



SACRAMENTO
STATE

Program Proposal Form B

Attachment A
Faculty Senate Agenda
April 10, 2008



Academic Group (College): SSIS	Date of Submission to College Dean:
Academic Organization (Department): Gerontology	Requested Effective: Fall __, Spring X __, 2008.
Department Chair: Cheryl Osborne	Contact if not Department Chair:
Title of the Program: Gerontology Graduate Certificate Program	
Type of Program Proposal:	
<input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> New Certificate Program	
<p>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 found at http://www.csus.edu/acaf/univmanual/index.htm</p>	

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



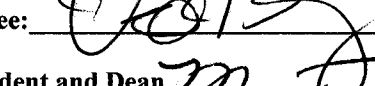
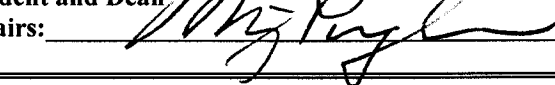
This Program was approved by CSUS and implemented through CCE in Fall of 2000 as the Graduate Certificate Program. Four (4) cohort groups completed the Program through CCE; many of whom went on to develop and successfully complete a Special Masters in (Gerontology) degree at CSUS. The goal is to now bring this program to the main campus. This encourages students from multiple disciplines to access the courses as well as now be eligible for scholarships.

The approved six (6) course program included four (4) graduate level courses and two (2) undergraduate level courses. The courses were (respectively) 1.) GERO 200 - Adaptation to Age Related Changes, Illnesses & Caregiving, 2.) GERO 221 - Models for Successful Longevity, 3.) GERO 222 - Physiological and Emotional Disorders in Older Adults, 4.) GERO 295 - Internship/Project, 5.) GERO 101 - Services for Older Adults, and 6.) GERO 102 - Social Policy and Aging. This proposal modifies the original six (6) course pattern to include the alternatives of GERO 103 - Applied Care Management in Gerontology Practice and GERO 299 - Special Problems to better assist students in accessing courses that most closely fit with their education and career goals.

Updated course titles and minor changes addressing currency were made; otherwise there are no substantive changes to the original graduate (or undergraduate) courses. Course change proposals for the two (2) paired courses are included delineating undergraduate and graduate assignments and assessment outcomes as is one for the added GERO 299. Pairing with two (2) undergraduate courses provide opportunities for undergraduates to access the courses and use them as electives in their majors. Adding the opportunity for graduate level independent study will facilitate graduate students' ability to explore areas unique to their interests and receive graduate credit.

Courses in this Program are the only available ones on campus addressing these areas and would be beneficial for graduate students and selective undergraduate students in all disciplines to take and apply toward their individual areas of study.

Approvals:

Department Chair:		Date:	10-9-07
College Dean:		Date:	10-19-07
University Committee:		Date:	12/4/07
Associate Vice President and Dean for Academic Affairs:		Date:	12/4/2007



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean:
Academic Organization (Department): Bilingual/Multicultural Education	Requested Effective: Fall_X_, Spring_, 2007.
Department Chair: Nadeen Ruiz	Contact if not Department Chair:

Title of the Program: Single Subject Teacher Preparation Program and Single Subject BCLAD Emphasis Teacher Preparation Program

Type of Program Proposal:

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

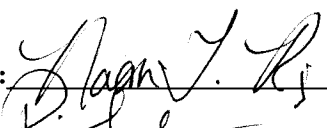
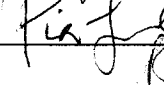
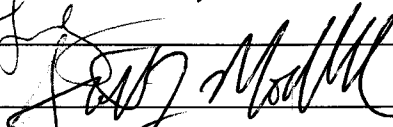
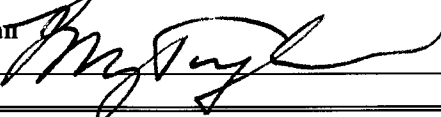
New Programs

- 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.

In Fall 2004, our department implemented a new program designed in response to SB2042. After three years of implementation, we have identified areas where the program could be improved. One significant area is the unit load for the second semester course that addresses educational equity, multicultural education and working with English Learners. The proposed increase in unit load for this course will allow instructors to better meet the SB2042 standards and departmental program objectives. The increase in units for this course will not result in excess units for the program.

Approvals:		
Department Chair:		Date: <u>Apr. 6, 2007</u>
College Dean:		Date: <u>12/6/07</u>
University Committee:		Date: <u>12/14/07</u>
Associate Vice President and Dean for Academic Affairs:		Date: <u>12/17/2007</u>

Revisions

Proposed Changes to the BMED 2042 Single Subject Credential

1. Change EDBM 128 from 2 units to 3 units

Proposed Changes to the BMED Single Subject Bilingual Cross Cultural Language and Academic Development (BCLAD) Emphasis Credential

1. Change EDBM 128 from 2 units to 3 units



SACRAMENTO STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean:
Academic Organization (Department): Bilingual/Multicultural Education	Requested Effective: Fall <u>X</u> , Spring <u> </u> , 2007.
Department Chair: Nadeen Ruiz	Contact if not Department Chair:

Title of the Program: Multiple Subject Teacher Preparation Program and Multiple Subject BCLAD Emphasis Teacher Preparation Program

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

In Fall 2004, our department implemented a new program designed in response to SB2042. After three years of implementation, we have found several shortcomings in the program as designed. Most of the shortcomings relate to inadequate unit loads for courses thus limiting instructors' ability to fully cover content specified by the standards in SB2042 and related to other Departmental program objectives. In addition, a new assessment of pre-service teachers (a component of SB2042 which had been suspended until recently) will be implemented in July 2008. Without increases to unit loads for specific courses, instructors will not have adequate opportunity to fully support candidates as they prepare for this assessment. These factors have resulted in the proposed modifications to our program which will provide for more contact hours for specific courses in order to fully meet the SB2042 standards, departmental program objectives, and the imminent implementation of the candidate assessment system. In addition, unit loads for student teaching have been adjusted to better align with actual field work activities.



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Program Proposal Form B



Academic Group (College): College of Education	Date of Submission to College Dean: 11/27/07
Academic Organization (Department): EDS	Requested Effective: Fall <u>X</u> , 2008 Spring ___
Department Chair: Dr. Bernice Bass de Martinez	Contact if not Department Chair:
Title of the Program: Education Specialist Credential Program: Mild/Moderate	

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
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 ___ New Certificate Program

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

CHANGE: The Education Specialist Credential Program: Mild/Moderate will be dropping five courses (EDS 216, 122, 124, 291 & HLSC 136) as a program Level I requirement. This action is in response to community feedback, student surveys, and as a reaction to mandated CCTC Standards for the Mild/Moderate Educational Specialist Credential. Additionally, in response to the above constituents and standards, the lecture/lab paradigm is being applied to several methodology classes (EDS 101, 273, 276 & 292). The format for these courses will have a theoretical framework(A) and field based application(B)

Finally, in response to the above constituents, an existing options class (EDS 276A/B) will become part of the required coursework for the Mild/Moderate Educational Specialist Credential and one unit will be added to the initial EDS 232 Mild/Moderate seminar.

These actions will lead to a net drop of ten-units and is a cost saving benefit to the graduate credential program.

The revised program changes has fewer course requirements due to State standards no longer needing to be addressed in individual courses. Our program changes demonstrate how State standards can be met with fewer courses.

The program changes also enables prospective individuals to get their educational specialist credential in a timely fashion.

Approvals:

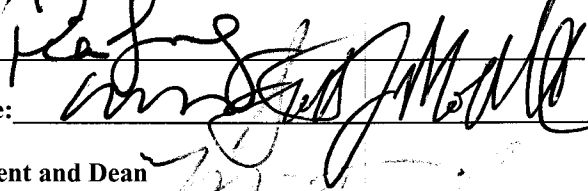
Department Chair:



Date:

12-20-07

College Dean:



Date:

12/21/07

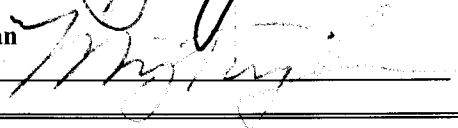
University Committee:



Date:

2/15/08 2/19/08

Associate Vice President and Dean
for Academic Affairs:



Date:

2/20/08



SACRAMENTO STATE

Program Proposal Form B

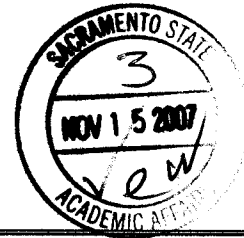
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Academic Group (College): Arts and Letters	Date of Submission to College Dean: October 5, 2007
Academic Organization (Department): English	Requested Effective: Fall_X_, Spring__, 2008.
Department Chair: Dr. Sheree Meyer	Contact if not Department Chair: Dr. Amy Heckathorn
Title of the Program: Certificate in Teaching Composition	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> New Certificate Program	
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Briefly describe the program proposal (new or change) and provide a justification. The English Department offers an 18-unit graduate certificate in the teaching of composition. As the department has recently updated its offerings in rhetoric and composition—adding some courses and deleting others—it was necessary to update the certificate requirements and electives. The Department also reconsidered the number of required courses, reducing the requirement by one, so that students would have a greater variety of elective options. It was intended that the flexibility built into these options might be more relevant for the different populations of students working on the certificate—future community college teachers, future multilingual student teachers, continuing high school teachers, etc.	
Approvals:	
Department Chair:	Date: 10/5/07
College Dean:	Date: 11-14-07
University Committee:	Date: 12/11/07
Associate Vice President and Dean for Academic Affairs:	Date: 2/21/2008



SACRAMENTO
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Program Proposal Form B



Academic Group (College): Arts and Letters	Date of Submission to College Dean: October 2007
Academic Organization (Department): Design	Requested Effective: Fall_08_, Spring___, 20__.
Department Chair: Sharmon Goff	Contact if not Department Chair: Nigel Poor Photo Program Coordinator or Sharmon Goff, Chair
Title of the Program: Photography	
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 ___ 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. This currently required upper division course, Photo 138 Color Photography A, would be switched to the electives area of the program. The proposed change takes an existing course, Photo 111, Intermediate Digital, from the electives area of the Photography B.A. degree program and moves it to the required upper division core. This change reflects the growing demand for digital knowledge and skills in all areas of photography – commercial, fine art and photojournalism. A number of photo classes have digital components, however this instruction is proving insufficient to prepare our students for professional careers or graduate programs.	

Approvals:

Department Chair:

Shanna Hoff

Date:

11-1-07

College Dean:

Naugan Jost

Date:

11-14-07

University Committee:

Dee

Date:

12/11/07

**Associate Vice President and Dean
for Academic Affairs:**

Myra

Date:

2/21/2008



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): College of Health and Human Services	Date of Submission to College Dean: October 19, 2007
Academic Organization (Department): Division of Nursing	Requested Effective: Fall <u>X</u> , Spring __, 2008 _
Department Chair: Ann Stoltz	Contact if not Department Chair:
Title of the Program: Undergraduate Nursing 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	
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Briefly describe the program proposal (new or change) and provide a justification.

The Division of Nursing is requesting to combine the courses in the previous fourth and fifth semesters (see below) into the fourth and final semester of the nursing program. This change will result in program completion in four semesters rather than the current five. The Division of Nursing conducted a pilot of this plan with students selecting into a combined 5th and 6th semesters (former program was 6 semesters, but has been approved to go to a 5 semester program). The results of the pilot program were extremely positive and supported the action of combining the last two semester requirements into one semester. Please see the attached document for the results of the pilot program. In addition, the recommendation of the pilot committee and the faculty is to decrease the number of units for Nurs 156. This change is not reflected on this document, as it will be contained in the accompanying Form A.

1. Students entering the program often have completed all of the "co-requisites" required plus a pharmacology class. Consequently, these students carry only 6 nursing units in their fifth semester. Combining the fourth and fifth semesters' nursing units will allow students with no remaining co-requisites to complete the nursing program in four instead of six semesters.

2. The research course can, at present, be taken during any of the last three semesters of the program. Its relocation in the curriculum poses no change. It will still be able to be taken during any of the last semesters of the program. It is anticipated that more students will take it either during the summer or in the 2nd or 3rd semesters.

3. The writing intensive reasoning course N169 has always been recommended to be taken in the final semester and the timing of the course offerings will be adjusted to allow students in either 3rd or 4th to be able to satisfy this requirement. A summer offering is also being considered.

4. There is no programmatic or fiscal impact to other academic units.

5. Fiscal analysis of the proposed changes:

It is anticipated that any increase in expenditure for faculty will be offset with accompanying increases in FTES.

Because of the shortage of nurse faculty, no negative effect for existent faculty positions is projected. The proposed changes will require no additional resources.

Approvals:

Department Chair: Eric Holt Date: 11-7-07

College Dean: Margaret Hogben Date: 11-8-07

University Committee: [Signature] Date: 12/11/07

Associate Vice President and Dean
for Academic Affairs: Mary Payne Date: 2/21/2008

Programmatic or fiscal impact on other academic units' programs: NONE.



SACRAMENTO
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Program Proposal Form B



Academic Group (College): SSIS	Date of Submission to College Dean: September 26, 2007
Academic Organization (Department): Gerontology	Requested Effective: Fall __, Spring <u>X</u> , 2008.
Department Chair: Cheryl Osborne	Contact if not Department Chair:

Title of the Program: Gerontology

Type of Program Proposal:

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

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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.

This modification to the existing Gerontology major/minor programs is threefold.

- 1.) it proposes to add two additional elective courses offerings. These two courses are to be paired with two graduate courses and offered once/year. This change positively impacts students, Programs, and Departments at Sacramento State. For Gerontology Majors and Minors, it allows for two (2) additional elective choices in areas in which there are no similar courses currently offered at Sacramento State. For students in other Programs and Departments across campus, adding these two courses creates access to two (2) content areas that will positively enhance their primary majors or minors. No negative impacts to any other Programs or Departments have been identified;
- 2.) the Program would also like to add the research course options of: ETHN 194 & PSYC 122 to better address student interest in multiple disciplines; and
- 3.) the Program seeks to eliminate the requirement that "only 6 units may be taken in either of the elective areas" of focus to better assist students in meeting their educational and career goals.

Approvals:

Department Chair: Cheryl Osborne Date: 10-19-07

College Dean: [Signature] Date: 10-24-07

University Committee: [Signature] Date: 12/11/07

Associate Vice President and Dean for Academic Affairs: [Signature] Date: 1/25/2008

FORM B

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL**



Academic Unit: Ethnic Studies Department	Date of Submission to School Dean: 11-19-07
Requested Effective: Fall <u>X</u> , Spring __, 2008 __.	
Name of Contact Person, if not Department Chair: Dr. Timothy P. Fong	
Title of the Program: Asian American Studies Minor	
Type of Program Proposal: ____ Modification in Existing Program: __ Substantive Change __ Non-Substantive Change __ Deletion of Existing Program __ <u>X</u> New Programs __ Initiation (Projection) of New Program on to Master Plan __ New Degree Programs __ Regular Process __ Fast Track Process __ Pilot Process <u>X</u> 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. Please See Attachment	
Approvals:	
Department Chair: <u>David J. Kern</u>	Date: <u>11-19-07</u>
School Dean: <u>[Signature]</u>	Date: <u>11/26/07</u>
University Committee: <u>[Signature]</u>	Date: <u>12/11/07</u>
Associate Vice President and Dean for Academic Affairs: <u>[Signature]</u>	Date: <u>2/21/2008</u>

Asian American Studies Minor Program Proposal and Justification:

Attachment

Our Asian American Studies Program situates itself within a larger Ethnic Studies Department at California State University, Sacramento. We offer a Bachelor's of Arts in Ethnic Studies with a concentration in Asian American Studies. Statewide and Nationwide Asian American Studies Programs and Departments are developing their degree granting in many ways. The Asian American Studies Program is in the process for developing a specific minor in Asian American Studies. Within our department, a minor exists for Native American and Chicano Studies. The department also offers a certificate in Pan African Studies.

Asian Americans are among the fastest growing racial and ethnic groups in California. Projections are that the Asian American population may more than double from 4 million to 9 million people between 2000 and 2025. Asian Americans are the second largest group in four counties and the majority in eight cities across the state. From 1990 to 2000, the Asian American population grew 52 percent followed by Latinos who grew 42 percent. During this same period, the total population in California grew 14 percent. Indeed, California is the state with largest Asian American population. According to the 2000 Census there were over 4.3 million Asian Americans living in California, representing 13 percent of the state's population. The increase in the Asian American population has made tremendous social, cultural, educational, economic, and political changes in California.

We find approximately 23 Asian American Studies Programs throughout California:

California State University

East Bay
Fresno
Fullerton
Long Beach
Northridge
Sacramento
San Francisco
San Jose

University of California

UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
U.C. Riverside
UC Santa Barbara
UC Santa Cruz
UC San Diego

Private

Claremont McKenna College
Harvey Mudd College
Loyola Marymount University
Pitzer College
Stanford University
University of Southern California

Over the past seven years, Sac State students have repeatedly approached Asian American Studies faculty regarding the need of a minor in Asian American Studies. Asian American and non-Asian American students seek to broaden their knowledge of the complex and multiethnic Asian American population. In California in particular, Asian Americans have taken prominence in the governmental, economic and political landscapes. Many Sac State students will work with, live near, or participate in some form with our various Asian American Nations. They wish to be able to develop a better understanding and have this reflected in their academic records as a minor in Asian American Studies.

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.

2. Name of the campus submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, concentration, special emphasis, or minor.

California State University, Sacramento
Minor in Asian American Studies

3. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.

Bachelor of Arts – Major Ethnic Studies

4. Options, concentrations, or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.

The Department of Ethnic Studies has a major in Ethnic Studies with a concentration option in the following: General Ethnic Studies; Asian American Studies; Chicano Studies; Asian American Studies; and Pan African Studies.

Also, the Department offers a minor in Native American Studies and Chicano Studies, as well as a certificate in Pan African Studies.

5. Department(s) to offer the aggregate of courses and name of contact person.

Dr. Timothy P. Fong, Director of Asian American Studies

6. Purpose of the proposed aggregate of courses.

The purpose of the proposed aggregate of courses is to create a minor in Asian American Studies. This provides an additional option for Sac State students who want to further their understanding of Asian American Studies.

7. Need for the proposed aggregate of courses.

We recently conducted a survey poll among three (3) of our Asian American Studies courses: ETHN 110 (Asian American Experience), ETHN 114 (Asian Americans and Globalization), and ETHN 118 (Asian American Women).

Question number 4 in the survey asked: "If this proposal is accepted, would you consider becoming an Asian American Studies minor?" Thirty-two of 55 students answered YES (58 percent)

The following are a few comments why students want to minor in Asian American Studies:

- "I would be able to know & learn more about the Asian American culture."*
- "The classes seem interesting [and] I think are important for people to know."*
- "I have run around thinking that I was the only Filipino with [the] challenge of poverty & being an immigrant."*
- "I do want to know about those who have stepped up [and] bled on this land so that I could have an education and make my own mark in society."*
- "[I am] joining a Filipina interest sorority. I have learned about my culture and I think it is something worth learning."*
- "I've always been interested in the Asian community. It would be nice to be able to learn more w/o having to do all the coursework required for a bachelor's degree."*
- "It would help me as a person, I think."*
- "I am interested in learning and helping improve Asian American life in the U.S."*
- "I would like to acquire a minor studying a subject I'm interested in."*
- "It would be good education along with my major (Social Work)."*
- "[I] want to be able to gain the skills as a social worker when dealing w/Asian Americans."*
- "Because I'm Asian and I would like to learn more about Asians. I also want to work w/Asians in the future as a social worker."*
- "It is interesting and has benefited my knowledge of the subject."*
- "I already minor in music, but I'm willing to change my minor sometime."*
- "I would like to know more about the Asian experience to better my knowledge and be able to apply to my major (Social Work)."*
- "I would definitely like to learn more about Asian people in general. I think it's important to know the roots of where most Asians come from."*
- I'm graduating, so a little too late for me, but definitely if I was a freshman or sophomore."*
- "Asian American Studies to me is a pretty interesting topic. I would consider taking more classes."*

Twenty-two students answered NO and one student was not sure. Of the ones who stated NO, two said they would except they were about to graduate and three were already Ethnic Studies majors concentrating in Asian American Studies. If you subtract these five responses, the positive response rate increases to 64 percent.

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.

Total Units for the minor in Asian American Studies is 21 units. It will be composed of the following courses:

Required 12 units:

ETHN 11 Introduction to Ethnic Studies or ETHN 14 Introduction to Asian American Studies (3 units)

ETHN 110 Asian American Experience (3 units)

ETHN 112 Contemporary Asian American Issues (3 units)

ETHN 113 Asian American Communities (3 units)

Elective Courses 9 units:

ETHN 111 Southeast Asian Experience (3 units)

ETHN 114 Asian Americans and Globalization (3 units)

ETHN 115 Biracial and Multiracial Experience (3 units)

ETHN 116 Asian American Politics and Public Policy (3 units)

ETHN 118 Asian American Women (3 units)

ETHN 119 Filipino American Experience (3 units)

ETHN 121 Hmong American Experience (3 units)

ETHN 167 Asian American Families: Issues and Perspectives (3 units)

ETHN 194 Research in Ethnic Studies (3 units)

ETHN 195 Fieldwork in Ethnic Studies (3 units)

Elective(s) approved by the Director of Asian American Studies (3 units)

9. New courses to be developed. Include proposed catalog descriptions and course classifications.

None – We have the appropriate courses in place.

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.

2007-2008 (Odd Years)

Fall

ETHN 110 (Asian Americans)

TTH 10:30-11:45/**Sobredo**

Spring

ETHN 14 (Intro to AA Studies)

TTH 10:30-11:45/**Mark**

ETHN 110 (Asian Americans)

MWF 10-10:50/**Maeda**

ETHN 112 (Contemporary Issues)
TTH 1:30-2:45/**Fong**
ETHN 114 (Globalization)
TTH 12-1:15/**Sobredo**
ETHN 115 (Multiracial Identity)
MW 1:30-2:45/**Staff**
ETHN 111 (Southeast Asian Americans)*
MW 12-1:15/**Staff**
ETHN 196O (Sikh Americans)
MWF 10-10:50/**Staff**

ETHN 113 (Communities)
MW 1:30-2:45/**Fong**
ETHN 114 (Globalization)
MWF 11-11:50/**Sobredo**
ETHN 115 (Multiracial Identity)
TTH 1:30-2:45/**Staff**
ETHN 116 (Asian American Politics)*
MW 12-1:15/**Maeda**
ETHN 118 (Asian American Women)
TTH 9-10:15/**Staff**

2008-09 (Even Years)

Fall

ETHN 110 (Asian Americans)
MWF 10-10:50/**Sobredo**
ETHN 112 (Contemporary Issues)
MW 1:30-2:45/**Fong**
ETHN 114 (Globalization)
MW 12-1:15/**Sobredo**
ETHN 115 (Multiracial Identity)
TTH 1:30-2:45/**Staff**
ETHN 121 (Hmong Americans)*
TTH 12-1:15/**Staff**
ETHN 196O (Sikh Americans)
TTH 10:30-11:45/**Staff**

Spring

ETHN 14 (Intro to AA Studies)
MWF 10-10:50/**Mark**
ETHN 110 (Asian Americans)
TTH 9-10:15/**Maeda**
ETHN 113 (Communities)
TTH 1:30-2:45/**Fong**
ETHN 114 (Globalization)
TTH 12-1:15/**Sobredo**
ETHN 115 (Multiracial Identity)
MW 1:30-2:45/**Staff**
ETHN 118 (Asian American Women)
MW 12-1:15/**Staff**
ETHN 119 (Filipino Americans)*
TTH 10:30-11:45/**Sobredo**

* These courses rotate every other year.

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.

Timothy P. Fong, Ph.D.
Professor
Ph.D. Ethnic Studies (1994)

Wayne Maeda
Senior Lecturer
MA Social Science (1976)

Gregory Mark, Ph.D.
Professor
Ph.D. Criminology (1978)

James Sobredo, Ph.D.
Associate Professor
Ph.D. Ethnic Studies (1998)

12. Indicate according to the questions below the resources needed to implement the program change.

a. How will the above changes be accommodated within the department/College existing fiscal resources?

The fiscal resources to accommodate a minor in Asian American Studies are already part of the regular course offerings in Ethnic Studies.

b. If the proposed changes will require additional resources, describe the level and nature of additional funding the College will seek.

No additional funding will be requested.

c. What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed? Estimate the cost and indicate how these resource needs will be accommodated.

No additional funding will be requested.

13. Provide catalog copy for the proposed new concentration, emphasis, option or minor, using the standard catalog copy format.

Requirements - Minor

Asian American Studies

Total units required for Minor: 21

- (3) ETHN 11 Introduction to Ethnic Studies
- (3) ETHN 14 Introduction to Asian American Studies
- (3) ETHN 110 Asian American Experience
- (3) ETHN 112 Contemporary Asian American Issues
- (3) ETHN 113 Asian American Communities

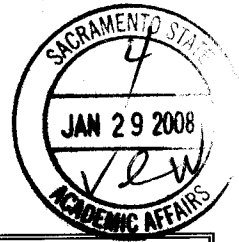
- (9) Select three of the following:
 - ETHN 111 Southeast Asian Experience
 - ETHN 114 Asian Americans and Globalization
 - ETHN 115 Biracial and Multiracial Experience

ETHN 116 Asian American Politics and Public Policy
ETHN 118 Asian American Women
ETHN 119 Filipino American Experience
ETHN 121 Hmong American Experience
ETHN 167 Asian American Families: Issues and Perspectives
ETHN 194 Research in Ethnic Studies
ETHN 195 Fieldwork in Ethnic Studies
Elective(s) approved by the Director of Asian American Studies



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): Arts and Letters	Date of Submission to College Dean: September 28, 2007
Academic Organization (Department): English	Requested Effective: Fall <u>X</u> , Spring __, 2008.
Department Chair: Dr. Sheree Meyer	Contact if not Department Chair: Dr. Amy Heckathorn
Title of the Program: Rhetoric and Writing	
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 found at http://www.csus.edu/acaf/univmanual/index.htm	

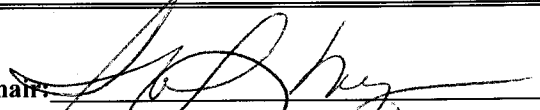
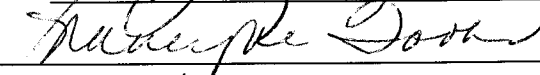
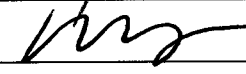
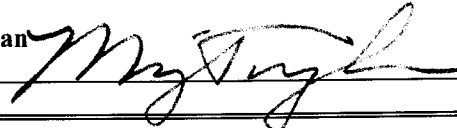
Briefly describe the program proposal (new or change) and provide a justification.

The English Department revised its major to include various "areas of interest" to allow students to specialize in one of the many sub-fields included within our discipline. Until recently, we were not able to offer an area in rhetoric and writing because of a lack of faculty. Due to recent hires, we now have the faculty and courses to be able to add a "Rhetoric and Writing" option to the major's areas of interest. The department voted to adopt the new area, supporting the following goals statement:

The area of interest in Rhetoric and Writing, while acknowledging that writing is a tool that is vital to critical inquiry, does more than provide instruction in composition skills; rather, the goal of this undergraduate program is to foster an ethically-driven understanding of ways in which all language is meaning-making. Participants will examine how various communities make meaning in a variety of contexts—academic, civic, corporate, digital—through the production and consumption of texts from a variety of genres in both public and private discourse. Having gained a foundational understanding of critical discourse analysis, of basic rhetorical theory, of writing for social action, and of the complexly layered relationships between language and power, graduates will be qualified to pursue work or further studies in professional writing, teaching composition, public service, interdisciplinary studies, law, rhetoric, media studies, or composition studies; further, graduates will have the tools with which to engage fully in civic life.

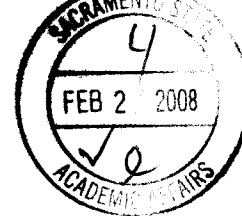
This addition also impacted one existing area of interest. The department used to offer an area of interest known as "Creative and Professional Writing." This combination was created because there was no other place for our technical writing class and internship to be included. These courses will now be included in the Rhetoric and Writing area of interest, so the former section will be renamed "Creative Writing" and lose the professional writing and writing internship classes.

The rest of the changes detailed in this proposal are non-substantive changes which result from an updating of the course offerings within the department—placing newly approved courses within an appropriate area of interest and removing courses which are no longer offered from existing areas of interest.

Approvals:		
Department Chair:		Date: 11/30/07
College Dean:		Date: 1/25/08
University Committee:		Date: 2/11/08
Associate Vice President and Dean for Academic Affairs:		Date: 2/20/2008

8/27/07

FORM B



**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL**

Academic Unit: Department of Teacher Education College of Education	Date of Submission to School Dean: May 1, 2007
Requested Effective: Fall_07_, Spring_X_, 2008___.	
Name of Contact Person, if not Department Chair:	
Title of the Program: Master of Education with Curriculum and Instruction Emphasis (Online option)	
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 found at http://www.csus.edu/acaf/univmanual/index.htm	
Briefly describe the program proposal (new or change) and provide a justification. Our Current MA in Education with C & I Emphasis Program is a popular program that serves the needs of people throughout our service region. Now we hope to extend our reach beyond the immediate region by offering this program online. This option has been designed to meet the needs of students who require a rigorous and yet flexible way to attain their degrees. The program will meet 25% face-to-face (F2F) and 75% online. During the F2F sessions students will be part of experiences that will emphasize community development, which will allow participants to get to know their peers and instructors and allow them to learn the online tools that will be used for instructional delivery. A 3.5 day retreat at the beginning of the program will be the initial F2F. There will be a Friday evening/all day Saturday scheduled at the close of each semester that will be used both to bring closure to one semester and provide a bridge to the next one. (The final semester will be handled differently because of the completion of the culminating experience for the MA.) In addition, one Friday evening/all day Saturday session will be scheduled in the middle of the fall and spring semesters. Three new courses have been developed especially for this option as limited resources and current projected enrollment restrict these offerings to online for the time being (see attached form A's). Given the special nature of this program, students would enroll as a cohort and proceed through the program in the following sequence: Summer: EDTE 226 and EDTE 251 Fall: EDTE 237 and EDTE 238 Spring: EDTE 227, EDTE 250 and EDTE 239 Summer: EDTE 290 and EDTE 505	

Approvals:

Department Chair: [Signature] **Date:** 11/30/07

College Dean: [Signature] **Date:** 1/25/08

University Committee: [Signature] **Date:** 2/11/08

**Associate Vice President and Dean
for Academic Affairs:** [Signature] **Date:** 2/20/2008

8/27/07



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): College of Health and Human Services	Date of Submission to College Dean: November 7, 2007
Academic Organization (Department): Division of Nursing	Requested Effective: Fall <u>X</u> , Spring __, 2008 _.
Department Chair: Ann Stoltz	Contact if not Department Chair:

Title of the Program: Licensed Vocational Nurse (LVN) 30 Unit Option

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 Division of Nursing is requesting a change in the requirements for the LVN 30 unit program. Section 1435.5 in the Laws Relating to Nursing Education Licensure – Practice in the State of California provides an opportunity for the licensed Vocational Nurse to prepare for licensure as a Registered Nurse by completing no more than 30 units of designated courses. The LVN 30-unit option is designed for individuals who currently hold a valid California LVN license. The 30-Unit Option students are admitted on a space available basis. Selection from qualified applicants is based on cumulative GPA, for the 30 most recent graded semester units as well as the combined GPA of the pre-requisite courses.

The new program provides revised course content and sequencing that better reflects the needs of the LVN student to practice as a Registered Nurse.

Approvals:	
Department Chair: <u>Ann Stott</u>	Date: <u>12-4-07</u>
College Dean: <u>Marilyn Hopkins</u>	Date: <u>12/11/07</u>
University Committee: <u>[Signature]</u>	Date: <u>2/11/08</u>
Associate Vice President and Dean for Academic Affairs: <u>[Signature]</u>	Date: <u>2/20/08</u>

Programmatic or fiscal impact on other academic units' programs: NONE.

NEW PROGRAM	CURRENT PROGRAM
Prerequisites	Prerequisites
Microbiology with a lab (4) Physiology with a lab (4)	Microbiology with a lab (4) Physiology with a lab (4)
1st semester	1st semester
NURS 123 Nursing the Family in Complex Illness (6 units) NURS 129 Mental Health Nursing (5 units)	NURS 11 Introduction to Professional Nursing (3 units) NURS 12 Nursing Care of Adults (5 units) NURS 16 Physical Assessment of the Adult (1)
2nd semester	2nd semester
NURS 137 Nursing the Childbearing Family (5 units) NURS 138 Nursing the Childrearing Family (5 units) NURS 139 Nursing the Childrearing Family: Assessment and Skill Acquisition (1 units)	NURS 123 Nursing the Family in Complex Illness (6 units) NURS 129 Mental Health Nursing (5 units)
Optional	
NURS 16 Physical Assessment of the Adult (1) (1 st semester)	



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): Engineering and Computer Science	Date of Submission to College Dean: Dec. 20, 2007
Academic Organization (Department): Computer Science	Requested Effective: Fall <input checked="" type="checkbox"/> , Spring <input type="checkbox"/> , 2008 <input type="checkbox"/> .
Department Chair: Du Zhang	Contact if not Department Chair:

Title of the Program: Undergraduate Certificate of Academic Achievement in Information Assurance and Security

Type of Program Proposal:

- 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.

Undergraduate Certificate of Academic Achievement in Information Assurance and Security:

- (3) CSC 152, Cryptography (new course proposal in progress)
- (3) CSC 153, Computer Forensics Principles and Practice (new course proposal in progress)
- (3) CSC 154, Computer System Attacks and Countermeasures

Justification. The Center for Information Assurance and Security (CIAS) was recently approved as a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and the Department of Homeland Security. The proposed certificate program would satisfy one of 10 criteria to renew this standing in five years' time. The certificate program would also satisfy one of the key aspects of the center's mission, which is to advance knowledge of information assurance and security practices through education, training and awareness, applied research, outreach, and collaboration with other institutions.

Approvals:

Department Chair:  Date: 12/21/2007

College Dean:  Date: 2/22/08

University Committee:  Date: 3/16/08

Associate Vice President and Dean for Academic Affairs:  Date: 3/20/2008