

Briefly describe the program proposal (new or change) and provide a justification.

The Social Science major is currently divided into two tracks. One track is for general Social Science majors and other track is for Social Science majors who plan to become middle or high school social science teachers. The vast majority of Social Science majors intend to become teachers.

The Social Science program is proposing substantive changes to meet new standards established by the California Commission on Teacher Credentialing (CCTC). The revised program changes must be submitted for CCTC approval by August 2, 2004 and implemented by February 2005.

Changes in the core requirements in both tracks include adding HIST 100 (replacing requirement for HIST 192 or 193), adding ECON 1A, 1B and 113 (replacing requirements for ECON 104 and 106), and eliminating GEOG 2 and GOVT 150 as options. In addition, the number of units for the core required courses increases from 39 units to 42 units, due to increased requirements established by the new CTC standards.

Required electives in the major have been reorganized into new categories that are more consistent with the CTC standards. The new categories are World Perspectives (6 units), U.S. Perspectives (6 units), and State Perspectives (3 units). Most of the required elective courses from the old program remain in the new program, but some new courses were added and other courses replaced to better fit the requirements of the CTC standards. The number of units in the required elective decreases from 18 units to 15 units.

Students in the general Social Science track can receive their Bachelor of Arts degree by taking the required core and elective courses. The total number of units for general Social Science majors on the non-teaching track remains 57. No fiscal impact is expected due to these changes in the required core and elective courses.

However, the number of additional units for pre-credential Social Science majors increases from 6 units to 9 units. This is due to the addition of EDBM 170, which is necessary to meet the CTC standard for "Early Field Experience." The capstone course for pre-credential Social Science majors, SSCI 193, remains the same. Pre-credential Social Science majors are required to take one additional course that fulfills the CTC standard for "Ethical Perspectives." The courses in this category will now be PHIL 2, PHIL 101, or HRS 140, due to specific requirements under the new standard. Courses from the old program that were eliminated are HIST 126 and 127, PHIL 6 and 100.

The total number of units for pre-credential Social Science majors increases from 63 to 66. No fiscal impact is expected due to these changes.

The changes in the Social Science program were agreed upon by the Social Science Advisory Committee made up of representatives from the departments of History, Government, Geography, Economics, Anthropology, Ethnic Studies, and Sociology. The departments of Philosophy, Psychology, and Humanities and Religious Studies were also consulted about the substantive changes in the major.

Briefly describe the program proposal (new or change) and provide a justification.

The new History/Social Science Subject Matter Program is designed to provide an academic major to students planning to be California public school teachers in Social Science; and to fulfill their subject matter requirements on the road to their credential in Social Science.

The old History/Social Science program has been in existence since the mid-1990s; it has served as a successful alternative to the Social Science Subject Matter Program (major in Social Science) for CSUS students who want to major in History. In response to state legislation over the past several years and the Issuing of new Single Subject Matter Standards by the California Commission on Teacher Credentialing, the University is now required to devise a new Social Science Subject Matter Program. We have opted to preserve the old structure, whereby students may choose between two options – one with a major in Social Science and the other with a major in History. This proposal is for the History Option only.

In short, the Department of History is submitting this revised program because it is required by state law to do so.

Please consult the attached sheet for a detailed description of the proposal and a comparison with the current program. In all cases, changes from the former program are motivated by changes in the Subject Matter Standards imposed by the CTC on us.

The Committee responsible for the drafting of the new program consisted of Richard Kornweibel, Henry Chambers, Charles Postel, and Aaron Cohen, all from the Department of History. They consulted extensively with Tim Fong, Coordinator of the Social Science Program, and with representatives of other departments participating in the History/Social Science Program – Government, Geography, Economics, Humanities and Religious Studies, and a few others. All these departments have approved their participation in this program.

The fiscal impact of the new program will be minimal. There are slightly fewer History units (36 instead of 39), and a three unit increase in the number of Economics units (the extra three units are lower division and thus will usually be taken in community colleges). The HRS Department may have to schedule an extra section of HRS 140 every couple of semesters since that course will now be required. The College of Education will have to make adjustments to accommodate the extra enrollment appearing in the EDBM 170, which is now required. The one unit SS 19x (portfolio course) will be scheduled in the College of Social Science and Interdisciplinary Studies.

The Department of History will have to make small internal adjustments. It has already submitted proposals for two new courses – History 133 (20th Century World History) and History 191 (Seminar in Historical Interpretation and Analysis), which would be offered once or twice a year. It will have to schedule an extra section of History 100, and perhaps one less section per year of History 197. It will need to decrease the number of History 192s and 193s by about one per year.

Approvals:

Department Chair:

George S. Craft

Date: 3/11/04

School Dean:

"Original Signed by Nancy M. Tooker"

Date: 3/18/04

University Committee:

John J. Modell

Date: 5/12/04

Associate Vice President
For Academic Affairs:

Wanda Callin Buckley

Date: 5-13-04

FORM B
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

Academic Unit: Liberal Studies	Date of Submission to School Dean: 3/24/04
Requested Effective: Fall <u>X</u> , Spring __, 2004.	
Name of Contact Person, if not Department Chair: Kay Moore	
Title of the Program: Liberal Studies Program	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program <input type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
PLEASE NOTE: 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.	
Briefly describe the program proposal (new or change) and provide a justification. The Liberal Studies program developed in response to California's new Standards of Program Quality and Effectiveness for the Subject matter Requirement for the Multiple Subject Teaching Credential was approved by all appropriate CSUS units in spring 2003. It had minor revisions in fall 2003 and these were approved on 10/20/03. Since that time, two more modifications have become necessary: 1) The Kinesiology (Physical Education) concentration has been changed by that department; 2) After consultation between the faculty in the English Department and the Bilingual Multicultural department, it has been agreed that EDBM 171 may be used as substitute for ENGL 116A for those Liberal Studies students who will be pursuing a BCLAD emphasis with their Multiple Subject Teaching Credential. Approval of these changes is requested.	
Approvals: Department Chair: <u>Kay Moore</u> Date: <u>3/24/04</u> School Dean: <u>[Signature]</u> Date: <u>April 19, 04</u> University Committee: <u>[Signature]</u> Date: <u>5/12/04</u> Associate Vice President For Academic Affairs: <u>Linda Callis Buckley</u> Date: <u>5-14-04</u>	

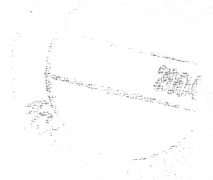
FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

Academic Unit: Educational Leadership and Policy Studies	Date of Submission to School Dean: February 5, 2004
Requested Effective: Fall 2004	
Name of Contact Person, if not Department Chair: Christine Tupaz, College of Continuing Education	
Title of the Program: California Community College Leadership Certificate Program	
Type of Program Proposal: <input checked="" type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis <input checked="" type="checkbox"/> New Certificate Program	
Briefly describe the program proposal (new or change) and provide a justification.	
<p>As California's community colleges struggle to meet the growing demands for service with shrinking financial resources, they face a potential crisis of leadership. Researchers estimate that at least one-half of the current community college senior administrators will leave office or retire within the next decade. At the same time, there is a serious lack of dedicated leadership training programs for two-year mid through high-level administrators and deans, classified staff and faculty leaders. Currently, there exist only a handful of programs to help prepare educational leaders for the difficult task of leading community colleges into the next century. California State University, Sacramento can meet this urgent need for community college leadership training through its California Community College Leadership Certificate Program.</p> <p>This program was designed in cooperation with representatives from community colleges; the California Community College Chancellor's Office; the Community College League of California; California State University, Sacramento; California State University, Bakersfield; California State University, Chico; and California State University, Fresno.</p> <p>This program will enable participants to: increase their understanding of the community college environment and the key issues facing community college leaders; dialogue with influential leaders' in California's community college system and educational organizations; strengthen their ability to provide leadership in a community college setting; prepare for and pursue leadership positions in community colleges by enhancing their marketability as a position candidate; and gain applicable leadership strategies, tools and techniques.</p>	
Approvals:	
Department Chair: <u>Christine Tupaz</u>	Date: <u>3/22/04</u>
School Dean: <u>M. J. K...</u>	Date: <u>3/22/04</u>
University Committee: _____	Date: _____
Associate Vice President For Academic Affairs: <u>Linda Buckley</u>	Date: <u>5-20-04</u>

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL



Academic Unit: EDUCATION Department of Teacher Education	Date of Submission to School Dean: March 15, 2004
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Requested Effective: Fall X

Name of Contact Person

Title of the Program: MA Program in Education (Language and Literacy)

Type of Program Proposal:

X Modification in Existing Program:
 X Substantive Change
 ___ Non-Substantive Change
 ___ Deletion of Existing Program

Briefly describe the proposed program changes and provide a justification.

Overview of Changes

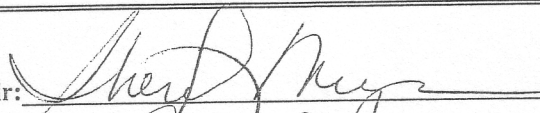
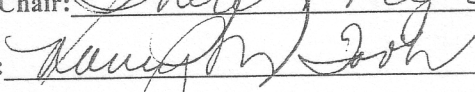
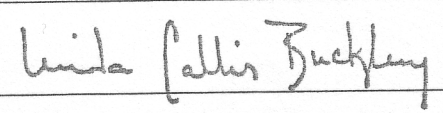
1. Change one part of the admission requirements from "a valid California teaching credential" to "a valid teaching credential or advisor and Department approval for waiving this requirement."
2. Require MA students to take both EDTE 207 (Advanced Practicum in Reading Difficulties: Assessment and Intervention) and EDTE 209 (Literature for the Diverse Pre-K through 12 Classroom: Issues, Models, and Strategies). Currently they take one or the other.
3. Drop EDTE 251 (Education for a Democratic, Pluralistic Society) as a core requirement and replace it with EDTE 202 (Language and Literacy Development in Multicultural Settings).

Justification

1. We wish to change our admission requirements (a) to make them more similar to those for the Education MA with an emphasis in Curriculum and Instruction, (b) to attract students with out-of-state teaching credentials, and (c) to serve students who wish to teach reading at the community college level without making them first earn an elementary or secondary teaching credential.
2. Our major reason for wanting to require both EDTE 207 and EDTE 209 is this: Graduate students in Language and Literacy ought not face the option of choosing between (a) deepening their knowledge of literacy intervention strategies and programs and (b) understanding the content and role of literature in diverse classrooms; both areas are critical in preparing our students to reach advanced levels of knowledge and skill in the field.
3. Requiring both EDTE 207 and EDTE 209 would raise our 33 unit MA to 36. We felt this was too high and looked for redundancy in our program. Because issues related to diversity and equity are considered specifically in EDTE 202 (Language and Literacy Development in Multicultural Settings), and are emphasized in at least three others (EDTE 209 - - Literature for the Diverse Pre-K through 12 Classroom: Issues, Models, and Strategies; EDTE 205 - - Psychology and Sociology of Literacy Instruction; and EDTE 206 - - Leadership in Literacy), we decided to drop EDTE 251 (Education for a Democratic, Pluralistic Society). Before reaching this decision, we went beyond the EDTE 251 syllabi, the content of which seemed to vary considerably across instructors, and examined the teaching standards for diversity and equity as described by (a) NCATE, (b) the National Board for Professional Teaching Standards, and (c) drafts of the College of Education's conceptual framework prepared to help the College of Education meet NCATE requirements. An analysis of our courses in terms of these documents indicated issues of diversity and equity are strongly addressed in classes outside of EDTE 251 and that the benefits of requiring both EDTE 207 and EDTE 209 outweighed any drawbacks associated with dropping EDTE 251. Attached is a partial list of readings related to diversity and equity as found in EDTE 202, EDTE 209, EDTE 205, and EDTE 206.

FORM B

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL**

Academic Unit: English Department	Date of Submission to School Dean: April 14, 2004
Requested Effective: Fall <u>X</u> , Spring __, 2004.	
Name of Contact Person, if not Department Chair: Amy C. Heckathorn	
Title of the Program: Teaching of Composition Certificate	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input checked="" type="checkbox"/> Non-Substantive Change ___ Deletion of Existing Program <input type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
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Briefly describe the program proposal (new or change) and provide a justification. The English Department would like to make the following changes to the graduate Teaching of Composition Certificate: <ul style="list-style-type: none"> • English 110J has been removed as a requirement so that students have the freedom to select two electives that might suit their interests. • The list of electives has been slightly modified to include the most relevant coursework. • TESOL TAs teaching in Learning Skills and English may substitute this experience for the 410E requirement. These changes have been suggested to meet the varied needs of the students working on the certificate (by increasing the electives, students can specialize in an area of their interest). For example, some teachers often want to take more pedagogical grammar classes, some would like more coursework to prepare them to work with non-native English speakers, and some teachers going to community college jobs would like more rhetorical theory. The increased electives and acknowledgement of TESOL TA experience allows for this varied student interest.	
Approvals:	
Department Chair: <u></u>	Date: <u>4/14/04</u>
School Dean: <u></u>	Date: <u>4-22-04</u>
University Committee: _____	Date: _____
Associate Vice President For Academic Affairs: <u></u>	Date: <u>5-26-04</u>