

## Curriculum Register

February 22, 2022

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](#)

### **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 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 7, 2022**

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

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:** Art 165 Contemporary Art Practice I

**Proposer:** Jim Keville

**Type of Change:** New Course

**Course Description:** This course is an introduction to current art practices. Students will learn to conceptualize and produce contemporary art using a variety of materials, technologies and post-studio strategies. Six hours of activity per week. Fee required

**Summary of Change and Rationale:** This new course is designed to address non-traditional and emerging visual technologies as it applies to contemporary art practices in the professional field of art. The current Studio Art curriculum (proposed name change to Art) does not reflect these expansive technologies. To augment the foundation courses for drawing, painting, ceramics and sculpture, this foundation level course will introduce students to new technologies in digital, time-based, installation, performance and socially engaged art. Students will explore and understand digital tools combined with analog processes. Research of other B.A.'s, in forward thinking visual arts curriculum, offer courses that address similar concerns. Additionally, these concepts were successfully introduced and piloted to our Art (proposed name change from Studio Art) majors in the California Arts Council Grant funded extracurricular PRAXIS Studio Program in 2016 – 2017 in the CSUDH Art and Design Department. Exit surveys indicated students were interested in contemporary art practices and felt the need for courses that addressed these current art practices in the required curriculum.

Contemporary Art Practices 1 is a foundation course that introduces contemporary art fundamentals with emerging technologies as they develop. Students are introduced to non-traditional art technologies combined with conceptual models that integrate analog and digital technologies in art. Through a combination of post-studio methods, student work results are the creation of beginning level contemporary art.

**Program/Course Name:** COM 130 Introduction to Film

**Proposer:** Ryan Bowles Eagle

**Type of Change:** Course Modification

**Course Description:** An Introduction to the study of film as an aesthetic, historical, and cultural phenomenon, and to various methods of critical analysis.

**Summary of Change and Rationale:** COM 130 Introduction to Film is a lower-division requirement for Film, Television and Media (FTVM) majors and can also be taken to satisfy lower-division GE Area C. The course is already approved for delivery in a hybrid modality. It has been successfully piloted for online delivery during the pandemic and is now being proposed for permanent online delivery. The course will continue to be available in a face-to-face modality as well.

**Program/Course Name:** COM 307 History of Film

**Proposer:** Ryan Bowles Eagle

**Type of Change:** Course Modification

**Course Description:** A critical survey of the history of film from the 1890s to the present. Covers a range of cinematic traditions from narrative to experimental. Examines the interrelationships between cinematic forms, industry, regulation, technology, aesthetics, and culture.

**Summary of Change and Rationale:** COM 307 History of Film is an upper division requirement for Film, Television, and Media (FTVM) majors. It has been successfully piloted for online delivery during the pandemic and is now being proposed for permanent online and hybrid delivery. The course will

continue to be available in a face-to-face modality as well.

**Program/Course Name:** COM 308 Television History

**Proposer:** Ryan Bowles Eagle

**Type of Change:** Course Modification

**Course Description:** A critical survey of the history of American television, from the 1940's to the present. Examines the interrelationships between programming forms, industry, regulation, technology, aesthetics, and culture.

**Summary of Change and Rationale:** COM 308 Television History is an upper-division requirement for Film, Television and Media (FTVM) majors. It has been successfully piloted for online delivery during the pandemic and is now being proposed for permanent online and hybrid delivery. The course will continue to be available in a face-to-face modality as well.

**Program/Course Name:** COM 309 History of Emerging Media

**Proposer:** Ryan Bowles Eagle

**Type of Change:** Course Modification

**Course Description:** A critical survey of the history of new and emerging media forms from 1830s to the present. Examines a range of media technologies as sites of contestation and negotiation before their use by audiences had been institutionalized within industry and culture.

**Summary of Change and Rationale:** COM 309 Emerging Media History is an upper-division requirement for Film, Television and Media (FTVM) majors. It has been successfully piloted for online delivery during the pandemic and is now being proposed for permanent online and hybrid delivery. The course will continue to be available in a face-to-face modality as well.

**Program/Course Name:** COM 365 Introduction to Public Relations

**Proposer:** Sharon Sharp

**Type of Change:** Course Modification

**Course Description:** Public relations practices and principles applied to government, education and industry.

**Summary of Change and Rationale:** COM 365 Introduction to Public Relations is a lecture course that offers an overview of public relations practices and principles. It has been successfully piloted for online delivery and is now being proposed for permanent online delivery as well as hybrid delivery. The course will continue to be offered in person as well.

**Program/Course Name:** COM 390 Hollywood by the Horns

**Proposer:** Ryan Bowles Eagle

**Type of Change:** Course Modification

**Course Description:** Workshop that contributes to the mission of the "Hollywood by the Horns" program: to build up and maintain the relationship between working professionals in Hollywood and the dynamic students of CSU Dominguez Hills. Requires department consent.

**Summary of Change and Rationale:** COM 390 Hollywood by the Horns is an upper-division elective option for requirement for Film, Television and Media (FTVM) majors. In this course, professional guests working in the entertainment industry visit the class to share their experiences, wisdom, and advice with students. During the pandemic, FTVM piloted a Special Topics course that was also built around invited professional guests. That course was so successful in an online modality, COM 390 is now being proposed for permanent online and hybrid delivery. The course will continue to be available in a face-to-face modality as well.

**Program/Course Name:** DGN 345 Illustration 1

**Proposer:** Danielle Heitmuller

**Type of Change:** New Course

**Course Description:** An introduction to illustration, with an emphasis on craftsmanship, as well as learning and employing the illustration process. The class will explore many aspects of the illustration field, giving students a broad view of the discipline. The skills studied will provide a foundation for work in both illustration and animation. Students will explore personal artistic voice, techniques, design, and visual narrative.

**Summary of Change and Rationale:** This course will provide foundational instruction in the field of Illustration, allowing students to broaden their skills and pursue more opportunities. It will serve to increase the upper division offerings in the Design area to align with internal and external demand.

**Program/Course Name:** DGN 445 Illustration 2

**Proposer:** Danielle Heitmuller

**Type of Change:** New Course

**Course Description:** An intermediate class in illustration, with an emphasis on craftsmanship. The class reinforces the illustration process learned in level 1. Students will explore multiple areas within illustration, creating several advanced projects, with an emphasis on narrative in illustration as it relates to editorial, publishing, and visual development for animation. Students will build their portfolios and refine their personal artistic voice.

**Summary of Change and Rationale:** This course will continue instruction in the field of Illustration, allowing students to build portfolio projects. It will serve to increase the upper division offerings in the Design area to align with internal and external demand.

**Program/Course Name:** HIS 101 History of United States

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History.

**Summary of Change and Rationale:** This proposed change allows for a wider variety of modalities. Previously it was offered only as a face-to-face class. We now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 120 World History I

**Proposer:** Bianca Murillo

**Type of Change:** Course Modification

**Course Description:** Explores the early development of societies around the world and their increasing interactions to 1500. Reviews the rise of cities and empires, and major political, social, economic, and cultural developments prior to the modern period.

**Summary of Change and Rationale:** This proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.



**Program/Course Name:** HIS 121 World History II

**Proposer:** Bianca Murillo

**Type of Change:** Course Modification

**Course Description:** Explores the regional and global interactions and exchanges that have shaped the world since 1500. Treats major demographic, socio-economic, cultural and political patterns and changes that distinguish the modern period in world history.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 340 American West

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** Evaluates successive American wests from the pre-Columbian era to the present. Major themes include the Turner thesis, socio-economic, cultural, and political consequences of American colonization, and ways in which women, African Americans, Hispanics, and American Indians shaped the American West.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 341 California

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 348 Labor in American Society

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** The role of labor in the political, economic, and social life of the U.S. , including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 352 Topics in United States Foreign Relations History

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** Prerequisite: HIS 101 or equivalent is required. Topics in United States foreign relations history. Courses emphasize interaction of strategic, political, economic and cultural factors in policy making and implementation, as well as impact of major international events on American and global society, economy, and government.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 354 History of American Immigration

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** Historical trends, movements, and patterns of global immigration to the United States. Topics of study include motives for immigration; anti-immigration sentiments and activities; legal and political responses; role of distinctive cultural groups; assimilation and nonconformity.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 355 American Civil Rights History

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** Prerequisite: ENG 110 or ENG 108/109 is required. Junior status is required.

Covers the long history of civil rights in the United States from the antebellum to the present with special emphasis on the non-violent movements of the Cold War era.

**Summary of Change and Rationale:** The proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 356 American Environmental History

**Proposer:** Joshua J. Jeffers

**Type of Change:** New Course – UDGE D3

**Course Description:** This course explores the environmental history of the continental United States from the pre-contact period to the present. The course examines how humans have altered the American environment and how environmental factors have shaped the course of American history.

**Summary of Change and Rationale:** The department of history seeks to create a new course titled American Environmental History, which explores how humans have altered the American environment and how environmental factors have shaped the course of American history from pre-contact to the present. The course will have utilization in GE Area D3--upper division integrative studies in social science--and in Area B3 of the history major.

**Program/Course Name:** HIS 375 Popular Culture in History

**Proposer:** Bianca Murillo

**Type of Change:** Course Modification

**Course Description:** Course examines how cultural producers have used various popular mediums including, art, music, theater literature, oral traditions, and television to articulate identities and to challenge hegemonic discourses of class, race, ethnicity, and gender as well the structural inequalities they support.

**Summary of Change and Rationale:** This proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** HIS 376 Film as History

**Proposer:** Andrea Johnson

**Type of Change:** Course Modification

**Course Description:** The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America.

**Summary of Change and Rationale:** This proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow



for hybrid and online modalities.

**Program/Course Name:** HIS 380 Women in History

**Proposer:** Bianca Murillo

**Type of Change:** Course Modification

**Course Description:** Changing role of women in the family, political economy, and culture of various societies. Topics vary.

**Summary of Change and Rationale:** This proposed change allows for a wider variety of modalities. Previously this course was only offered as a face-to-face class. The department would now wish to allow for hybrid and online modalities.

**Program/Course Name:** LBR 200 Labor and Environment

**Proposer:** Stephen McFarland

**Type of Change:** Course Modification

**Course Description:** The course will pursue an understanding of the consequences of climate policies for different categories of workers, identified by economic sector, geographic location, gender, migration and immigration, and national status.

**Summary of Change and Rationale:** Adding online delivery as an option for the course LBR 200: Labor and the Environment after successful pilot online.

**Program/Course Name:** LBR 314 Key Issues: American Dream

**Proposer:** Stephen McFarland

**Type of Change:** Course Modification

**Course Description:** Explores the concept of the American Dream as it is expressed through literature, art, film, etc. and how people interpret the meaning of the concept in their own lives in a multiracial society.

**Summary of Change and Rationale:** Adding online delivery as an option for the course LBR 314: American after successful piloting online. Shortening title from "Key Issues: American Dream" to simply "American Dream".

**Program/Course Name:** PHI 220 Modern Formal Logic

**Proposer:** Robert C. Jones

**Type of Change:** Course Modification – LD GE Area A3

**Course Description:** A continuation of PHI 120 for students interested in further study of such logical concepts as Justification and Validity and introduces Truth-functional Operations and Elementary Quantification Theory.

**Summary of Change and Rationale:** The purpose of this course modification is to include PHI 220 Symbolic Logic as a LDGE Area A3 (Critical Thinking) Class. It's clear that the material covered in the course meets the GE Area A3 requirement. It makes sense and is only fair that if students take this course, they should get GE Area A3 credit for it. In Symbolic Logic, students will be able to distinguish sound, forceful reasoning from faulty reasoning. Students will also gain an understanding of basic logic and its relation to language, elementary inductive and deductive process, including an understanding of fallacies of language and thought, recognize the differences between assumptions, inferences, conclusions, facts and opinions; develop the abilities to analyze, criticize, and advocate ideas; reason inductively and deductively; and reach well-supported factual or judgmental conclusions. The change in title for the course from Modern Formal Logic to Symbolic Logic not only better captures the content of the course but makes the title of the course consistent with the title of the same course offered at most of the other Cal States and California community colleges, decreasing potential student confusion. The change in description merely makes more explicit what is covered in Symbolic Logic.

## College of Business Administration & Public Policy

**Program/Course Name:** M.S. in Business Analytics

**Proposer:** Nany Deng & Chi-Wen Chen

**Type of Change:** New Program

**Summary of Change and Rationale:** The proposed program of Master of Science in Business Analytics (also named “Applied Analytics for Business and Management”) is a graduate degree program that enables students to develop in-depth skills and knowledge in applied data analytics, data mining and business intelligence, organizational decision making, and quantitative analysis. The program allows students to apply analytics foundations and skills to a specific domain area to meet the increasing market demand for expertise in data analytics. With mastery of the analytics skills, knowledge, and abilities developed in the specialized domain, graduates will successfully enter the professional workplace capable of identifying, analyzing, and solving analytics problems for better business intelligence and decision support in organizations.

In summary, the MS in Applied Analytics program is designed to meet the increasing demand of organizations for graduates with cutting-edge knowledge and expertise in transforming big data into managerial and strategic assets. It’s an emerging, interdisciplinary field that draws upon fundamental principles of management information systems, statistics, business and public administration. Students will perform in-depth analyses of information systems issues and advanced data analytics concepts and techniques that can be applied to a variety of business and public administration domains. Graduates of the MS program will possess analytical competence and expertise that are in high demand by organizations that are eager to transform their big data into intelligence for improving organizational efficiency and effectiveness.

**Program/Course Name:** CJA 339 Research Methods & Communications in Criminal Justice Administration

**Proposer:** Sarah Britto

**Type of Change:** Course Modification/ GWAR-Certifying

**Course Description:** Highlights the fundamentals of research design. Students will learn how to design, conduct, and communicate scientific research. Students will apply their research training to the questions and policies that arise in the practice of criminal justice administration.

**Summary of Change and Rationale:** Proposed changes are designed so CJA 399 will meet the requirements to be a designated GWAR-certifying course. As per Policy AA 2020-08, this course is already 3-credit hours and has an enrollment cap of 25 students. The proposed changes reflect the policy requirements to “emphasize writing in disciplinary academic discourse(s), with ample writing activity and instructor feedback,” including 10-12 pages of informal writing and 12 pages of formal writing, peer and instructor review that help scaffold their informal writing to their formal writing, and student reflection on their writing process as they develop an academic identity with a focus on criminal justice, criminology and other justice-related inquiry.

**Program/Course Name:** CJA 341 Corrections Administration and Policy

**Proposer:** Jennifer Macy

**Type of Change:** Course Modification

**Course Description:** Explores the history, organization, administration and effects of institutional and community corrections in the United States and abroad. Critically examines the development and implementation of correctional administration through analysis of policy and practice at each level.

**Summary of Change and Rationale:** This proposal includes modification to CJA 447: Corrections Administration and Policy to develop the course into two additional delivery modalities: hybrid and online. As the third largest major on campus, our department needs to offer several sections of this course per semester. These courses fill to capacity quickly and sometimes students who need the course are

unable to attend it on campus due their various competing responsibilities. Thus, we want to provide more ways in which students can take the course at the time and in the manner, they need to graduate on time.

Currently, the course is approved for face-to-face format; creating two additional modalities will allow more students to take the course in the manner they need to, because it will be available in a format that suits their individual needs and schedules. This has the potential to decrease barriers to timely graduation as students can more easily fit major requirement courses into their schedules.

**Program/Course Name:** CJA 344 Theories of Crime and Criminal Justice Policy

**Proposer:** Sarah Britto

**Type of Change:** Course Modification

**Course Description:** Examines theories of crime and criminal justice policy. Covers definitions of crime, its measurement, and patterns across time and place. This is used to evaluate historical and contemporary politics in criminal justice administration.

**Summary of Change and Rationale:** This proposal includes modification to CJA 344: Theories of Crime and Criminal Justice Policy to develop the course into two additional delivery modalities: hybrid and online. As the third largest major on campus, our department needs to offer several sections of this course per semester. These courses fill to capacity quickly and sometimes students who need the course are unable to attend it on campus due their various competing responsibilities. Thus, we want to provide more ways in which students can take the course at the time and in the manner, they need to graduate on time.

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**Program/Course Name:** CJA 443 Criminal Law and Administration

**Proposer:** Marie Palladini

**Type of Change:** Course Modification

**Course Description:** Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.

**Summary of Change and Rationale:** This proposal includes modification to CJA 443: Criminal Law and Administration to develop the course into two additional delivery modalities: hybrid and online. As the third largest major on campus, our department needs to offer several sections of this course per semester. These courses fill to capacity quickly and sometimes students who need the course are unable to attend it on campus due their various competing responsibilities. Thus, we want to provide more ways in which students can take the course at the time and in the manner, they need to graduate on time.

Currently, the course is approved for face-to-face format; creating two additional modalities will allow more students to take the course in the manner they need to, because it will be available in a format that suits their individual needs and schedules. This has the potential to decrease barriers to timely graduation as students can more easily fit major requirement courses into their schedules.

**Program/Course Name:** CJA 444 Juvenile Justice Process

**Proposer:** Shari Berkowitz

**Type of Change:** Course Modification

**Course Description:** Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.

**Summary of Change and Rationale:** This proposal includes modification to CJA 444: Juvenile Justice Process to develop the course into two additional delivery modalities; hybrid and online. As the third largest major on campus, our department needs to offer several sections of this course per semester. These courses fill to capacity quickly and sometimes students who need the course are unable to attend it on campus due to their various competing responsibilities. Thus, we want to provide more ways in which students can take the course at a time and in the manner, they need to graduate on time.

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**Summary of Change and Rationale:** This proposal includes modification to CJA 447: Corrections Administration and Policy to develop the course into two additional delivery modalities: hybrid and online. As the third largest major on campus, our department needs to offer several sections of this course per semester. These courses fill to capacity quickly and sometimes students who need the course are unable to attend it on campus due their various competing responsibilities. Thus, we want to provide more ways in which students can take the course at the time and in the manner, they need to graduate on time.

Currently, the course is approved for face-to-face format; creating two additional modalities will allow more students to take the course in the manner they need to, because it will be available in a format that suits their individual needs and schedules. This has the potential to decrease barriers to timely graduation as students can more easily fit major requirement courses into their schedules.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## **College of Education**

No submissions received



## College of Extended & International Education

**Program/Course Name:** M.S. in Quality Assurance

**Proposer:** Milton

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The quality profession continues to evolve from the product-focused approach applied in the 1990s to a more diverse application in quality in any industry where processes are applied for the realization of a product or service. The quality profession has changed to support the digitization of Industry 4.0. To remain current, the MSQA program is proposing to add four (4) new elective courses and three (3) Credit for Prior learning (CPL) elective courses. These courses address many of the skills required of contemporary quality professionals and provide the opportunity for prior learning credit per CO policy ED 1036

**Program/Course Name:** QAS 543 Identification and Mitigation of Suspect and Counterfeit Items

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** This course is designed to distinguish the characteristics of suspect/counterfeit items (S/CI) and how to mitigate and prevent their occurrences through the development of corrective and preventative action plans into common quality management systems by applying quality tools and methodologies.

**Summary of Change and Rationale:** New course added to the MSQA program.

**Program/Course Name:** QAS 544 Digital Transforming Quality 4.0 with Industry 4.0

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** This course examines contemporary process-related issues and assesses how to develop a digital organizational self-assessment through the application of quality tools and methodologies that contribute to continuous improvement and organizational excellence as appropriate in Industry 4.0.

**Summary of Change and Rationale:** New course in MSQA program.

**Program/Course Name:** QAS 545 Laboratory Conformity Assessment

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** This course will evaluate the various systems for laboratory accreditation and certification in compliance with industry and government regulatory requirements to assure safe and reliable products and services are provided for both industry and consumers through assessment and appraisal techniques.

**Summary of Change and Rationale:** New course in MSQA program.

**Program/Course Name:** QAS 546 Case Studies in Quality

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** This course provides students an opportunity to apply their MSQA acquired skills to encourage and enhance dialogue, reinforce comprehension, bridge the gap between theory and practice, develop analytical and critical thinking skills, and to solve practical industry-related problems.

**Summary of Change and Rationale:** New course in MSQA program.

**Program/Course Name:** QAS 591 Credit for Prior Learning: Quality Auditing

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** The Certified Quality Auditor is a professional who understands the standards and principles of auditing and the auditing techniques of examining, questioning, evaluating and reporting to determine a quality system's adequacy and deficiencies. The Certified Quality Auditor analyzes all elements of a quality system and judges its degree of adherence to the criteria of industrial management and quality evaluation and control systems. This MSQA elective course provide MSQA candidates with 3 units of degree credit for earning the Quality Auditor Certification (CQA) from the American Society of Quality (ASQ). The ASQ CQA must be current at the time it is entered in the student transcripts.

**Summary of Change and Rationale:** This MSQA elective course provide MSQA candidates with 3 units of degree credit for earning the Quality Auditor Certification (CQA) from ASQ. The CQA has been recognized by A.C.E and aligns with the new policy permitting limited CPL credit in accredited graduate programs.

**Program/Course Name:** QAS 592 Credit for Prior Learning: Quality Management/Organizational Excellence

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** The Certified Manager of Quality/Organizational Excellence is a professional who leads and champions process-improvement initiatives - everywhere from small businesses to multinational corporations - that can have regional or global focus in a variety of service and industrial settings. A Certified Manager of Quality/Organizational Excellence facilitates and leads team efforts to establish and monitor customer/supplier relations, supports strategic planning and deployment initiatives, and helps develop measurement systems to determine organizational improvement. The Certified Manager of Quality/Organizational Excellence should be able to motivate and evaluate staff, manage projects and human resources, analyze financial situations, determine and evaluate risk, and employ knowledge management tools and techniques in resolving organizational challenges.

**Summary of Change and Rationale:** This MSQA elective course provide MSQA candidates with 3 units of degree credit for earning the Quality Manager/Organizational Excellence Certification (CMQ/OE) from ASQ. The CMQ/OE has been recognized by A.C.E and aligns with the new CO course equivalence policy ED 1036 permitting limited CPL credit in accredited graduate programs.

**Program/Course Name:** QAS 593 Credit for Prior Learning: Six Sigma Black Belt

**Proposer:** Milton Krivokuca

**Type of Change:** New Course

**Course Description:** The Certified Six Sigma Black Belt is a professional who can explain Six Sigma philosophies and principles, including supporting systems and tools. A Black Belt should demonstrate team leadership, understand team dynamics and assign team member roles and responsibilities. Black belts have a thorough understanding of all aspects of the define, measure, analyze, improve and control (DMAIC) model in accordance with Six Sigma principles. They have basic knowledge of lean enterprise concepts, are able to identify non-value-added elements and activities and are able to use specific tools.

**Summary of Change and Rationale:** This MSQA elective course provide MSQA candidates with 3 units of degree credit for earning the Six Sigma Black Belt (SSBB) certification from the American Society of Quality (ASQ). The ASQ SSBB must be current at the time it is entered in the student transcripts.

## College of Health, Human Services, & Nursing

**Program/Course Name:** CDV 320 Methods and Analysis in Child Study

**Proposer:** Megumi Kuwabara

**Type of Change:** Course Modification/GWAR-Certifying

**Course Description:** Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3 hours lecture, 1 hour lab

**Summary of Change and Rationale:** Per AA 2020-08 policy, undergraduate students at CSUDH must complete one of the approved GWAR-certifying courses at the upper-division level with a grade of “C” or better before they graduate. To meet this requirement at our department, we propose our currently designated writing intensive (WI designated) course (CDV320 - Methods and Analysis in Child Study) be transferred as a GWAR-certified course for our students in our program.

**Program/Course Name:** MFT 395 Non-Violent Human Communication and Relationships

**Proposer:** Michael G. Laurent

**Type of Change:** New Course – UDGE Area A

**Course Description:** Utilizing concepts pioneered by Marshall Rosenberg (Basics of Non-Violent Communication) and Virginia Satir (The New Peoplemaking) this course will help students in the art of healthy communication with self and others. The words we say to others and ourselves can foster connections, compassion, empathy, and intimacy, or create violence, isolation, and emotional pain. The idea is to replace patterns that we have all been exposed to of defending, withdrawing, or attacking in the face of judgement and criticism with a way of communicating that leads us to give from the heart.

The students learn the difficult language that distinguishes between judgement and observation, responsibility for feelings and needs and how to make sure requests versus demand. It also teaches one of the most valuable aspects of human relationships – the art of compassionate listening and empathy.

**Summary of Change and Rationale:** Although this course has been taught for the MFT program for the past twelve years to help future therapists with effective communication and relationships with their clients, the overwhelming feedback from the students has been that the course has been life changing in all aspects of their lives and relationships at work, home, and with themselves. This is a three-unit course that is a combination of lecture/presentation, discussion and group. Like learning a language, the course requires practice through quizzes, group interaction, and journaling.

The MFT department is offering this pilot course all undergraduate CSUDH students who are interested in the helping professions that look at improving relationships at work, school, and home. Undergraduates may use this course to fulfill one of the categories under the General Education requirements.

**Program/Course Name:** M.S. In Occupational Therapy

**Proposer:** Heather Kitching

**Type of Change:** Program Modification

**Summary of Change and Rationale:** The Occupational Therapy MSOT Program proposes two curricular changes:

1. After UCC approval of a 1-unit increase to two required courses in the MSOT Program, namely OTR 537L Assessments in OT Practice - Pediatrics and OTR 557L Assessments in OT Practice - Adult, the 96-unit MSOT Program will now require 98 units to complete the program. The unit changes to the two courses were needed to accommodate hands-on clinical competencies as required by the Accreditation Council for Occupational Therapy Education (ACOTE).
2. The Department of Occupational Therapy proposes a change to the MSOT culminating activity from the current Comprehensive Examination (a 4-hour written test) to a Capstone Clinical Project that consists of (a) a comprehensive Evidence-Based Capstone Clinical Paper, and (b) an Oral and Clinical Competence Presentation.

The recent shift in our professional paradigm along with the cumulated feedback of the faculty and students have evinced the following shortcomings of the current MSOT Comprehensive Examination (a 4-hour written test): (a) a reductionism of clinical reasoning due to the overemphasis on quantitative and experimental outcomes, (b) the insufficiency of evaluation on students' clinical hands-on skills and real-world application, (c) the unfit exam rubric with dated clinical standards, and (d) a lengthy written test causing undue physical and psychological distress.

Correspondingly, a self-paced MSOT Capstone Project is proposed to include a process of real-world clinical reasoning and solution. The Project includes (a) a comprehensive Evidence-Based Capstone Paper that requires students to objectively define and analyze a clinical problem and propose (problem-solve) an intervention solution incorporating research evidence, client evidence, and professional expertise; and (b) an Oral and Competence Presentation that requires students to justify their clinical reasoning and demonstrate hands-on clinical skills for their proposed intervention to a Capstone Faculty Committee.

## College of Natural & Behavioral Sciences

**Program/Course Name:** BIO 490 Senior Project

**Proposer:** Kathryn E. Theiss

**Type of Change:** Course Modification – GEAR-Certifying

**Course Description:** Prerequisites: Senior standing; completion of lower division general education courses, GEAR, statistics, and required courses in the biology major. Application and assessment of previously learned material in courses required in biology and general education. Activities such as the design and conduct of an experiment requiring statistical analysis, resume writing, oral presentations on career choices, and critiques of classmates presentations. Three hours of lecture per week.

**Summary of Change and Rationale:** The course modification for Bio 490: Senior Project brings the course outcomes in line with the new designation of a GEAR-certifying course, in response to the CSU Chancellor's Office mandate. Students will engage in critical analysis of biological literature through formal and informal writing activities.

**Program/Course Name:** BPH 410 Healthcare Education

**Proposer:** Horace Crogman

**Type of Change:** New Course

**Course Description:** This course is designed to help students meet the criteria for professional schools. The class will explore principles practices and develop students' communication skills. Additionally, this course will have a service-learning component requiring students to shadow one or more healthcare professionals for 8 weeks, as well as complete 30hrs of volunteering in community organizations.

**Summary of Change and Rationale:** The Physics Department proposes a new interdisciplinary course designed to suit the careers of students who intend to be involved in the fields of Biotechnology, Biological Sciences, or Medicine. Specifically, this Biophysical Research course is built to provide research training for students. The course features elements of practices and principles in the Healthcare industry. Students will have first-hand knowledge of the industry and engage with healthcare professionals. This course will have a service-learning component that requires students to shadow one or more healthcare professionals and will be involved in 30hrs of community service. Students will be expected to create a report detailing their experience. Students will be exposed to tools, protocols, methodologies, and instrumentation used in the healthcare field.

**Program/Course Name:** CTC 385 Introduction to Programming

**Proposer:** Liudong Zuo

**Type of Change:** New Course

**Course Description:** This course introduces general computing practice first, and then introduces the concept of programming used block programming language. Students will also be exposed to pseudocode and algorithm design.

**Summary of Change and Rationale:** This course introduces general computing practice first, and then introduces the concept of programming used block programming language. Pseudocode and algorithm design will also be introduced.

Computer Science Department is requesting to make this course as a new course.

**Program/Course Name:** CTC 386 Computational Thinking and Programming

**Proposer:** Liudong Zuo

**Type of Change:** New Course

**Course Description:** This course introduces different data structures and algorithm design principles first, followed by different software design models. Advanced Python programming techniques are also discussed.

**Summary of Change and Rationale:** This course introduces computational thinking and problem-solving frameworks first, and then uses Python to teach programming concepts and problem-solving

skills. Ethics in computing is also discussed.

Computer Science Department is requesting to make this course as a new course.

**Program/Course Name:** CTC 387 Computer Networks, Communication Devices and Methods

**Proposer:** Liudong Zuo

**Type of Change:** New Course

**Course Description:** This course introduces computer system, network and communication devices first, and then introduces how to identify hardware and software failures and use tools to perform diagnosis. Social and legal issues in computing, and pedagogy in computer science are also discussed.

**Summary of Change and Rationale:** This course introduces computer system, network and communication devices first, and then introduces how to identify hardware and software failures and use tools to perform diagnosis. Social and legal issues in computing, and pedagogy in computer science are also discussed.

Computer Science Department is requesting to make this course as a new course

**Program/Course Name:** CTC 389 Data Structures and Software Design

**Proposer:** Liudong Zuo

**Type of Change:** New Course

**Course Description:** This course introduces different data structures and algorithm design principles first, followed by different software design models. Advanced Python programming techniques are also discussed.

**Summary of Change and Rationale:** This course introduces different data structures and algorithm design principles first, followed by different software design models. Advanced Python programming techniques are also discussed.

Computer Science Department is requesting to make this course as a new course.

**Program/Course Name:** POL 355 Politics and Political Theory through Film

**Proposer:** Christopher R. Hallenbrook

**Type of Change:** New Course

**Course Description:** This class studies political theory and politics as presented through film. Students examine the various ways artists critique existing political and social structures, provide alternative visions, and challenge audiences to rethink their unexamined assumptions regarding human existence.

**Summary of Change and Rationale:** New Course. The aim of this course is to engage with political commentary through film. Students will examine how films present various schools of political theory and how artists present their own political visions. This class seeks to expand students' horizons as to what political theory and political debate is, as well as engagement them with timeless questions that may not have otherwise been interested in.

**Program/Course Name:** POL 356 Political Theory and Science Fiction

**Proposer:** Christopher R. Hallenbrook

**Type of Change:** New Course

**Course Description:** This course explores how science fiction has explored perennial questions of political theory. Students engage with the books, films, and TV shows of the genre, and how these works challenge existing political structures and develop alternative visions.

**Summary of Change and Rationale:** New Course. The aim of this course is to engage with political, social, and moral commentary through science fiction. Students will examine how the genre presents existing schools of political theory and how artists present their own political concerns. This class seeks to expand students' horizons and to what political dialogue and political theory is and engage them with timeless questions they may not have previously been interested in.



**Program/Course Name:** PHY 110 Computer Methods in Applied Physics

**Proposer:** Antonia Boadi

**Type of Change:** New Course

**Course Description:** Introduction to programming and numerical methods for physics. Students will gain understanding of modern computing techniques for solving physical and simulating physical systems.

**Summary of Change and Rationale:** This is a brand-new course that we have piloted for several semesters. It was created in response for a need to create a focused course in programming that applies to physics content. This course is different from courses offered in the computer science department in that it directly applies to content and learned skills to physics content. There is not a course like this that currently exists on our campus. Additionally, in our pursuit to create a new partnership to support our Physics: Electrical Engineering focus we have worked with CSU Long Beach Electrical Engineering department to identify required content needed to take courses within their department. As such, this course meets the needs requested from CSULB EE.

This course will also greatly impact the physics department's ability to connect with our students earlier than we currently do. Most of our students come to us not calculus ready. As such we do not meet a majority of our students until their 2nd year on average. This course, because it has no prerequisites, will allow us to connect with our interested physics students and potentially increase the retention of those that might have changed majors before they even take their first course within our department.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## **University Library**

No submissions received.