

**FORM B**

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM PROPOSAL**

<b>Academic Unit:</b> Department of Special Education, Rehabilitation, and School Psychology	<b>Date of Submission to School Dean:</b> 4-20-06
<b>Requested Effective:</b> Fall###, Spring__, 2006_.	
<b>Name of Contact Person, if not Department Chair:</b> Jill Matsueda (College of Continuing Education) Bernice Bass de Martinez (College of Education; program coordinator; and professor)	
<b>Title of the Program:</b> Master of Arts in Education: Workforce Development Advocacy	
<b>Type of Program Proposal:</b>  <input type="checkbox"/> <b>Modification in Existing Program:</b> <input type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program  <input checked="" type="checkbox"/> <b>New Programs</b> <input type="checkbox"/> <b>Initiation (Projection) of New Program on to Master Plan</b> <input type="checkbox"/> <b>New Degree Programs</b> <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input checked="" type="checkbox"/> <b>New Minor, Concentration, <u>Option</u>, Specialization, Emphasis</b> <input type="checkbox"/> <b>New Certificate Program</b>	
<b>PLEASE NOTE:</b> Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <a href="http://www.csus.edu/acaf/univmanual/index.htm">http://www.csus.edu/acaf/univmanual/index.htm</a>	
<b>Briefly describe the program proposal (new or change) and provide a justification.</b>  <b>This advanced option in Workforce Development Advocacy is designed to compliment the existing Bachelor of Vocational/Technical Education [BVE]</b> (the weekend program is designed for adults who are successful in their occupational roles but lack a college degree). The new option would be offered as a component of the Master of Arts degree program in the Department of Special Education, Rehabilitation and School Psychology, but delivered through the College of Continuing Education using a similar scheduling format as the BVE program (an intensive weekend schedule to which employers as well as BVE graduates have adapted). The proposed option in addition to two core courses associated with the Master of Arts Degree would total 30 credit hours. Students entering the program under this concentration would have to meet the currently established admission requirements.  Graduates of the BVE have long been requesting advanced coursework. During the summer of 2005, the College of Continuing Education executed a BVE program review in which many BVE graduates asked about a Master's degree concentration focused on adult, vocational, technical programming. Additionally, interviews and focus group sessions were held with program graduates and current program students. A sampling of employers was also surveyed. Nearly all interviewees and a significant number of employers showed interest in an advanced degree in this field. Furthermore, many respondents indicated the need for advanced preparation was becoming increasingly urgent as their job responsibilities changed and/or increased. Overall, workplace changes are now demanding advanced work for further professional advancement.	

**Approvals:**

**Department Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Committee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Associate Vice President  
For Academic Affairs:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## PROCEDURES FOR SUBMITTING PROPOSALS FOR NEW OPTIONS, CONCENTRATIONS, SPECIAL EMPHASES AND MINORS

Requests for approval of an option, concentration, special emphasis, or minor are to follow the format below. Submit fifteen copies of the proposal to the Associate Vice President for Academic Affairs.

1. Complete Form B (see attachment)
  
2. Name of the campus submitting the request:  
CSU Sacramento  
Department of Special Education, Rehabilitation, and School Psychology  
  
A. the full and exact title of the proposed aggregate of courses:  
Workforce Development Advocacy
  
3. Full and exact title of the degree major program under: Master of Arts in Education: Workforce Development Advocacy
  
4. Options, concentrations, or special emphases already existing under the degree major program: The College of Education's main graduate degree is the Master of Arts in Education and five of the six departments offer options under this degree. This proposed option does not duplicate any of the current existing ones.
  
5. Department(s) to offer the aggregate of courses: The courses' home is the Department of Special Education, Rehabilitation, and School Psychology; however, the program will be delivered through the College of Continuing Education. Name of contact person: Dr. Bernice Bass de Martinez (professor; College of Education and coordinator of BVE).
  
6. Purpose of the proposed aggregate of courses: the proposed option is designed to meet the continuing education and advanced degree needs of graduates of the BVE (those who work in adult, technical, career, and vocational settings) and any others who work in similar or related fields.
  
7. Need for the proposed aggregate of courses: since the conception of the BVE program, it has been anticipated that an advanced degree would be established, one that would address the continuing educational and training needs of those who are engaged in workforce development and enhancement. Furthermore, approval for a stand alone master of vocational, technical, adult education was granted by the CSU System in academic year 2002-03 and remains open for utilization. Nevertheless, it is the belief of the Department as well as the College of Continuing Education that at this time the most appropriate avenue for addressing the demand for advanced degree work in this field is to offer an option coupled with the Department's existing Master of Arts in Education. This ensures quality delivery and full-time faculty oversight.

8. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.

Graduate Core Requirements – 9 units

EDS 250 Research in Education	3 units
EDS 251 Education in a Democratic and Pluralistic Society	3 units
EDS 228 Seminar: Future of Workforce Development and the Establishment & Maintenance of Quality Learning Communities	3 units

Culminating Requirement – 6 units

EDS 530 Project in Workforce Development Advocacy I	2 units/Fall
EDS 531 Project in Workforce Development Advocacy II	4 units/Sp

Program Concentration Requirements – 15 units

EDS 222 Perspectives of Workforce Development – Overview of Implications for Communities of Vocational, Technical, and Adult Learners	3 units
EDS 223 The Organization of the Vocational, Technical, and Adult Learning Community	3 units
EDS 224 Workforce Assessment and Accountability: Establishing and Measuring Appropriate and Reasonable Outcomes	3 units
EDS 226 Resource Management and Enhancement for the Workforce Development Advocate	3 units
EDS 227 Issues Impacting Workforce Development Advocates	3 units

9. New courses to be developed. Include proposed catalog descriptions and course classifications. See above (all new courses except EDS 250 and EDS 251).

EDS 222 Perspectives of Workforce Development – Overview of Implications for Communities of Vocational, Technical, and Adult Learners	3 units
EDS 223 The Organization of the Vocational, Technical, and Adult Learning Community	3 units
EDS 224 Workforce Assessment and Accountability: Establishing and Measuring Appropriate and Reasonable Outcomes	3 unit
EDS 226 Resource Management and Enhancement for the Workforce Development Advocate	3 units
EDS 227 Issues Impacting Workforce Development Advocates	3 units
EDS 228 Seminar: Future of Workforce Development and the Establishment and Maintenance of Quality Learning Communities	3 units
EDS 530 Project in Workforce Development Advocacy I	2 units
EDS 531 Project in Workforce Development Advocacy II	4 units

10. List of courses, by catalog number, title, course classification, and units of credit as well as total units to be required for the major in which the proposed aggregate of courses is to be included. Show a two-year scheduling pattern of these courses and indicate the number of additional courses and sections of classes that will be required to implement the program.

NOTE: Program will be offered to a cadre of 25 – 30 students (one cadre at a time).

Graduate Core Requirements – 9 units

EDS 250 Research in Education (3 units)	C5
EDS 251 Education in a Democratic and Pluralistic Society (3)	C5
EDS 228 Seminar: Future of Workforce Development and the Establishment and Maintenance of Quality Learning Communities (3)	C5

Culminating Requirement – 6 units

EDS 530 Project in Workforce Development Advocacy I (2)	S25
EDS 531 Project in Workforce Development Advocacy II (4)	S25

Program Concentration Requirements – 15 units

EDS 222 Perspectives of Workforce Development – Overview of Implications for Communities of Vocational, Technical, and Adult Learners (3 units)	C5
EDS 223 The Organization of the Vocational, Technical, and Adult Learning Community (3)	C5
EDS 224 Workforce Assessment and Accountability: Establishing and Measuring Appropriate and Reasonable Outcomes (3)	C5
EDS 226 Resource Management and Enhancement for the Workforce Development Advocate (3)	C5
EDS 227 Issues Impacting Workforce Development Advocates (3)	C5

<b>TWO YEAR SCHEDULE:</b>	
	First Year Offerings
First Semester (Spring):	
EDS 250 Research in Education	3 units
EDS 222 Perspectives of Workforce Development	3 units
EDS 223 Organization of the Vocational, Technical, and Adult Learning Community	3 units
Second Semester (Fall):	
EDS 251 Education in a Democratic and Pluralistic Society	3 units
EDS 224 Workforce Assessment and Accountability	3 units
EDS 226 Resource Management and Enhancement for the Workforce Development Advocate	3 units
Two Year Schedule (continued):	
	Second Year Offerings
Third Semester (Spring):	
EDS 227 Issues Impacting Workforce Development Advocates	3 units
EDS 228 Seminar: Workforce Development and the Establishment and Maintenance of Quality Learning Communities	3 units
EDS 530 Project in Workforce Development Advocacy I	2 units
Fourth Semester (Fall):	
EDS 531 Project in Workforce Development Advocacy II	4 units

11. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.

The core faculty (facilitators) who may be teaching in this proposed option are listed below; however, other members of the faculty from the College of Education as well as consultants working in the field of workforce development and adult, vocational, technical education may also be involved in the delivery of the program.

**Lewis, Michael**

Dr. Michael John Lewis, Professor of Education; Dean College of Education  
B.A., Cornell University; M.A., Ph.D., Columbia University

**Bass de Martinez, Bernice**

Dr. Bernice Bass de Martinez, Professor of Education  
B.A., M.A., University of Northern Colorado; Ph.D., University of Florida

**Dixon, Virginia**

Dr. Virginia Dixon, Professor of Education; Associate Dean of College of Education  
B.A., College of William and Mary, Virginia; M.A., New York University; M.S.Ed., Hunter College;  
M.Ed., Ed.D., Columbia University

**Hecsh, Janet**

Dr. Janet Hecsh, Professor of Education  
B.A., University of California, Los Angeles; M.A., University of California, Davis; Ph.D., University of California, Davis

**Hughes, William**

Bill Hughes, BVE Consultant  
B.A., California State University, Sacramento; M.S.C., University of LaVerne; School Administrative  
Credential, University of LaVerne

**Kearly, Patricia**

Dr. Patt Kearly, Professor of Education  
B.A., University of Southern Maine; M.Ed., University of Maine-Orono; Ph.D., Michigan State  
University

**Ostertag, Bruce**

Dr. Bruce Ostertag, Professor of Education; Chair, Department of Special Education,  
Rehabilitation and School Psychology  
B.A., University of California, Riverside; M.A., Ed.D., Northern Arizona University

**Reveles, Francisco**

Dr. Francisco Reveles, Professor of Education  
B.A., M.S., California State University, Sacramento; Ed.D., University of San Francisco

**Tom, Alice**

Alice Tom, Dean of College of Continuing Education  
B.A., M.A., California State University, Sacramento

**Williams, Thomas**

Dr. Tom Williams, Professor of Education  
B.S., Indiana State University; M.S., Purdue University; Ed.D., University of the Pacific