This publication contains proposed curriculum changes. This Curriculum Register conforms to the curriculum review process as described in the fall 2007 Curriculum Review Guide. It contains two sections, **Campuswide Proposal Sharing**, which includes a synopsis of course and program proposals that have been submitted for review to their department curriculum committee or program faculty and **University Curriculum Committee (UCC) Recommendations** that includes completed information on proposals reviewed by UCC.

Every proposal must complete all stages of the curriculum review process:

1. Submission of proposal(s) by originating department/program.
2. Review by every department/program in the school/college in which the program is housed.
3. Review by Department Curriculum Committee or Program Faculty.
5. Review by General Studies, Liberal Studies, or Graduate Council, when appropriate; preparation of impact statement.
6. Review by the Dean for school/college resource implication; preparation of resource impact statement.
7. Review by the Office of Academic Programs; preparation of university resource impact statement.
8. Review by the originating School/College Curriculum Committee.
9. Review by the University Curriculum Committee (UCC).
10. UCC recommendations posted in the Curriculum Register.
11. Review by Academic Affairs Program Effectiveness Committee, when appropriate.
12. Approval by Vice President for Academic Affairs or designee.
13. Approval by President, when appropriate.
14. Approval by Off Campus Approval bodies, when appropriate.

**Moratorium for Proposals in Campuswide Sharing Stage:**

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, in writing, to the proposing School or College Curriculum Committee or Program Faculty for proposals in the campuswide sharing stage. The Campuswide Sharing section of the Curriculum Register contains only a summary of the curriculum proposal. Please ask the Department Curriculum Committee or Program Faculty for a complete proposal packet if you have questions or concerns.

**Moratorium Date: October 2, 2015**

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

The Curriculum Register is produced by the Office of Academic Programs. Any questions or comments should be directed to Tracey Haney at ext. 3308.
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CAMPUSWIDE PROPOSAL SHARING

The following proposal(s) have completed steps 1-3 of the Curriculum Review Process (see pg. 1 of Curriculum Register).
College of Arts and Humanities

Program/Course: IDS 336
Type of Change: New Course Topics
Proposer: Cathy Jacobs
Summary of Changes: The IDS Department proposes the following new topics for IDS 336:
American Studies in the Humanities:
- New West/True West
- US Ethnic Literature
- LA Stories
- Inventing America’s Past
- American Women in Art and Culture

Program/Course: IDS 350
Type of Change: New Course Topics
Proposer: Cathy Jacobs
Summary of Changes: The IDS Department proposes the following new topics for IDS 350:
Interdisciplinary Topics in Environmental Studies:
- Environmental Health
- Global Warming
- Endangered Species
- Secret Life of Plants
- Epidemics
- Oceans
- Animal Behavior
College of Business Administration and Public Policy

Program/Course: LAW 240  
Proposer: Charles Thomas  
Type of Change: Modify Course  
Summary of Changes: The Accounting/Law department proposes to modify LAW 240: The Legal Environment of Business. The department proposes to modify the method of delivery to include online and hybrid offerings.

Program/Course: MGT 212  
Proposer: Karl Strandberg  
Type of Change: New Course  
Summary of Changes: The Management Department proposes a new course, MGT 212: Managing Workforce Diversity. The course is proposed for General Education area D1, the Whole Person.

This course was enthusiastically received when I taught it as a Special Topics (MGT 495) course. The students appreciated the thorough review of the major arguments for developing inclusive organizations: the Business Case, the Legal case, the Social case, and the Moral-Ethical case, including the discussion of the complementary relationship between diversity and ethics being an important part of an organization’s culture and that organization’s financial performance. The unique part of this course is the focus on helping students to learn the importance of dialogue, and how to practice it in developing their own, and others’ diversity consciousness. This course, in addition to including four dialogue exercises prompted by viewing video clips of discriminatory, harassing and retaliatory behaviors in the workplace, features other high impact learning practices: maintaining a Learning Journal, participating on a team to develop a Diversity Credo for a fictitious organization, and high participation in informal class presentations.

I was pleased when Dr. Wen suggested that I convert this course to a lower-division General Education course, so that more CSUDH students could have an opportunity to learn how best to accept and value others, regardless of their human differences – to develop their diversity consciousness. This continuing learning is so important for the development of individuals, organizations and institutions. The development of one’s diversity consciousness will help strengthen our economy and democracy.
**Program/Course:** Master of Public Administration: Public Management Concentration  
**Proposer:** Hugo Asencio  
**Type of Change:** Modify Program  
**Summary of Changes:** The Public Administration Department proposes to modify the MPA: Public Management Concentration.

The Public Management Concentration consists of 3 courses (9 units) in a 12-course (36 units) MPA degree. Currently, students are allowed to take elective courses within other concentrations in the MPA Program—Criminal Justice Administration, Criminal Justice Policy and Administration, Health Care Policy and Administration, or Nonprofit Management—to satisfy program requirements for the Public Management Concentration. However, every time this happens, this requires completing a course substitution form. The proposed program modification will change the course requirement in the MPA Program to align with the aforementioned practice.

**Program/Course:** PUB 521  
**Proposer:** Hugo Asencio  
**Type of Change:** Retire Courses  
**Summary of Changes:** The Public Administration Department proposes to retire PUB 521: Individual and Group Behavior in Organizations and PUB 525: Human Resources Management.

**Program/Course:** PUB 508  
**Proposer:** Hugo Asencio  
**Type of Change:** Modify Course  
**Summary of Changes:** The Department of Public Administration proposes to change the course title for PUB 508 from “Public Personnel and Labor Relations” to “Public Human Resource Management.” The proposed change will not affect the content and the learning objectives of PUB 508. The advantages of this change include:

1. Better alignment with the catalog course description: “Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force. Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored.”
2. Better reflection of the course contents (see sample syllabus).
3. Offering in the future a specialized course on “Labor Relations” as part of the Public Management Concentration in the MPA Program.

**Program/Course:** PUB 520  
**Proposer:** Hugo Asencio  
**Type of Change:** New Course  
**Summary of Changes:** The mission of the MPA program is “… to prepare a diverse student body to lead and manage public affairs”. In line with its mission, the MPA program proposes a specialized course on public-sector leadership, PUB 520 Leadership in the Public Sector. A key feature of this course will be its emphasis on the traits, skills, and behaviors that public leaders need to possess as they advance the public interest within public and nonprofit organization. In the end, PUB 520 will help further the MPA program’s mission by helping students: (1) acquire knowledge on the theoretical and practical foundations of public-sector leadership and (2) develop skills for leading within public and nonprofit organizations.
Program/Course: BA in Liberal Studies: General Studies Option
Proposer: Lisa Hutton
Type of Change: New Program
Summary of Changes: The Liberal Studies Department requests a new option, General Studies. This option would be available by consultation with the Department Chair and by petition only. The student and Department Chair will design a course of study with courses that are closely related to form an in depth area of study.
College of Health, Human Services and Nursing

Program/Course: MS in Nursing
Proposer: Maria Barbosa
Type of Change: Modified Program
Summary of Changes: CSUDH SON requires Advanced Health Assessment as core course for three of our degree programs. The current three unit course is set up as a combined theory and lab course. This current course setup is not optimal for

1. Faculty Compensation
   a. Need clear theory vs. lab coding for appropriate instructor compensation.

2. Student Failures
   a. If a student fails the lab portion of the course they are required to retake the entire course and vice versa.

3. Non-Matriculated Students
   a. We have students from outside schools that require just the lab or just the theory portion of Advanced Health Assessment. We cannot currently offer one or the other.

Proposed changes:
1. No longer offer MSN 527 (3 units); combined health assessment theory and lab course.
2. Offer MSN 521 (2 units); Advanced health assessment theory – Online Only
3. Offer MSN 522 (1 unit); Advanced Health Assessment Lab – On-Campus

Procedure for Students:

1. Students Admitted in Spring 2016 and Forward
   a. Students will complete MSN 521-Advanced Physical Assessment Theory and MSN 522- Advanced Physical Assessment Lab as required, replacing MSN 527-Advanced Physical Assessment (Theory & Lab).

2. Students Admitted Prior to Spring 2016
   a. Students who are required to take MSN 527 and have not taken MSN 527 yet, will replace this requirement with MSN 521 & MSN 522.
      i. Students will be informed via monthly E-letters from program coordinators, SON homepage news, updated Catalog, and updated roadmaps per program.
   b. Students who have already completed MSN 527 will be exempt from having to take MSN 521 & MSN 522 as the new requirements.
      i. Nursing graduate advisors Alma Melena, amelena@csudh.edu or Mark Kerr, mkerr@csudh.edu will be updated regarding this substitution.
Program/Course: MS in Nursing: Gerontology Clinical Nurse Specialist  
Post Master’s Certificate: Gerontology CNS  
Proposer: Terri Ares  
Type of Change: Modified Program  
Summary of Changes: The SON proposes to modify this program based on national regulatory changes for advanced practice registered nurse programs that specify the adult and gerontology populations must be combined. The new name proposed is Adult-Gerontology Clinical Nurse Specialist. One new course is proposed to cover management of adult problems (MSN 535). Course modifications are proposed to address content gaps and increase clinical hours according to the national standards, published competencies and certification exam blueprint topics.

Program/Course: MS in Nursing: Parent-Child Clinical Nurse Specialist  
Post Master’s Certificate: Parent-Child CNS  
Proposer: Terri Ares  
Type of Change: Modified Program  
Summary of Changes: The SON proposes to modify this program based on national regulatory changes for advanced practice registered nurse programs to add clinical hours (0.5 unit addition to one course). Some of the course modification proposed for the Adult-Gerontology CNS program also impact this program as there are 4 shared courses.

Program/Course: MSN 535  
Proposer: Terri Ares  
Type of Change: New Course  
Summary of Changes: The SON proposes a new course, MSN 535, Clinical Management and Differential Diagnosis of Adult Acute Health Problems. Proposed course is needed to add adult population content into the program (Adult-Gerontology CNS). Additionally, national standards require instruction in clinical management and differential diagnosis.

Program/Course: MSN 533  
Proposer: Terri Ares  
Type of Change: Course Modification  
Summary of Changes: The SON proposes to modify MSN 533: Theoretical Aspects of Aging. Proposed modification of course descriptions and learning objectives in response to a program review to comply with national changes based on Adult-Gerontology Clinical Nurse specialist competencies and national certification exam blueprints. Settings for geriatric care, geriatric syndromes, clinical assessment tools, palliative care, and end-of-life content has been added.

Program/Course: MSN 547  
Proposer: Terri Ares  
Type of Change: Course Modification  
Summary of Changes: The SON proposes to modify MSN 547: Clinical Nurse Specialist Role Performance I. Proposed modification of course description and learning objectives in response to a program review to comply with national changes for Clinical Nurse Specialist education. Wellness, facilitation of decision-making, and medication reconciliation content has been added. Patient clinical management has been emphasized with reduced focus on family assessments. The required clinical hours is included in the course description for ease of reference in the catalog.
Program/Course: MSN 548  
Proposer: Terri Ares  
Type of Change: Course Modification  
Summary of Changes: The SON proposes to modify MSN 548: Clinical Nurse Specialist Role Performance II. Proposed modification includes changes of the course description to better reflect the content of the course and minor change of learning objectives. In response to a program review to comply with national changes for Clinical Nurse Specialist education, specific clinical conditions and assessment tools for students to focus on in the practicum have been added.

Program/Course: MSN 549  
Proposer: Terri Ares  
Type of Change: Course Modification  
Summary of Changes: The SON proposes to modify MSN 549: Clinical Nurse Specialist Role Performance III. Proposed modification includes changes of the course description to better reflect the content of the course, minor change of learning objectives, and additional of 0.5 units to reflect to reflect the additional clinical hours needed. In response to a program review to comply with national changes for Clinical Nurse Specialist education, a wellness clinical activity was added and clinical hours were increased. Previously, health assessment lab hours were counted in the total required hours (500); however, the new regulation specify all hours must be done in the CNS role. Hours are increased from 192 (erroneously stated as 144 in the course description) to 216 hours.

Program/Course: MSN 550  
Proposer: Terri Ares  
Type of Change: Course Modification  
Summary of Changes: The SON proposes to modify MSN 550: Theoretical Foundations of Clinical Nurse Specialist Practice. Proposed modification includes minor changes of the course description and learning objectives in response to a program review to comply with national changes for Clinical Nurse Specialist education. Care coordination and transitions care management content has been added.
UNIVERSITY CURRICULUM COMMITTEE
RECOMMENDATIONS

During the current cycle, there are no UCC recommendations to report.