (Course Modification).....	8
CDV 366: Parenting and Child Guidance (Course Modification).....	8
CDV 372: Social Development and Interpersonal Relationships (Course Modification) .....	9
CDV 380 Stress, Risk, & Resilience (Course Modification).....	9
CDV 462 Atypical Development (New Course) .....	9
CDV 480 Practicum in Early Childhood Education (New Course) .....	9
CDV 492 Seminar in Child Development Research (Course Modification).....	10
HUS 380 Fieldwork Practicum in Human Services I (Course Modification).....	10
HUS 390 Field Practicum in HUS II (Course Modification).....	10
HUS 480 Fieldwork Practicum in Human Services III (Course Modification).....	10
HUS 484 Practicum in MHR (Course Modification) .....	11
KIN 301 Kinesiology (Course Modification).....	11
KIN 363 Principles of Athletics Training Laboratory (Course Modification).....	11
KIN 464 Upper Extremity Assessment (Course Modification).....	11
OTR 206 Human Growth and Development (Course Inactivation) .....	11
OTR 298 Spec Topic in Occup. Therapy (Course Inactivation).....	11
OTR 301A Individual & Group Skills (Course Inactivation).....	12
OTR 314 Conditions of Human Dysfunc (Course Inactivation) .....	12
OTR 317L Neuroanatomy Physiology Lab (Course Inactivation) .....	12
OTR 319A Evaluation & Interpretation (Course Inactivation).....	12
OTR 320a Theory and Application I (Course Inactivation) .....	12
OTR 414 Human Dysfunction II (Course Inactivation) .....	12
OTR 422A Theory & Application II (Course Inactivation).....	12
OTR 422A Theory & Application III (Course Inactivation) .....	12
OTR 430S Practicum & Seminar I (Course Inactivation) .....	12
OTR 432S Practicum & Seminar II (Course Inactivation) .....	12
OTR 480S Field Work II Experience I (Course Inactivation) .....	12
OTR 482S Field Work II Experience II (Course Inactivation).....	13
COLLEGE OF NATURAL & BEHAVIORAL SCIENCES .....	13

Mathematics: Data Science Option, Bachelor of Science (New Program) .....	13
ANT 120 Pop Culture Archaeology (New Course) .....	13
CSC 121 Introduction to Computer Science and Programming I (Course Modification) .....	13
CSC 281 Discrete Structures (Course Modification).....	14
CSC 459 Security Engineering (Course Modification) .....	14
CSC 471 Compiler Construction I (Course Modification) .....	14
CTC 436 Fundamentals of Networking and Hardware (Course Modification).....	14
CTC 437 Fundamentals of Information Security (Course Modification) .....	14
CTC 452 Networking Security and Hacking Prevention (Course Modification) .....	15
MAT 271 Foundation of Higher Math (Course Modification).....	15
MAT 311 Differential Equations (Course Modification) .....	15
MAT 333 Abstract Algebra (Course Modification) .....	15
MAT 490 Seminar in Mathematics Education (Course Modification).....	15
UNIVERSITY LIBRARY .....	16
No submissions received. ....	16
<b>CAMPUS-WIDE PROPOSAL SHARING FOR GRADUATE PROPOSALS .....</b>	<b>17</b>
COLLEGE OF ARTS AND HUMANITIES .....	17
No Submissions received.....	17
COLLEGE OF BUSINESS ADMINISTRATION & PUBLIC POLICY .....	17
Accounting, Certificate (Program Modification) .....	17
FIN 555 Seminar in Business Strategies (Course Modification) .....	17
COLLEGE OF EDUCATION.....	17
No submissions received. ....	17
COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION .....	17
No submissions received. ....	17
COLLEGE OF HEALTH, HUMAN SERVICES, & NURSING .....	18
MSN 502 Advanced Nursing Roles (Course Modification) .....	18
MSN 522 Advanced Health Assessment Lab (Course Modification) .....	18
MSN 523 Family Assessment Theory and Practice (Course Modification).....	18
MSN 528 Advanced Pathophysiology (Course Modification). ....	18
MSN 531 Nursing Ethics (Course Modification) .....	18
MSN 547 Clinical Nurse Specialist Role Performance I (Course Modification) .....	19
MSN 548 Clinical Nurse Specialist Role Performance II (Course Modification) .....	19
MSN 549 Clinical Nurse Specialist Role Performance III (Course Modification).....	19
MSN 550 Theoretical Foundations of Clinical Nurse Specialist Practice(Course Modification).....	19
MSN 558 FNF: Role Perform I (Course Modification).....	20
MSN 559 Nurse Educator: Role Performance I (Course Modification).....	20
MSN 560 Nurse Administrator: Role Performance I (Course Modification).....	20
MSN 568 Family Nurse Practitioner: Role Performance II (Course Modification) .....	20
MSN 569 Nurse Educator: Role Performance II (Course Modification).....	21
MSN 570 Nurse Administrator: Role Performance II (Course Modification).....	21
MSN 578 Family Nurse Practitioner: Role Performance III (Course Modification).....	21
MSN 588 Family Nurse Practitioner: Role Performance IV (Course Modification).....	21
MSW 540 Fieldwork Practicum I (Course Modification) .....	22
MSW 541 Fieldwork Practicum II (Course Modification).....	22
MSW 570 Fieldwork Practicum III (Course Modification).....	22
MSW 570 Fieldwork Practicum IV (Course Modification) .....	22
OTR 593 Fieldwork II B (Course Inactivation).....	22
COLLEGE OF NATURAL & BEHAVIORAL SCIENCES .....	23
No submissions received. ....	23
UNIVERSITY LIBRARY .....	23
No submissions received. ....	23

## **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.

### **Academic Affairs**

**Program/Course Name:** UNV 101 Personal, Social, and Intellectual Development

**Proposer:** Keisha Paxton

**Type of Change:** Course Modification

**Course Description:** A consideration of individual development with the goal of increasing knowledge of self and others within the University. Topics include self-knowledge and assessment, learning to learn, career development, and making the best use of university resources.

**Summary of Change and Rationale:** The course modification requested for UNV 101 is to modify the grading structure from A-F to A-C & NC to be consistent with the design and purpose of UNV 101.

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

**Program/Course Name:** PHI 220 Symbolic Logic

**Proposer:** Robert Jones

**Type of Change:** Course Modification

**Course Description:** Introduction to symbolic logic and its relation to everyday language. Students study deductive and inductive reasoning, the logical content and consistency of statements, truth-functional operations, analysis of arguments for validity and invalidity, logical fallacies, and elementary quantification theory.

**Summary of Change and Rationale:** Philosophy 220: Symbolic Logic meets the GE Area A3 requirement as a Basic Skills course. With regard to Philosophy courses, to meet this requirement, students have the option to take either Philosophy 120: Critical Thinking or Philosophy 220: Symbolic Logic. The grading method for Philosophy 120: Critical Thinking is A–C-/NC, however, the current grading method for Philosophy 220: Symbolic Logic is A–F. Given the similarity of the material between the two courses, and given the fact that both courses meet the same GE Area A3 requirement, and keeping student equity in mind, it is only fair that students who take Philosophy 220: Symbolic Logic are subject to the same grading method as those who take Philosophy 120: Critical Thinking.

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

No submission received.

### **College of Education**

No submission received.

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

No submissions received.

## College of Health, Human Services, & Nursing

**Program/Course Name:** HEA 316 Introduction to Epidemiology

**Proposer:** Toni Jehi

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** 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 (quizzes and exams) will 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.

**Program/Course Name:** Child Development, Bachelor of Science

**Proposer:** Kimberley Radmacher

**Type of Change:** Program Modification

**Summary of Change and Rationale:** In response to our last program review, we are modifying our program to include an additional 3 units of child development courses and removing our interdisciplinary elective requirement (12 units). The program modification will reduce the total number of units in our major from 52-55 units to 43-45 units. By reducing the number of units for the general child development degree, students will have more free electives, which will help facilitate their timely completion of the program. Students will also have an opportunity use those “free” units towards a minor in disciplines related to their career goals (e.g., business administration).

In response to recent changes by the California Commission on Teaching Credentialing (CTC) to the requirements for the Child Development Teacher Permit, we are adding two new courses to our curriculum (CDV 462 and CDV 480) and reinstating an existing course (CDV 372). Additional minor course changes are made to several child development courses. See new course and course modification proposals for additional details and rationale.

We are also modifying two of our concentrations - Early Development and Learning (EDLC) and Counseling and Family Services (CFSC). Please see Program Modification Proposals for each concentration for details and rationale.

We are also discontinuing two of our concentrations due to low enrollment - Juvenile Delinquency (JDC) and Management and Administration (MAC). Please see Program Discontinuation Proposal for details and rationale.

MAT 134 is being added as an option for students to complete their statistics requirement. MAT 131 and MAT 132 are current options in the program.

**Program/Course Name: Child Development: Counseling and Family Services Concentration, Bachelor of Science****Proposer:** Kimberley Radmacher**Type of Change:** Program Modification**Summary of Change and Rationale:** We are making the following changes to the CFS Concentration:

- CDV 442 – Marriage, Family, and Community will be a required specialized course in the general degree requirements for the CFS Concentration.
- We are adding HUS 300 – Introduction to Human Services and HUS 315 – Intercultural Communication for Human Services as elective options in the concentration.

The purpose of the Counseling and Family Services (CFS) concentration is to provide students with knowledge and skills that are relevant to working with children and families in the helping professions. Changing CDV 442 to a required rather than optional course will ensure students in this concentration have a developmental perspective to guide their work with children and families. Adding HUS 300 and HUS 315 as concentration electives will give students more variety of courses to choose from. These courses also provide students with skills relevant to working with children and families in helping professions.

**Program/Course Name: Child Development: Early Development and Learning Concentration, Bachelor of Science****Proposer:** Kimberley Radmacher**Type of Change:** Program Modification

**Summary of Change and Rationale:** The California Commission on Teaching Credentialing (CTC) recently developed/approved Teaching Performance Expectations and a Teaching Performance Assessment for the Child Development Teacher Permit. We are adding two new courses to our curriculum in response to these changes by the CTC (CDV 462 – Atypical Development and CDV 480 – Practicum in Early Childhood Education). We are also modifying CDV 240 – Early Childhood Development and Curriculum by dividing it into two courses to adequately cover the content in this course. CDV 220 – Principles and Practices of Teaching Young Children will be the first course in a two-course sequence that cover the developmentally appropriate practices related to curriculum and teaching in the preschool years. Additional restructuring of the concentration and general degree requirements was necessary to maintain our Associate Degree for Transfer (ADT) in Early Childhood Education. The EDL Concentration core courses (Child Development Permit Track) will include: CDV 462 and CDV 480 (specialized) and CDV 220, CDV 240, CDV 260 (formerly CDV 180), and LBS 410.

The Child Development Department has also been collaborating with the College of Education to introduce two new tracks within this concentration that will facilitate the entry into and expedite the completion of the PK-3 ECE Specialist Instruction Credential and Early Childhood Special Education Credential. The CTC recently approved a new PK-3 Credential, and a new credential program is being proposed by the College of Education (COE). Because Child Development has been designated the subject matter for this new credential by the CTC, we will be one of the primary feeders into this credential. The PK-3 Credential Track will include the EDLC core courses and ECE 400 and LBS 430. Students in our EDL Concentration are also highly sought after for the Early Childhood Special Education Credential. We have collaborated with the Special Education Department to add three courses from their program that allow students to be intern eligible upon entering the program (SPE 480, SPE 458, and SPE 462). LBS 410 (an EDLC core course) is also a required course in the ECSE Credential.



**Program/Course Name: Child Development: General Concentration, Bachelor of Science****Proposer:** Kimberley Radmacher**Type of Change:** Program Modification

**Summary of Change and Rationale:** In response to our last program review, we are modifying our program to include an additional 3 units of child development courses and removing our interdisciplinary elective requirement (12 units). The program modification will reduce the total number of units in our major from 52-55 units to 43-45 units. By reducing the number of units for the general child development degree, students will have more free electives, which will help facilitate their timely completion of the program. Students will also have an opportunity use those “free” units towards a minor in disciplines related to their career goals (e.g., business administration).

In response to recent changes by the California Commission on Teaching Credentialing (CTC) to the requirements for the Child Development Teacher Permit, we are adding two new courses to our curriculum (CDV 462 and CDV 480) and reinstating an existing course (CDV 372). Additional minor course changes are made to several child development courses. See new course and course modification proposals for additional details and rationale.

We are also modifying two of our concentrations - Early Development and Learning (EDLC) and Counseling and Family Services (CFSC). Please see Program Modification Proposals for each concentration for details and rationale.

We are also discontinuing two of our concentrations due to low enrollment - Juvenile Delinquency (JDC) and Management and Administration (MAC). Please see Program Discontinuation Proposal for details and rationale.

**Program/Course Name: Child Development: Juvenile Delinquency Concentration, Bachelor of Science****Proposer:** Kimberley Radmacher**Type of Change:** Program Modification

**Summary of Change and Rationale:** We are discontinuing the Concentration in Juvenile Delinquency because enrollment in this concentration has been historically low compared to our other concentrations – only 3-4% of child development majors enroll in this concentration. Removing the concentration will allow students the opportunity to minor in criminal justice administration since they are not able to double count courses in the concentration and minor. Reducing the number of concentrations will also streamline department reporting, tracking, and advisement of students.

**Program/Course Name: Child Development: Management and Administration Concentration, Bachelor of Science****Proposer:** Kimberley Radmacher**Type of Change:** Program Modification

**Summary of Change and Rationale:** We are discontinuing the Concentration in Management and Administration because enrollment in this concentration has been historically low compared to our other concentrations – only 1% of child development majors enroll in this concentration. Removing the concentration will allow students the opportunity to minor in business or public administration since they are not able to double count courses in the concentration and minor. Reducing the number of concentrations will also streamline department reporting, tracking, and advisement of students.

**Program/Course Name: CDV 220: Principles and Practices of Teaching Young Children****Proposer:** Kimberly Radmacher**Type of Change:** Course Modification

**Course Description:** Examines the historical approaches and theoretical principles of developmentally appropriate practice in early childhood learning environments, curriculum development, and teaching.

Emphasis is placed on how play, adult-child interactions, and family-school relationships support children's physical, cognitive, social, emotional, and language development. Introduces the roles and responsibilities of an early childhood educator, including the reflective curriculum cycle.

**Summary of Change and Rationale:** We plan to divide CDV 240 into two courses: CDV 220 – Principles and Practices of Teaching Young Children and CDV 240 – Early Childhood Development and Curriculum to accommodate the Teacher Performance Expectations for the Child Development Teacher Permit outlined by the California Commission on Teacher Credentialing (CTC). In CDV 220, students will learn the principles and theoretical grounding that lay the foundation for developing learning environments and curriculum in early childhood settings. In CDV 240, students will apply that knowledge and learn how to create and implement developmentally appropriate learning environments and curriculum for preschoolers. The bifurcation of the content covered in CDV 240 also aligns with courses offered by our community college partners and other CSU programs offering similar courses.

**Program/Course Name: CDV 240: Early Childhood Development and Curriculum**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** Students will learn and begin to create developmentally appropriate curriculum and teaching practices for children ages 2 to 6 years across developmental domains and content areas. Connections between curriculum, curriculum design, and children's physical, cognitive, social, emotional, and language development are examined.

**Summary of Change and Rationale:** We plan to divide CDV 240 into two courses: CDV 220 – Principles and Practices of Teaching Young Children and CDV 240 – Early Childhood Development and Curriculum to accommodate the Teacher Performance Expectations for the Child Development Teacher Permit outlined by the California Commission on Teacher Credentialing (CTC). In CDV 220, students will learn the principles and theoretical grounding that lay the foundation for developing learning environments and curriculum in early childhood settings. In CDV 240, students will apply that knowledge and learn how to create and implement developmentally appropriate learning environments and curriculum for preschoolers. The bifurcation of the content covered in CDV 240 also aligns with courses offered by our community college partners and other CSU programs offering similar courses.

**Program/Course Name: CDV 260: Introduction to Observation and Assessment in ECE**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** This course introduces the observation and assessment strategies and tools used to document development and learning in early childhood. Ethical issues, strengths, weakness and appropriate use of these methods will be discussed.

**Summary of Change and Rationale:** We are changing the Course # and level for CDV 180 to CDV 260 and adding CDV 240 as a prerequisite to reflect both the student learning expectations and the course sequencing for our Introduction to Observation and Assessment course. Students need basics in curriculum development prior to learning how to assess children's development and adapt curriculum through observation and assessment. This is also the course sequencing and course level used by our community college partners for articulated courses.

**Program/Course Name: CDV 366: Parenting and Child Guidance**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** The development and key tasks of the parenting role are examined, focusing on the influences of family systems and diverse contexts. Evidence-based parent education approaches and child guidance strategies that promote healthy child outcomes across diverse caregiving roles and settings are discussed.



**Summary of Change and Rationale:** The present proposal requests a change of the course title and description of CDV 366. As part of a program modification to align with the updated California Teaching Performance Expectations the course emphasis on effective child guidance strategies across diverse contexts is strengthened and highlighted. To facilitate a timely progression through the curriculum, one of the prior course prerequisites (CDV 330) becomes a co-requisite.

**Program/Course Name: CDV 372: Social Development and Interpersonal Relationships**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** Study of social and emotional development from birth through adolescence; development of the self; temperament and emotion; attachment, peer, parent-child, and early romantic relationships; interpersonal skills and moral development.

**Summary of Change and Rationale:** We are reintroducing CDV 372 into our curriculum to provide students with additional knowledge in the domain of social and emotional development beyond what is covered in their foundational level courses. CDV 372 will be a specialized elective option course and will have the same prerequisites as other specialized courses –CDV 320, CDV 325, CDV 330, and CDV 360. These foundational level prerequisites are necessary to prepare students for the demands of this advanced course.

**Program/Course Name: CDV 380 Stress, Risk, & Resilience**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** Childhood stress is examined within a risk and resilience framework. Concepts and theories explaining developmental risk and the protective factors and intervention strategies that promote adaptive coping and adjustment in various contexts will be discussed.

**Summary of Change and Rationale:** We are changing one of the prerequisites for CDV 380 to a co-requisite. CDV 320, CDV 325, and CDV 360 will remain as prerequisites and CDV 330 will be a co-requisite. We are making this change to facilitate students' timely progression through our program while still ensuring students are adequately prepared for subsequent coursework. Our current curriculum structure creates roadblocks for students. We currently allow students who have completed three foundational courses to concurrently enroll in specialized courses with their final foundational course. This change would allow that “exception” to be automated and reduce student need to receive permission numbers to enroll in courses. It will also reduce workload for advisors and administrative staff, who administer permission numbers.

**Program/Course Name: CDV 462 Atypical Development**

**Proposer:** Kimberly Radmacher

**Type of Change:** New Course

**Course Description:** Introduction to key concepts, developmental theories, empirical research, and evidence-based practices related to children and adolescents with developmental disorders and disabilities. Utilizes a developmental science approach to understanding the child and family within

**Summary of Change and Rationale:** The Department of Child Development is proposing a new course that covers atypical development. This course will benefit students with knowledge in a realm of child development previously not addressed in our curriculum. Additionally, this course will address recent changes made by the California Commission on Teaching Credentialing to the Teaching Performance Expectations (TPEs) for the Child Development Teacher Permit.

**Program/Course Name: CDV 480 Practicum in Early Childhood Education**

**Proposer:** Kimberly Radmacher

**Type of Change:** New Course

**Course Description:** Plan and implement curriculum activities with developmentally appropriate goals

and methods based on observations of children. Practice and demonstrate skills expected of a beginning preschool teacher in California.

**Summary of Change and Rationale:** CDV 480 is designed to provide practical experience in preschool settings to students. It is required of child development students specializing in early childhood education (ECE) and addresses the teaching performance expectations for the California preschool teacher-level permit.

**Program/Course Name: CDV 492 Seminar in Child Development Research**

**Proposer:** Kimberly Radmacher

**Type of Change:** Course Modification

**Course Description:** Provides students an opportunity to integrate knowledge about theories, empirical findings and research practices in child development. Students learn and apply research methods. An emphasis is placed on writing and presenting research reports for academic or non-academic audiences.

**Summary of Change and Rationale** We are changing the prerequisites for CDV 492 to CDV 320, CDV 363, CDV 366, and CDV 380. We are making this change to facilitate students' timely progression through our program while still ensuring students are adequately prepared for the coursework in CDV 492. This change will also reduce student need to receive permission numbers to enroll in the course as well as reduce the workload for advisors and administrative staff, who administer permission numbers.

**Program/Course Name: HUS 380 Fieldwork Practicum in Human Services I**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** This is the first of three supervised fieldwork experience with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: HUS 390 Field Practicum in HUS II**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminary in Human Services II. May not be taken concurrently, however, with any other field work courses.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices

**Program/Course Name: HUS 480 Fieldwork Practicum in Human Services III**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminar in Human Services III. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork placement.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices

**Program/Course Name:** HUS 484 Practicum in MHR

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Supervised field experience with an emphasis on mental health recovery and working with the severely and persistently mentally ill. Students are placed in a community mental health agency where they will apply their knowledge and skills of mental health recovery.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices

**Program/Course Name:** KIN 301 Kinesiology

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Examination of anatomical structure, function, and mechanical principles relating to human motion, including analytical and practical application of concepts. Two hours of lecture and three hours of laboratory per week

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** KIN 363 Principles of Athletics Training Laboratory

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Emphasis on knowledge, skills, and taping techniques for common athletic injuries and related evaluation procedures.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** KIN 464 Upper Extremity Assessment

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the upper extremity.

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** OTR 206 Human Growth and Development

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 298 Spec Topic in Occup. Therapy

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 301A Individual & Group Skills

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 314 Conditions of Human Dysfunc.

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 317L Neuroanatomy Physiology Lab

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 319A Evaluation & Interpretation

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 320a Theory and Application I

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 414 Human Dysfunction II

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 422A Theory & Application II

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 422A Theory & Application III

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 430S Practicum & Seminar I

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 432S Practicum & Seminar II

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 480S Field Work II Experience I

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

**Program/Course Name:** OTR 482S Field Work II Experience II

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program

## College of Natural & Behavioral Sciences

**Program/Course Name:** Mathematics: Data Science Option, Bachelor of Science

**Proposer:** Jessalyn Bolkema

**Type of Change:** New Program

**Summary of Change and Rationale:** This is a proposal to launch a new option in the mathematics department for undergraduate students interested in developing a strong mathematical background to prepare for a career in data science. This option incorporates existing courses in the mathematics major along with a few courses that have been piloted in the department.

**Program/Course Name:** ANT 120 Pop Culture Archaeology

**Proposer:** Ken Selington

**Type of Change:** New Course

**Course Description:** Ancient aliens, government conspiracies, lost civilizations, apocalyptic prophecies, mysterious technologies... Archaeology seems to inspire an unlimited stream of imaginative cult theories. From Indiana Jones to Reality TV, depictions of archaeologists in popular culture have skewed the general public's understanding of archaeology and archaeologists. In this course, we will critically examine pseudoscience, archaeological frauds, and implausible interpretations with an eye to dispelling fantastical or cult depictions of the past and present. The ability to deconstruct a range of expertly designed false claims and insufficient datasets is an increasingly important skill in the age of social media. Deliberate misrepresentations and innocent misunderstandings alike have the capacity to cloud our understanding of the human past and harm people in the present. We will critically examine ideas still prevalent today that promote racist ideologies by diminishing the accomplishments of indigenous cultures around the world. As we explore the achievements of ancient societies from every continent, you will gain a better appreciation for how much we all have in common and how societies are constantly changing.

**Summary of Change and Rationale:** ANT 120: Pop Culture Archaeology will provide a new GE Area A3 (Logical/Critical Reasoning) offering that spans the humanities, social sciences, and natural sciences at an introductory level. The course will focus on applying logical reasoning to the evaluation of portrayals of archaeology and ancient civilizations around the world in popular films, television, and social media platforms. Students will critically analyze such pop culture staples as Ancient Aliens, the Indiana Jones franchise, and the myth of Atlantis (among others), to understand the underlying harmful implications of the seemingly benign ideas they reproduce.

**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:** 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.

**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 Fundamentals 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 Fundamentals of Information Security**

**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 Networking 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: MAT 271 Foundation of Higher Math****Proposer:** Jessalyn Bolkema**Type of Change:** Course Modification

**Course Description:** Topics covered include first and second order linear equations including existence and uniqueness theorems, series solutions; nonlinear equations; systems of linear equations. Other topics may include the Laplace transform, qualitative theory.

**Summary of Change and Rationale:** MAT 311 prerequisites are being changed to better reflect the skills needed to be successful in the course. Therefore, a course in linear algebra (MAT 247) is replacing an introduction to mathematical proof (MAT 271) as a prerequisite, reflecting the nature of the problems being solved in the course.

**Program/Course Name: MAT 311 Differential Equations****Proposer:** Matt Jones**Type of Change:** Course Modification

**Course Description:** Topics include logic, methods of mathematical proof, set theory, relations and functions. Introduction to complex numbers and proof strategies using ideas of vector algebra. Meant to prepare students for mathematics program as well as concepts of computer science.

**Summary of Change and Rationale** MAT 271 is being changed to move a prerequisite to a corequisite. The corequisite of MAT 193 Calculus 2 provides some assurance that students have been exposed to foundational concepts used in MAT 271 without imposing unnecessarily high barriers. This is expected to reduce barriers to graduation, since MAT 271 is a critical prerequisite to most upper division math courses.

**Program/Course Name: MAT 333 Abstract Algebra****Proposer:** Matt Jones**Type of Change:** Course Modification

**Course Description:** The theory of groups, rings, ideals, integral domains, fields and related results.

**Summary of Change and Rationale:** MAT 333 is being modified to include an additional prerequisite course, MAT 247 Elements of Linear Algebra. This additional prerequisite should enable students to be better prepared for key concepts of MAT 333 that are exemplified in MAT 247.

**Program/Course Name: MAT 490 Seminar in Mathematics Education****Proposer:** Matthew Jones**Type of Change:** Course Modification

**Course Description:** The synthesis and analysis of the secondary mathematics curriculum from an advanced standpoint. Emphasis will be on the integration of problem solving, investigations, reasoning, and communication as recommended in state and national standards.

**Summary of Change and Rationale** MAT 490 prerequisite is being changed to require that students have completed one of three specific upper division courses. This change is better aligned to the course material and will enable students to take it as soon as they are prepared, removing roadblocks to



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

graduation that some students previously experienced with the prior prerequisite structure.

### **University Library**

No submissions received.

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

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

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

No Submissions received.

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

**Program/Course Name:** Accounting, Certificate.

**Proposer:** Arek Arakelian

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The Accounting Certificate will be modified to serve as a bridge program for student who want to join the MS in Accountancy program. The Certificate program is designed for students who do not have educational background in accounting but want to be qualified to sit for the CPA exam. The MS in accountancy program is designed to provide the additional classes that students need to become CPA and the Accounting Certificate program will qualify the students to join the MS in Accountancy program

**Program/Course Name:** FIN 555 Seminar in Business Strategies

**Proposer:** Meghna Singhvi

**Type of Change:** Course Modification

**Course Description:** This course is designed to present strategic management from the point of view of the practicing general manager. It focuses on specific knowledge and skills that are required to understand strategy and process by which it is developed in business organization and provides information on the situation and context in which strategy is formed and implemented.

**Summary of Change and Rationale:** The Accounting, Economics, and Law Department within the CBAPP is developing a new Masters in Financial Economics program and this new course is part of the curriculum in order to meet market demands for strategic management. This course is designed to present strategic management from the point of view of the practicing general manager. It focuses on specific knowledge and skills that are required to understand strategy and the process by which it is developed in business organizations, and provides information on the situation and context in which strategy is formed and implemented. This course will be designated as an elective course for the Master's in Financial Economics.

### **College of Education**

No submissions received.

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

No submissions received.

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

**Program/Course Name:** MSN 502 Advanced Nursing Roles

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Introduces competencies and other foundational components of advanced nursing practices such as history, roles, options and choices that are associated with career development and professional practice. Aspects of advanced practice include the impact upon various roles of uses of technology, evidence-based decision making, organizational leadership, systems change, collaboration and outcomes evaluation.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 522 Advanced Health Assessment Lab

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Application of advanced physical assessment skills and knowledge necessary to perform a comprehensive health assessment. Hands-on supervised skills workshop integrates systematic assessment principles, appropriate health assessment techniques, guidelines and considerations for patients across the lifespan.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 523 Family Assessment Theory and Practice.

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Focuses on the theoretical underpinnings specific to the biopsychosocial and developmental aspects of the family during the childbearing and child rearing years. Examines the conceptual basis of advanced practice nursing within the context of family assessment, interventions and strategies. Places emphasis on the family unit within a culturally diverse environment.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 528 Advanced Pathophysiology.

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description:** Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems. Discusses alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 531 Nursing Ethics

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Examines the theoretical and conceptual bases of ethics from a nursing perspective, including the moral development of nurses. Focuses on analysis, synthesis and resolution of ethical issues encountered in advanced practice nursing. Uses critical thinking to explore ethical relationships involved in delivering health care to diverse populations.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 547 Clinical Nurse Specialist Role Performance I

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** 144-hour practicum to apply theories for execution of CNS role in clinical settings with a specialty/population focus. Under supervision, the student is provided opportunities for role socialization, exploration of CNS responsibilities, and development of novice competencies. CR/NC grading only.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 548 Clinical Nurse Specialist Role Performance II

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** MSN 513, MSN 514, MSN 526 and MSN 531 are recommended. This 144 Hour practicum requires the application of evidence based practice and education principles in the clinical setting. Students will focus on health problems commonly encountered in the population of focus. CR/NC grading only.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 549 Clinical Nurse Specialist Role Performance III

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** This 144 hour practicum focuses on the CNS role in managing clinical outcomes. Students will provide consultation and wellness services, explore clinical concerns at the organizational level, and prepare for professional practice as a CNS.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name:** MSN 550 Theoretical Foundations of Clinical Nurse Specialist Practice

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** A conceptual basis of advanced nursing practice for the Clinical Nurse Specialist (CNS) role is established. Students will learn CNS practice models, family theories, leadership theories, decision-making models, organizational theories, change management, care coordination and

management of transitions care.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 558 FNF: Role Perform I**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Emphasizes comprehensive assessment and management of common acute health problems seen in the primary care of clients across the life span. Focuses on the primary care of the individual as a member of the family within a culturally diverse environment. Requires 144 hours of clinical practice under supervision by a faculty instructor and an individual preceptor.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 559 Nurse Educator: Role Performance I**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides the opportunity for implementing the nurse educator role in an education or health care setting. Applies curriculum development and didactic and clinical teaching/learning concepts and strategies, under supervision by the instructor and a preceptor. Requires 144 hours of practice in teaching.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 560 Nurse Administrator: Role Performance I**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides the opportunity to implement the nurse administrator role in a selected health care setting by focusing on forces shaping the role of the departmental nurse leader and institutional governance. Applies valid and reliable measures of evaluation to organizational and nurse administrator performance, under supervision by the instructor and a preceptor. Requires 144 hours of practice in administration.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 568 Family Nurse Practitioner: Role Performance II**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Emphasizes comprehensive assessment and management of common acute health problems seen in women and children. Focuses on the primary care of the individual as a member of the family within a culturally diverse environment. Includes reproduction, pregnancy, contraception, growth and development, as well as health promotion and health maintenance for women and children. Requires 144 hours of clinical practice under supervision by a faculty instructor and individual preceptor.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course



classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 569 Nurse Educator: Role Performance II**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides the opportunity for implementing the nurse educator role in an education or health care setting. Applies assessment and evaluation concepts and strategies in didactic and clinical teaching/learning situations, under supervision by the instructor and a preceptor. Requires 144 hours of practice in teaching.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 570 Nurse Administrator: Role Performance II**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides the opportunity to implement the nurse administrator role in a selected health care setting according to professional and regulatory requirements. Focuses on formulating a nursing service plan for integrating quality measures with cost control and case management practice, under supervision by the instructor and a preceptor. Requires 144 hours of practice in administration.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 578 Family Nurse Practitioner: Role Performance III**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides the opportunity to implement the nurse administrator role in a selected health care setting according to professional and regulatory requirements. Focuses on formulating a nursing service plan for integrating quality measures with cost control and case management practice, under supervision by the instructor and a preceptor. Requires 144 hours of practice in administration.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSN 588 Family Nurse Practitioner: Role Performance IV**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

**Course Description** Provides an opportunity to integrate evidence-based research into clinical evaluation and implementation of primary health care of clients across the life span. Emphasizes evaluation of the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families within a culturally diverse environment. Requires 144 hours of clinical practice under supervision by a faculty instructor and individual preceptor.

**Summary of Change and Rationale:** The School of Nursing has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSW 540 Fieldwork Practicum I**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSW 541 Fieldwork Practicum II**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSW 570 Fieldwork Practicum III**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: MSW 570 Fieldwork Practicum IV**

**Proposer:** Enrique Ortega

**Type of Change:** Course Modification

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

**Summary of Change and Rationale:** The department has requested to modify the course classification number (cs#) so that it better reflects the nature of the course. This will allow the course to better align with scheduling, enrollment, and budgetary practices.

**Program/Course Name: OTR 593 Fieldwork II B**

**Proposer:** Maria Peralta

**Type of Change:** Course Modification (Inactivate)

**Summary of Change and Rationale:** No longer needed in the OT Program



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

No submissions received.

## **University Library**

No submissions received.