CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

<table>
<thead>
<tr>
<th>Academic Unit:</th>
<th>Date of Submission to School Dean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology and Health Science</td>
<td></td>
</tr>
</tbody>
</table>

**Requested Effective:** Fall _X_, Spring __, 2005__

**Name of Contact Person, if not Department Chair:**

**Title of the Program:** KHS Department/Exercise Science Option/Therapeutic Exercise and Rehabilitation Track

**Type of Program Proposal:**

- [ ] Modification in Existing Program:
  - [X] Substantive Change
  - [ ] Non-Substantive Change
  - [ ] Deletion of Existing Program
- [ ] 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.

A proposal to reduce the Area E Additional Electives area from 22 units to 19 units is requested.

Area E was designed, in part, to help students interested in applying to the CSUS Masters in Physical Therapy meet the prerequisite course requirements of that program. Last year Physical Therapy reduced their prerequisite course requirements. Three of the courses listed in Area E are no longer required by the CSUS PT program and are now listed as “recommended”.

A second justification is related to the University wide reduction in total required units needed to graduate with a BS degree.
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.

A proposal to reduce the Area E Additional Electives area from 22 units to 19 units is requested.

Area E was designed, in part, to help students interested in applying to the CSUS Masters in Physical Therapy meet the prerequisite course requirements of that program. Last year Physical Therapy reduced their prerequisite course requirements. Three of the courses listed in Area E are no longer required by the CSUS PT program and are now listed as “recommended”.

A second justification is related to the University wide reduction in total required units needed to graduate with a BS degree.
Approvals:

Department Chair: [Signature]
Date: 4-12-05

School Dean: [Signature]
Date: 7/2/05

University Committee: ________________
Date: ________________

Associate Vice President

For Academic Affairs: [Signature]
Date: 5/11/05
**FORM B**

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

<table>
<thead>
<tr>
<th>Academic Unit: Speech Pathology and Audiology</th>
<th>Date of Submission to School Dean: 2/18/05</th>
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</thead>
</table>

Requested Effective: Fall X, Spring __, 2005.

Name of Contact Person, if not Department Chair:

Title of the Program:
Undergraduate Speech Pathology and Audiology

Type of Program Proposal:

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

- ____ 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.

1. In response to changes in requirements from the American Speech Language Association, we must add 2 prerequisite courses to our major. One course in biological sciences and one course in physical sciences. We have kept the focus of these courses open to increase the opportunities for students to meet these prerequisites through their general education requirements.

2. A previous error placing SPHP 146 under required courses and elective courses led to an error in the total number of units needed for the majors. The course has been removed from the list of required upper division courses and 3 units have been subtracted from the total units needed for the majors.

**Approvals:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date: 3/16/05</th>
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<tbody>
<tr>
<td><strong>James McCartney</strong></td>
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<tr>
<th>School Dean:</th>
<th>Date: 3/16/05</th>
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<tr>
<td><strong>Monica Agee</strong></td>
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<th>University Committee:</th>
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<tr>
<th>Associate Vice President</th>
<th>Date: 5/11/05</th>
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<tr>
<td>For Academic Affairs:</td>
<td></td>
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<tr>
<td><strong>Mary T</strong></td>
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<tr>
<td>Academic Unit: Family and Consumer Sciences</td>
<td>Date of Submission to School Dean: 4/6/05</td>
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<td>Requested Effective: Fall X__, Spring <strong>, 2005</strong></td>
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<tr>
<td>Name of Contact Person, if not Department Chair:</td>
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<tr>
<td>Title of the Program: Dietetic Internship Program</td>
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<tr>
<td>X  Substantive Change</td>
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<tr>
<td>___ Non-Substantive Change</td>
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<tr>
<td>___ Deletion of Existing Program</td>
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<tr>
<td>___ New Degree Programs</td>
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<tr>
<td>___ New Minor, Concentration, Option, Specialization, Emphasis</td>
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<tr>
<td>___ New Certificate Program</td>
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The Dietetic Internship program in the Department of Family and Consumer Sciences at California State University, Sacramento is developmentally accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312-899-5400. The Dietetic Internship is an 11-month fulltime internship, which provides 46 weeks of supervised practice through FACS 295 units with preceptors in foodservice management, clinical, community and nutrition care. In addition, students have to complete didactic graduate coursework including FACS 221A, 221B, 222, 223 and 224. The coursework, along with supervised practice/field placement units, fulfill the Core Competencies for Dietitians. Successful completion of the Dietetic Internship is required for eligibility to take the Dietetic Registration Examination. Upon passing the registered dietitian exam, the student is awarded the credential R.D. (Registered Dietitian).

In order to meet the current trends in the field and comply with updates in accreditation standards and competencies put forth after our developmental accreditation, we have identified the need to increase our academic preparation of dietetic interns in clinical nutrition, community nutrition, research and policy by adding 3 units to our existing dietetics internship program. We are requesting that FACS 221A, Advanced Clinical Nutrition A, be increased from 2 to 3 units, and FACS 224, Advanced Community Nutrition, Research, and Policy, be increased from 1 to 3 units. In addition, we are also requesting a title and course description change for FACS 224.

The original dietetics internship program was developmentally accredited for 28 units. The proposed changes in FACS 221.A from 2 to 3 units and FACS 224 from 1 to 3 units will increase the total number of units to 31.

{All the courses in the dietetics internship program were initially approved by the department, Associate Dean Scott and the University and have been offered through CCE for the past two years.}

**Approvals:**

Department Chair: [Signature] Date: April 21, 2005

School Dean: [Signature] Date: [Signature] Date:

University Committee: [Signature] Date:

Associate Vice President
For Academic Affairs: [Signature] Date: 7/11/05
# PROGRAM PROPOSAL

**Academic Unit:** Humanities and Religious Studies  
**Date of Submission to School Dean:** March 29, 2005

**Requested Effective:** Fall _x_, Spring _, 2006.

**Name of Contact Person, if not Department Chair:**

**Title of the Program:**  
Humanities and Religious Studies/Religious Studies Minor

**Type of Program Proposal:**

- [x] Modification in Existing Program:  
  - [x] Substantive Change  
  - Non-Substantive Change  
  - Deletion of Existing Program

- [ ] 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.

**Description:** (1) Organize units to reflect proposed changes in major. (2) Organize remaining electives into a list of “supporting courses.” (3) Reduce the number of units (from 6-3) students are permitted to take outside the HRS department as part of the minor. All other requirements for the minor remain the same—the number of units required for the minor remains 21 and 12 of the units in the minor must be upper division. The department also proposes that the catalog copy organize the minor’s electives by subject area, where relevant.

**Justification:** While the total number of units required for the minor will remain at 21, the distribution of the units will change to ensure improved breadth in students’ course patterns—reflecting the department’s mission of global education. The reorganization of the required areas of study is intended to improve consistency in the minor’s pattern of courses and to ensure that students are exposed to a variety of areas of the subjects, approaches and theories which are part of study in our program. The organization of the remaining electives into a list of supporting courses is intended to inspire students to explore the breadth and depth of the department’s extensive curriculum, while emphasizing/reflecting the primary importance of the two defined areas of study. The department has also reduced the number of courses which students may take from departments other than HRS and apply to their minors. In particular, this change reflects the department’s growing ability to serve religious studies students with its own faculty (as a result of recent hires). Students will still have the option of choosing one course from a list that includes offerings from contributing disciplines (Anthropology, Ethnic Studies, History, Philosophy, Sociology and Women’s Studies.) This change furthers the goals of the most recent changes to the minor (proposed in fall 2003)—strengthening the common elements of the minor to include both lower-division, introductory basic survey classes and upper-division courses. The department believes the proposed revision strengthens students’ level of fundamental preparation in the minor while still allowing for flexibility in making course choices.

**Approvals:**

Department Chair: JRD

Date: 3/29/05

School Dean: JIH

Date: 4/21/05

University Committee: J

Date:

Associate Vice President
For Academic Affairs: J

Date: 5/11/05
## Form B

**California State University, Sacramento**

**Program Proposal**

<table>
<thead>
<tr>
<th>Academic Unit:</th>
<th>Date of Submission to School Dean:</th>
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<tbody>
<tr>
<td>Humanities and Religious Studies</td>
<td>March 29, 2005</td>
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</tbody>
</table>

**Requested Effective:** Fall __, Spring __, 2006.

**Name of Contact Person, if not Department Chair:**

**Title of the Program:**

Humanities and Religious Studies/Humanities Minor

**Type of Program Proposal:**

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

- **__** 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.

**Description:** (1) Reorganize lower division requirements: Students will now take either HRS 10: Arts and Ideas of the West, I or HRS 11: Art and Ideas of the West, II AND either HRS 70: Arts and Ideas of Asia: Ancient to Medieval or HRS 71: Arts and Ideas of Asia: Medieval to Modern. (2) Reorganize remaining units to reflect proposed changes in major, and reduce number of subject areas (students must choose one course from each of the following subject areas: Ancient to Renaissance; Renaissance to Postmodern; Global/Non-Western.). (3) Organize remaining electives into a list of “supporting courses.” All other requirements for the minor remain the same—the number of units required for the minor remains 21 and 12 of the units in the minor must be upper division. The department also proposes that the catalog copy organize the minor’s electives by subject area, where relevant.

**Justification:** While the total number of units required for the minor will remain at 21, the distribution of the units will change to ensure improved breadth in students’ lower division preparation—reflecting the department’s mission of global education. The reorganization of the required areas of study is intended to improve consistency in the minor’s pattern of courses and to ensure that students are exposed to the variety of areas of subjects, approaches and theories which are part of study in our program. The organization of the remaining electives into a list of supporting courses is intended to inspire students to explore the breadth and depth of department’s extensive curriculum, while emphasizing/reflecting the primary importance of the defined areas of study. This change further the goals of the most recent changes to the minor (proposed in fall 2003)—strengthening the common elements of the minor to include both lower-division, introductory basic survey classes and an upper-division methodology course. The department believes the proposed revision strengthens the level of fundamental preparation in the minor while still allowing students flexibility in making course choices.

**Approvals:**

Department Chair: [Signature] Date: 3/24/05

School Dean: [Signature] Date: 4/21/05

University Committee: [Signature] Date: 

Associate Vice President For Academic Affairs: [Signature] Date: 5/11/05

3/29/2005
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

<table>
<thead>
<tr>
<th>Academic Unit:</th>
<th>Humanities and Religious Studies</th>
<th>Date of Submission to School Dean:</th>
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<tbody>
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<td></td>
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<td>March 29, 2005</td>
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Requested Effective: Fall ___, Spring ___, 2006.

Name of Contact Person, if not Department Chair:

Title of the Program:
BA in Humanities and Religious Studies

Type of Program Proposal:

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

___ ___ 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.

Description:
(1) Increase the number of units required for the major to 45 (+6 units)
(2) Increase the number of lower division core requirements to 12 (+3 units)
(3) Change the prerequisites for HRS 190: Topics in Humanities and Religious Studies
(4) Reorganize some of the electives into required Areas of Study in both the Humanities and the Religious Studies Concentrations
(5) Remove the option of taking up to 6 units of classes from other departments as electives in the Humanities Concentration
(6) Reduce the number of classes from other departments permitted in the Religious Studies Concentration
(7) Change name of Humanities General Concentration to Humanities Concentration

Justification:
(1) Increase the number of units required for the major to 45 (+6 units)
At 39 units, HRS has been among the smallest majors at the University (with only Philosophy requiring fewer units—33-36). As a truly interdisciplinary major, HRS has three significant programmatic “imperatives”---breadth, depth and synthesis. It has become increasingly clear that it is impossible to meet all three of these goals within 39 units. The Department reviewed the unit requirements of other, comparable departments (HIST: 42; GEOG: 45; MUSIC: 43, ENVS 48-49 plus a required minor) and believes that a 45-unit major, given the proposed enlargement of the lower division core by 3 units, is the optimum number. This increase in the number of units in the major is also part of the Department’s response to a 2002 program review recommendation that the Department’s curriculum should “deliberately reflect” the program’s mission and curricular goals.

(2) Increase the number of lower division core requirements to 12 (+3 units)
The Department believes that this change will improve the fundamental preparation our majors bring to their upper division courses. Requiring both semesters of Arts and Ideas of Asia ameliorates the appearance of a Euro-centric “slant” in our current lower division core. This change is also intended to address a 2002 program review recommendation that the Department require “prerequisite and/or recommended electives...” With this revision, the Department also intends to address a gap in our students’ preparation that has become evident as we have reviewed student performance in our capstone class, HRS 190.

(3) Change the prerequisites for HRS 190: Topics in Humanities and Religious Studies
The Department is implementing this change in response both to our review of student performance in HRS 190 and a 2002 program review recommendation that the Department should “restrict the capstone course to graduating seniors and seniors who have completed a required set of upper H&RS courses.”

(4) Reorganize some of the electives into required Areas of Study in both the Humanities Concentration and the Religious Studies Concentration
In general, this reorganization is the result of the department’s response to a 2002 program review recommendation to reassess the structures of the concentrations. The Department intends the Areas of Study to a) provide an improved structure to the major, b) enhance a basic sort of consistency in students’ experience of the major while allowing for some flexibility of course choices, c) make explicit the Department’s commitment to educate students in both Western and non-Western human expression, d) provide an opportunity to improve both depth and breadth in the major.

(5) Remove the option of taking up to 6 units of classes from other departments as electives in the Humanities Concentration
Given the range of expertise of both our senior and junior faculty members, and the interdisciplinary nature of our curriculum, the Department feels that the major provides enough breadth of approaches, materials and methods to justify requiring all courses in the major to be HRS classes. Students may certainly explore other areas of interest in their GE courses.

(6) Reduce the number of classes from other departments permitted in the Religious Studies Concentration
As a result of recent hiring activities, the department now has faculty with expertise in a variety of traditions, approaches and materials of relevance to students with interests in Religious Studies. While courses from other departments are still permitted among the “supporting courses” for the Religious Studies Concentration, the proposed revision reduces the potential courses which may be drawn from that list to 3 units.

(7) Change name of Humanities General Concentration to Humanities Concentration
The adjective “General” attached to the Humanities Concentration doesn’t seem to communicate anything of significance. Students in this concentration refer to themselves as “Humanities Concentrators.”
FORM B
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

<table>
<thead>
<tr>
<th>Academic Unit: College of Social Science and Interdisciplinary Studies/Social Science Program</th>
<th>Date of Submission to School Dean: March 21, 2005</th>
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<tr>
<td>Name of Contact Person, if not Department Chair: Timothy P. Fong</td>
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<tr>
<td>Title of the Program: Social Science</td>
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| Type of Program Proposal:                                                                     |                                                  |
| ___X___ Modification in Existing Program:                                                      |                                                  |
|     _x_ Substantive Change                                                                     |                                                  |
|     ___ Non-Substantive Change                                                                 |                                                  |
|     ___ Deletion of Existing Program                                                           |                                                  |
|     ___ 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 Social Science Program proposes a change making HIST 133 (Twentieth Century World History) a required course rather than an elective course. This will increase the size of the Social Science major from 66 units to 69 units. The change is necessitated by changes in content standards required by the California Commission on Teacher Credentialing (CCTC).

| Approvals:                                                                                    |                                                  |
| Department Chair:  

  Date: 4/13/05  |                                                  |
| School Dean:  

  Date: 4/13/05  |                                                  |
| University Committee:  

  Date: 5/1/05  |                                                  |
| Associate Vice President  

  For Academic Affairs:  

  Date: 5/16/05  |                                                  |
CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM PROPOSAL

<table>
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<th>Academic Unit: Child Development</th>
<th>Date of Submission to School Dean: April 7, 2005</th>
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<th>Requested Effective: Fall XX__, Spring __, 2006 __.</th>
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| Name of Contact Person, if not Department Chair: |
| Dr. Michael Ballard-Rosa |

<table>
<thead>
<tr>
<th>Title of the Program: Master of Arts in Education, Child Development Option - Emphasis in Applied Settings</th>
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<th>Type of Program Proposal:</th>
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Briefly describe the program proposal (new or change) and provide a justification.

The Child Development Department currently has a one-track MA program. These proposed program changes are designed to reconfigure the MA to provide two separate options and better fulfill the needs of students. Our current MA program serves students coming from two primary populations: those who have worked in applied settings and desire to continue to do so with more educational background, and those who are more interested in research and theory with the desire to further their education beyond the master's degree and/or teach in the community college setting. This proposal is to create a new MA in Education, Child Development Option, to serve the needs of students interested in working with children and families and gaining theoretical background as well as practical experience with applied settings. In addition, these program changes are also designed to better prepare students for undertaking and completing a thesis as well as to provide opportunity through electives for students to tailor their program to suit individual needs and interests. (Note: see additional Form B for second option, a revision of the existing program for an MA with Emphasis in Theory and Research).

The name of the program will be MA in Education, Child Development Option - Emphasis in Applied Settings. This best reflects the intent of this degree option and the type of courses included in the curriculum, as well as the interests and career goals of the students likely to enroll in this program.

This "new" program builds heavily on the revision of the existing program (Emphasis in Theory and Research) presented on the previous Form B in this packet but because it is a separate emphasis we understand that procedurally it is to be considered a new submission. Thus, most of the courses in this new program are already existing courses in the current program. However, there are two new courses – CHDV 215, Special Topics in Applied Settings, and CHDV 295, Practicum in Child Development.

<table>
<thead>
<tr>
<th>Approvals:</th>
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<th>Date:</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>Michael Sullivan, Ph.D.</td>
<td>4/20/05</td>
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<td>School Dean:</td>
<td></td>
<td>4/24/05</td>
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<td>Associate Vice President</td>
<td></td>
<td>5/11/05</td>
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<tr>
<td>For Academic Affairs:</td>
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**PROGRAM PROPOSAL**

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<td>Requested Effective: Fall <strong>XX</strong>, Spring <strong>XX</strong>, 2006 <strong>XX</strong>.</td>
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<tr>
<td>Name of Contact Person, if not Department Chair:</td>
<td>Dr. Michael Ballard-Rosa</td>
</tr>
<tr>
<td>Title of the Program: Master of Arts in Education, Child Development Option - Emphasis in Theory and Research</td>
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**Type of Program Proposal:**

- **XX** Modification in Existing Program:
  - **XX** Substantive Change  
  - Non-Substantive Change  
  - Deletion of Existing Program

- **XX** New Programs
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    - Regular Process  
    - Fast Track Process  
    - Pilot Process  
  - New Minor, Concentration, Option, Specialization, Emphasis  
  - New Certificate Program

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The Child Development Department currently has a one track MA program. These proposed program changes are designed to reconfigure the MA to provide two separate options and better fulfill the needs of students. Our current MA program serves students coming from two primary populations: those who have worked in applied settings and desire to continue to do so with more educational background, and those who are more interested in research and theory with the desire to further their education beyond the master's degree and/or teach in the community college setting. This proposal is to change the current MA in Child Development to serve the needs of students who are interested in child development research and teaching at the community college level. In addition, these program changes are also designed to better prepare students for undertaking and completing a thesis as well as to provide opportunity through electives for students to tailor their program to suit individual needs and interests. (Note: see additional Form B for second option, a new program proposal for MA with emphasis in applied settings).

The specific program changes include the following:

1. Change name from MA in Education, Early Childhood Education Option to MA in Education, Child Development Option - Emphasis in Theory and Research. This best reflects the intent of this degree option and the type of courses included in the curriculum, as well as the interests and career goals of the students likely to enroll in this program.

2. Changes in Required Courses:
   - Delete CHDV 251 from required courses and replace with CHDV 247. This is an existing course which overlaps some of the same content as the CHDV 251 course, including particularly issues related to the study of cultural and social-political influences on development and how they relate to educational and community settings serving children within and across different cultures and communities.
   - Increase required courses from 9 to 12 units by adding two new courses, CHDV 200A, Proseminar in Child Development (2 units) and CHDV 200B, Analytical Strategies (1 unit). The CHDV 200A is an orientation to advanced study in child development designed to introduce students to research in the field. CHDV 200B, Analytical Strategies, is an overview of qualitative and quantitative data analytic techniques. (These two courses are to be taken concurrently).
   - Change names of courses to better reflect course content:
     CHDV 250 - Research Methods
     CHDV 242 - Theoretical Approaches to Child Development

3. Make changes in the list of other required courses as follows:
   - Lower the number of units required for this part of the program from 12 to 9 units.
   - Add new course, CHDV 210, Seminar in Child Development. This course would be taught as an advanced social development course and advanced cognitive development course in alternating semesters.
   - Revise CHDV 245 Special Topics course to specifically serve students in the Theory and Research Emphasis.
   - Change name of existing courses to better reflect course content:
     CHDV 249 - Languages Processes and Development
   - Delete CHDV 214 from list of other required course choices (students may still choose to take as an elective)
   - Add CHDV 299, Independent Study, to the list of choices

4. Add 3 units to the elective requirement to allow students to better tailor program to individual needs.

5. Add two undergraduate level pre- or co-requisites for program admission: CHDV 133, Research Methods, or equivalent; and CHDV 137 or 138, Cognitive or Social/Emotional Development. These prerequisites will insure that students enter the program with some basic knowledge of research methods as well as a basic understanding of some developmental content.

NOTE: The addition of the CHDV 200A Proseminar and CHDV 200B Analytical Strategies courses raises the total number of units in the program from 30 to 33.
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<th>Academic Unit: College of Business Administration, Department of Management Information Science</th>
<th>Date of Submission to School Dean: February 4, 2004</th>
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<td>Name of Contact Person, if not Department Chair:</td>
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<td>Title of the Program: Minor in Knowledge Management Technology</td>
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Briefly describe the program proposal (new or change) and provide a justification.

The proposed knowledge management technology minor intends to prepare students to become knowledge workers in their chosen concentration areas of study. It places emphasis on the discovery of knowledge through traditional and contemporary techniques, and the application of knowledge in decision making through analysis and critical thinking using IT as the primary means for these activities. The presiding learning goal of the minor aligns learning activities toward achieving the following: *To use IT to model information for the discovery of knowledge and support effective decision making.*

**Required courses (16 units):**
- MIS 132 – Management Science Techniques (3)
- MIS 133 – Multivariate Business Statistics (3)
- MIS 151 – End-User Database Application Development (3) or MIS 150 – Database Systems for Business (3)
- MIS 180 – Advanced Management Support Systems (3)
- MIS 181 – Machine Learning Applications in Business (3)
- MIS 191 – Culminating Experience (1)

**Elective courses (3 units):**
- **Applied Business Research Courses**
  - MGMT 105 – Business Forecasting (3)
  - MGMT 121 – Marketing Research and Information (3)
  - MGMT 122 – Buyer Behavior (3)
  - MGMT 138 – Principles of Risk Management and Insurance (3)
  - OBE 143 – Market Analysis and Feasibility Studies (3)

- **Applied Non-Business Research Courses**
  - ECON 145 Economic Research Methods (3)
  - ECON 180 – Urban Economics (3)
  - ENVS 120 – Quantitative Methods for Environmentalists (3)
  - GEOG 109 – Geographic Information Systems (3)
  - HLSC 147 – Health Data Analysis (3)
  - SOC 102A – Research Methods in Sociology (3)
  - SWRK 110 – Statistics and Research for Social Workers (3)

The following learning objectives ensure the attainment of the goal:
- Developing the necessary skill sets that lead to the discovery of knowledge, including the exposure to various IT-based tools and methods for discovery,
- Involving analytical and critical thinking skills in the application of knowledge toward effective decision making, including an understanding of management concepts and methods to exploit intellectual capital,
- Applying strategy in decision making, including the implementation of KM systems and the cultivation of leadership roles.

Because KM is interdisciplinary in nature, it complements and enhances the practices of a concentration area. It complements by broadening the students’ understanding of the applications within a concentration through practice. The exposure to KM tools and methods enhance students’ backgrounds as they become better versed and more apt in their chosen concentrations, thereby adding depth to knowledge. Thus, upon completing the minor, graduates will be capable of adding value to their future employers. (See attached proposal.)

The KMT minor concentration received a strong endorsement from business leaders in the Sacramento area during the Department’s Winter 2004 convocation.

**Approvals:**

- **Department Chair:** [Signature]  
  **Date:** 1-12-04
- **School Dean:** [Signature]  
  **Date:** 5/14/04
- **University Committee:**  
  **Date:**
- **Associate Vice President**  
  **For Academic Affairs:** [Signature]  
  **Date:** 5/17/05