

MA IN EDUCATION, EQUITY AND SOCIAL JUSTICE (GENDER EQUITY STUDIES)



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
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3. ED Dean (dsessoms@skymail.csus.edu)
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8. Dean of Undergraduate (gardner@csus.edu)
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Approval Path

1. Tue, 03 Oct 2023 20:48:43 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 12 Oct 2023 22:33:59 GMT
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:49:12 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Thu, 02 Nov 2023 23:11:17 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Wed, 27 Sep 2023 21:01:03 GMT

Viewing: MA in Education, Equity and Social Justice (Gender Equity Studies)

Last edit: Tue, 17 Oct 2023 19:48:50 GMT

Changes proposed by: Sherrie Carinci (101035060)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

| Name (First Last) | Email | Phone 999-999-9999 |
|-------------------|-------------------|--------------------|
| Sherrie Carinci | carincis@csus.edu | 916 832 3156 |

Type of Program Proposal:

Major

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Hybrid

Does this major plan to include any formal options, concentrations, or special emphases?

Yes

Fully explain the formal options, concentrations, or special emphases:

The concentration in Gender Equity Studies investigates issues related to working with gender diversity, social justice, and intersectionality across educational, community settings, and the workplace. The concentration includes a historical review of gender in society and its impact on providing educational equity. The Gender Equity Studies concentration offers the opportunity to take courses that focus on gender concepts from various disciplines such as Women/Gender Studies, Sociology, Psychology, Communication Studies, and Business. The concentration examines the social paradigms of gender, gender identity, race, socioeconomic status and provides the opportunity to identify nonsexist educational practices. One goal is to develop an understanding of the many political and social issues affecting gender in educational institutions, the workforce, and its impact on society. This concentration prepares graduates to educate others about social gender dynamics and gender-fair practices in schools, government, non-profit agencies, the public sector, and higher education institutions. Graduates will have the skills to address issues of gender equity, diversity, social justice, and racism in schooling and as well as the workplace.

Title of the Program:

MA in Education, Equity and Social Justice (Gender Equity Studies)

Designation: (degree terminology)

Master of Arts

Abstract of the proposal:

The proposal combines two existing programs, MA in Gender Equity Studies in Education and MA in Multicultural Education, into a one new program, MA in Education, Equity, and Social Justice with two concentrations; (a) Gender Equity Studies and (b) Ethnicity and Race. The new combined program, which consists of 30 units, will explore issues in equity and social justice education that focus on a commitment to addressing issues of race, ethnicity, class, ability, language, gender, and sexual orientation as they impact the ways in which individuals learn and engage.

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

Two existing MA programs in the College of Education, (a) Gender Equity Studies in Education and (b) Multicultural Education, both reflect Sacramento State's mission of a focus on social justice to create: "A program that focuses on the systematic study of education as a social and cultural institution" (CSU Program Code 08131; CSU Program Codes and Corresponding CIP Codes). The MA in Education, Equity, and Social Justice will combine components of each program to (1) align with the Mission and Vision of the CSU system regarding social justice, and (2) increase enrollment in core courses. The new program will consist of ten courses. Five core courses (16 units) that all candidates will take; five courses (14 units) for students concentrating in Gender Equity Studies, and five courses (14 units) for students concentrating in Ethnicity and Race.

The 16 units for core courses will be correct in the catalog, meeting 1071 (per Amy Wallace's comment) once the Form As for EDBM 250 (increasing to 4 units) and EDTE 506/EDBM 565 (decreasing to 2 units) are approved this year. All three Form As are in workflow.

The new MA in Education, Equity, and Social Justice encompasses five core courses (16 units):

- EDTE 251: Education for a Democratic, Pluralistic Society (3 units)
- EDBM 250: Education Research (currently being revised to a 4-unit course)
- EDGR 210: Contemporary Issues in Education: Curriculum and Social Emotional Well Being of Students (3 units)
- EDTE 227: Seminar in Curriculum and Instruction, K-12 (3 units)
- EDTE 268: Theory and Practice of Gender Issues and Race (3 units)

Moreover, the two concentrations will be comprised of the following courses (14 units for each)

Concentration: Gender Equity Studies (14 units)

EDUC 165: Sex Role Stereotyping in American Education (3 units)

EDTE 266: Gender Constructs in Education (3 units)
 EDTE 290: Seminar: Preparation of Master's Thesis/Project (3 units)
 Elective (3 units)
 EDTE 506: Thesis/project (currently being revised to a 2 unit course)

Concentration: Ethnicity and Race (14 units)
 EDBM 220: Multicultural Curriculum, Advocacy, and Community (3 units)
 EDBM 228: Academic Value of Ethnic Studies (3 units)
 ETHN 203: Contemporary Ethnic Studies Issues
 ETHN 204: Foundations & Theories (3 units)
 EDBM 565: MA Thesis/project (currently being revised to a 2 unit course)

The MA in Education, Equity, and Social Justice continues the focus of both programs to examine the social and educational inequities of historically marginalized groups in terms of gender, ethnicity, race, socio-economic status, and social emotional learning, and how these elements manifest in educational and/or community underachievement. As such, each program will incorporate essential elements from the previous programs.

From the previous MA in Gender Equity Studies in Education, these modifications include:

- Delete EDTE 250 (3 units) and replace it with EDBM 250 (4 units)
- Include EDGR 210 as a core course
- Include EDTE 227 as a core course
- Replace 9 elective units with 3 elective units

From the previous MA in Multicultural Education, these modifications include:

- Increase the units for EDBM 250 from 3 to 4 units
- Replace EDBM 235 (3 units) with EDTE 268 (3 units)

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
 Communication
 Critical thinking/analysis
 Information literacy
 Professionalism
 Intercultural/Global perspectives
 Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

PLO 1: Apply theory and practices from across disciplines to advocate for diverse populations in education

PLO 2: Communicate educational research findings and conclusions in orally and in writing on historically under-served and diverse populations

PLO 3: Analyze and critically reflect on the effect of gender, language and culture on education, politics, and ethnic/race relations

PLO 4: Find, evaluate and use existing research and methods to design a research proposal to advance the field.

PLO 5: Work collaboratively to integrate theories, best practices, and individual experiences to create cohesive curriculum.

PLO 6: Analyze, critique, and use intercultural theories to develop curriculum.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Please attach a Comprehensive Program Assessment Plan (required)

Comprehensive Assessment Plan MA E-SJ Gender Equity Studies.docx

Please attach a Curriculum Map Matrix (required)

Curriculum Map Matrix MA in Education, Equity, and Social Justice version3.docx

Please attach a five-year budget projection (required)

MA Ed Equity Social Justice fiscal impact.docx

Catalog Description:**Units required for Major: 30**

The MA in Education, Equity, and Social Justice explores theoretical and pedagogical related to issues on gender, ethnicity, race, and socioeconomic status and how these impact educational, community settings, and workplace settings. The program prepares students seeks to serve as 'change agents' to promote gender equity, anti-racism and inclusion in the public schools and other educational venues. Program instructors have backgrounds that include expertise and experience in the areas of gender equity, bilingual/multicultural education, community activism, and anti-racism and inclusive education. We strive to support students in the examination of educational theories and methods from a multicultural perspective, taking into account gender, race, ethnicity, language, social class, and disability. Finally, we work towards preparing students to take an active role in the reconstruction of the education and/or social systems into one that is equitable for students from various gender identities, racially, ethnically, linguistically and culturally diverse backgrounds.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Complete an online application, via Cal State Apply (<https://www2.calstate.edu/apply/>), for admission

One set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

A baccalaureate degree;

A minimum 2.5 GPA in the total and/or last 60 units;

1. a Personal Statement that addresses: Why the applicant wants to enter this particular program; and
2. Career objectives which coincide with program goals;

The personal statement should not exceed 2 pages, double spaced, 12 point font and type-written

1. An essay that addresses either an education/gender related topics (for Gender Equity Studies concentration); OR
2. An essay that addresses a current critical issue in the field of education in communities with children, adolescents, or adults with either a focus on racial/ethnic diversity, English Learners, and/or disabilities, and the relationship of this issue to your motivation to become a social justice advocate (for Ethnicity and Race concentration). **The essay should not exceed 3 pages, double spaced, 12 point font and type-written**

Resume: Please include a copy of a current resume or curriculum vita, which includes relevant experience in working with diverse population and/or equity/social justice issues

Note: Upon approval, the program may approve up to six units of graduate level units based on review of course syllabi.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

| Code | Title | Units |
|--|--|-----------|
| Core Courses (15 Units) | | |
| EDTE 251 | Education for a Democratic, Pluralistic Society | 3 |
| EDBM 250 | Education Research ✎ | 3 |
| EDGR 210 | Contemporary Issues in Education: Curriculum and Social Emotional Well Being of Students | 3 |
| EDTE 227 | Seminar in Curriculum and Instruction, K-12 | 3 |
| EDTE 268 | Theory and Practice of Gender Issues and Race | 3 |
| Gender Equity Studies Concentration Required Courses (15 Units) | | |
| EDUC 165 | Sex Role Stereotyping in American Education ✎🌐 | 3 |
| EDTE 266 | Gender Constructs in Education | 3 |
| EDTE 290 | Seminar: Preparation of Master's Thesis/Project | 3 |
| Elective | | 3 |
| EDTE 506 | Culminating Experience: Gender Equity Studies in Education | 3 |
| Total Units | | 30 |

EDTE 251: Education for a Democratic, Pluralistic Society (3 units)

EDBM 250: Education Research (currently being revised to a 4-unit course)

EDGR 210: Contemporary Issues in Education: Curriculum and Social Emotional Well Being of Students (3 units)

EDTE 227: Seminar in Curriculum and Instruction, K-12 (3 units)

EDTE 268: Theory and Practice of Gender Issues and Race (3 units)

15 units Gender Equity Studies Concentration Courses:

EDUC 165: Sex Role Stereotyping in American Education (3 units)

EDTE 266: Gender Constructs in Education (3 units)

EDTE 290: Seminar: Preparation of Master's Thesis/Project

Elective (3 units)

EDTE 506: Thesis/project (3 units)

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

None

Will this program require specialized accreditation?

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

No

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

No

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

Geographical Recruitment and Employment Demand.docx

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

n/a

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

None

Professional uses of the proposed degree major program:

None

The expected number of majors in:

1st Year Enrollment:

25

3rd Year Enrollment:

30

5th Year Enrollment:

35

1st Year Graduates:

25

3rd Year Graduates:

30

5th Year Graduates:

35

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

| Name | Rank | Appointment Status | Highest Degree Earned | Year of Highest Degree Earned (YYYY) | Publications/Professional Experience |
|-----------------|-----------|--------------------|-----------------------|--------------------------------------|--|
| Sherrie Carinci | Professor | Full Time | Doctorate | 2000 | <p>"Here's What Students are Saying...An Analysis of Students' Preferences of Course Material –Printed vs. Online Text" Hawaii International Conference on Education Conference Proceedings. 2022 Peer Reviewed</p> <p>"An examination of American and British teachers and their perception regarding preservice training on gender equity and bullying/cyber-bullying awareness." Hawaii International Conference on Education Conference Proceedings. 2019 Peer Reviewed</p> <p>"It's more than just the trees! Sacramento State's mission of providing an excellent academic experience." Foundations: A reader for new college students. Thomson, Wadworth Publishing; Mason, OH. 2009 Revised and reprint in First Year Students Course Reader 2018.</p> <p>"The New Politics of the Textbook: A Project of Critical Examination and Resistance" Cornish, D., Carinci, S., & Noel, J. Sense Publishers: Spring 2012 Peer Reviewed</p> <p>"Becoming Gender Relevant: A Pre/Post Examination of University Students Attitudes and perceptions of Gender Constructs in Education and Society" Adult Education Research Conference Proceedings, June 2010. Peer Reviewed</p> <p>"Preservice female teachers' mathematics self-concept and mathematics anxiety: A longitudinal study." Johnson R., Smith, K., & Carinci, S. Globalisation book series. Springer Publishing, the Netherlands. 2009 Peer Reviewed</p> <p>"Does Gender Matter? An exploratory study of</p> |

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|---------------|---------------------|-----------|-----------|------|--|
| Angela Leslie | Associate Professor | Full Time | Doctorate | 2012 | <p>Leslie, A. M., and Borunda, R. M. (2023). Learning from the path of our better selves (3rd edition). Kendall Hunt Publishing.</p> <p>· Leslie, A., M., Watson, V., Borunda, R. M., Bosworth, K., and Grant, T. (2021). Towards abolition: Undoing the colonized curriculum. <i>Journal of Curriculum Studies Research</i> 3 (1), 1-20. https://doi.org/10.46303/jcsr.2021.5</p> <p>· Leslie, A. M., and Borunda, R. M. (2021). Eroding white supremacy: A curricular and humanist approach to bridging the racial reality gap. <i>International Journal of Diversity in Education</i> 21(1), 105-117.</p> <p>https://doi.org/10.18848/2327-0020/CGP/v21i01/105-117</p> <p>· Leslie, A. M. (2021). Rendering Latinas Invisible: The Underrepresentation of Latinas in K-12 History. <i>International Journal of Multicultural Education</i>, 23(1), 87-109. http://dx.doi.org/10.18251/ijme.v23i1.2103</p> |
|---------------|---------------------|-----------|-----------|------|--|

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|-------------|---------------------|-----------|-----------|------|--|
| Alma Flores | Assistant Professor | Full Time | Doctorate | 2016 | <p>Morales, S, Flores, A.I., Gaxiola Serrano, T.J., & Delgado Bernal, D. (2023).</p> <p>Feminista Pláticas as a Methodological Disruption: Drawing Upon Embodied Knowledge, Vulnerability, Healing, and Resistance. <i>International Journal of Qualitative Studies in Education</i>, DOI: 10.1080/09518398.2023.2181441</p> <p>Flores, A.I. (2022). The Value of M(other)work: Reframing Parent Involvement through a</p> <p>Muxerista Framework. <i>Equity & Excellence in Education</i>, 55(4), 422-433.</p> <p>Flores, A.I. (2017). The Muxerista Portraitist: Engaging Portraiture and Chicana Feminist</p> <p>Theories. <i>Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social</i>, 17(1), 60-93.</p> |
| Riana Pella | Assistant Professor | Full Time | Doctorate | 2021 | <p>"Does Yes Mean Yes? Differences in US college students' understanding of sexual consent" (Pella & McClung, 2023)</p> <p>"Is single sex education really the answer for our boys?" (Carinci, Pella, & Raines, 2023) (publication pending)</p> <p>"Sex or Sexual Assault? Critical Media Literacy as a Tool for Consent Education." -Doctoral Dissertation, USF (2021)</p> <p>"Controversial Conversations: An Examination of Single Sex and Coeducational Students' Perspectives on Sexism, Domestic Violence and Sexual Assault." -Master's thesis, CSUS (2011)</p> |

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|--------------------------------|--------------------------------------|------------------|-------------|--|
| <p>Lorena Camargo Gonzalez</p> | <p>Assistant Professor Full Time</p> | <p>Doctorate</p> | <p>2022</p> | <p>2021 Escobedo, C.R., Camargo Gonzalez, L. (2022). Nurturing a Critical Race Feminista Praxis:</p> |
| | | | | <p>Engaging Education Research with a Historical Sensibility. International Journal of Research & Method in Education,1-12.</p> |
| | | | | <p>2021 Bishop, J., Camargo Gonzalez, L. Rivera. E. (2021). America’s inescapable crisis: Student homelessness. Phi Delta Kappan, 102(7), 42-46.</p> |
| | | | | <p>2020 Pérez Huber, L., Camargo González, L., & Solórzano, D. (2020). Theorizing a critical race content analysis for children’s books about people of color. Urban Education.</p> |
| | | | | <p>2020 Camargo Gonzalez, L. “The weight we carry in our backpack is not the weight of our books, it’s the weight of our community!”: Latinas negotiating identity and multiple roles. InterActions: UCLA Journal of Education and Information Studies, 16(1), 6-34.</p> |
| | | | | <p>2018 Pérez Huber, L., Camargo Gonzalez, L. & Solórzano, D.G. Considerations for using Critical Race Theory and Critical Content Analysis: A research note. Understanding and Dismantling Privilege Journal, 8(2), 8-26.</p> |
| | | | | <p>Book Chapters</p> |
| | | | | <p>2021 Camargo González, L., Ramirez, B., Burciaga, R., Pérez Huber, L., & Solórzano, D.G. (2021). Latino</p> |
| | | | | <p>Educational (In)Opportunities: Causes, Consequences, and Challenges to Unequal Opportunities to Learn. In M. Machado-Casas & K. Espinoza (Eds.), Handbook of Latinos and Education Vol 2. Routledge.</p> |
| | | | | <p>Reports</p> |
| | | | | <p>2020 Bishop, J., Camargo Gonzalez, L. & Rivera, E. State of Crisis: Dismantling Student Homelessness in</p> |
| | | | | <p>California. Center for the Transformation of Schools, School of Education & Information Studies, University of California, Los Angeles</p> |

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| Yanira Madrigal-Garcia | Assistant Professor | Full Time | Doctorate | 2022 | Peer-Review Journal Article Publications |
| | | | | | <p>Acevedo-Gil, N., & Madrigal-Garcia, Y. I. (2018). Mentoring among Latina/o scholars: Enacting spiritual activism to navigate academia. <i>American Journal of Education</i>, 124(3), 313-344.</p> |
| | | | | | <p>https://doi.org/10.1086/697212</p> |
| | | | | | <p>Madrigal-Garcia, Y. I., & Acevedo-Gil, N. (2016). The New Juan Crow: Revealing panoptic measures and inequitable resources that hinder Latina/o post-secondary pathways. <i>Journal of Hispanic Higher Education</i>, 15(2), 154-181. https://doi.org/10.1177/1538192716629192</p> |
| | | | | | <p>Policy Memos, Magazine Articles, and Other Publications</p> |
| | | | | | <p>Madrigal-Garcia, Y. I. (2022). Launching the early college and career academy program (ECCAP): Supporting the wellbeing, academic success, and college access for Stockton young people. <i>Reinvent StocktonFoundation: Stockton Scholars</i>.</p> |
| | | | | | <p>Patterson, A. & Madrigal-Garcia, Y. I. (2017). NOBCChE-EV science academy at Westlake Middle School program evaluation report. Eagle Village Community Center and the National Organization of the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) Partnership.</p> |
| | | | | | <p>Madrigal-Garcia, Y. I. (2012). Policy Memo. Navigating the thin line between education and incarceration: An action research case study on gang-associated Latino youth. <i>The Hispanic Outlook in Higher Education Magazine</i>.</p> |

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|-------------------|-----------|-----------|-----------|------|---|
| Chris Boosalis | Professor | Full Time | Doctorate | 1999 | Boosalis, C. (2006). Beating the CSET: Methods, strategies, and multiple subjects content for beating the California Subject Exams for Teachers. Boston: Pearson Education. Boosalis, C. (2006). Methods, strategies, and elementary content for beating AEPA, TEXES, OSAT, NYSTCE, MTEL, MSAT, PRAXIS, FTCE, PLACE, MTTC, and ICTS. Boston: Pearson Education. Boosalis, C. (2005). Beating the CSET: Methods, strategies, and content for beating the California Subject Exams for Teachers (English Language Arts). Boston: Pearson Education. Boosalis, C. (2004). Beating them all: Thirty days to a magic score on any exam of elementary literacy instruction. Boston: Pearson Education |
| Nancie McLaughlin | Lecturer | Full Time | Masters | 2015 | EDUC 262 Graduate level Gender and Leadership course, implemented 2022#Shakespeare Residency Program Curriculum for schools 2021, implementation 2022#EDUC 118Online Leadership course, implemented 2021#Women's Development Program Curriculum & Workbook, in progress#Empowering Women Via Professional and Personal Development, 2015-2019 |

| | | | | | |
|------------------------|----------|-----------|---------|------|--|
| Maria Gutierrez-Stearn | Lecturer | Full Time | Masters | 2019 | <p>“Equalizing Status Issues in the Classroom: Acknowledging Competence,” Justice-Focused Practice-Based Teacher Education, 2020</p> <p>“Equity Pedagogy: Building Respectful Relationships” in Justice-Focused Practice-Based Teacher Education, 2020</p> <p>“Team Teaching for Global Citizenship,” California League of Schools State Conference, 2020</p> <p>“Examining Our Multicultural Competencies: an Icebreaker,” First Year Experience Seminar Spring Fling, Sacramento State University, 2019</p> <p>“Double Duty: Issues of Juggling School, Work, and Family for Women,” Panelist, Women Herstory Event, Cosumnes River College, Sacramento, CA 2019</p> <p>“Making Rigorous Content Accessible to All in the International Baccalaureate Program,” Harriet Eddy Middle School, Elk Grove Unified School District, Elk Grove, CA, 2018</p> <p>“Fostering Critical Thinking and Civic Literacy in 21st Century Classrooms,” Multicultural Education Conference, Sacramento State University, 2017</p> <p>“Educating for Global Competency,” California Education Global Summit, California Department of Education, 2016</p> <p>“Creating a More Peaceful World, One Classroom at a Time,” 25th Annual Africa/Diaspora Conference, Sacramento State University, 2016</p> <p>“Dealing with Difference and Engaging in Global Dialogue,” Generation Global Program, California Council for the Social Studies Conference, 2016</p> <p>“Collaborative Conversations: Fostering Student Discussion,” California Council for the Social Studies Conference, 2016</p> |
|------------------------|----------|-----------|---------|------|--|

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

Course will be taught in Eureka Hall and other College of Education assigned classrooms on CSUS campus.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

No additional support will be needed.

Equipment and other specialized materials currently available:

No additional support will be needed.

Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided:

Library impact memo MA in Education Equity and Social Justice.pdf

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

None

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

None

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

None

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

See letter attached

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

None

Please attach any additional files not requested above:

ES-Letter-of-support-for-MA-Equity-2023.pdf

WGS Support email for Education Equity and Social Justice Gender Equity Studies.docx

Reviewer Comments:

Amy Wallace (amy.wallace) (Thu, 28 Sep 2023 21:43:07 GMT): This needs to travel through the process with the (ethnically and race) concentration since it will add to a single new degree. So all parties can confirm 1071 compliance. Same PLOs, same core, same assessment plan and curricular matrix. The only thing different would be the 14 units of concentration. This one says 15/15. We need 16core/14con. The other which has not been submitted says 16/14.

Key: 561