# Program Proposal

**Form B**

<table>
<thead>
<tr>
<th>Academic Group (College): SSIS</th>
<th>Date of Submission to College Dean: March 26, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Organization (Department):</strong> Ethnic Studies</td>
<td>Requested Effective: Fall X, Spring, 2010.</td>
</tr>
<tr>
<td><strong>Department Chair:</strong> Timothy P. Fong</td>
<td><strong>Contact if not Department Chair:</strong></td>
</tr>
</tbody>
</table>

**Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.):** Ethnic Studies-Education Concentration

**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
  - [x] 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/umanual/acad.htm](http://www.csus.edu/umanual/acad.htm)

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

Ethnic Studies proposes the addition of a new concentration (Ethnic Studies-Education) to our existing five concentrations (General Ethnic Studies, Asian American Studies, Chicana/o Studies, Native American Studies, and Pan African Studies) for our majors. A major in Ethnic Studies totals 36 units, of which 24 units are required core course and 12 units are elective courses for the concentration. The Ethnic Studies-Education concentration will also consist of 12 units. Please see page 3 of the attached proposal.

According to data from our last five-year program review, it is estimated that at least half of Ethnic Studies graduates pursue careers in K-6 education. To create a direct pipeline to a teacher credential program, the Ethnic Studies Department, in cooperation with the faculty in the Bilingual Multicultural Education Department, propose the creation of this new Ethnic Studies-Education concentration that has two tracks: Prospective Teachers in Urban Settings and Prospective Teachers in Bilingual Settings.

**Approvals:**

- **Department Chair:** Timothy P. Fong  
  Date: 4-23-10

- **College Dean:** Timothy P. Fong  
  Date: 4-23-10

- **University Committee:**  
  Date:

- **Associate Vice President and Dean for Academic Affairs:**  
  Date:
Education-Ethnic Studies Concentration

Rationale

The Bilingual Multicultural Education Department (BMED) proposes the development of a new Education concentration in Ethnic Studies. Given the diversity of our public school student population and the lack of diversity in the teaching population, the Ethnic Studies major with this concentration is a logical choice for future teachers and administrators, especially for teachers and administrators who are interested in working in multilingual/multicultural or culturally-diverse urban settings.

The Bilingual Multicultural Education Department (BMED) has a network of teachers and administrators--especially African American, Asian and Chicano teachers--who can assist in recruiting students to major in Ethnic Studies with this new concentration. Also, the department believes that having an education emphasis in the Ethnic Studies major will allow future educators to be uniquely prepared for the teaching profession in our diverse state. Students who qualify as freshmen will be able to earn a B.A. degree in Ethnic Studies and Multiple-Subject Credential in approximately four years.

Description

This proposal describes a new concentration within the Ethnic Studies major that, first and foremost, specifically prepares students to work with ethnically and linguistically diverse pupils; and second, provides students with early advising and support to assist them in completing the major and teaching credential requirements in approximately 4 years. This proposal does not recommend a lock-step, blended program,
but rather a more flexible concentration within the Ethnic Studies major. The flexibility will be inclusive of students seeking the bilingual authorization on their credential, in contrast to the current blended programs on campus whose programs of study preclude that authorization. Furthermore, the Ethnic Studies major itself is very helpful to prospective bilingual teachers, not only for the intensive coursework that it offers in terms of race and culture, but also because bilingual teachers have to meet a specific cultural component for their authorization. That cultural component consists of a course on the nature of culture (met by ETHN 11), and two courses on the target population, e.g., for a Spanish-English bilingual teacher, two courses on Chicano Studies/U.S. Latino issues (ETHN offers many courses in this area, including ETHN 100 which is a comparative course on race and ethnicity). These courses are embedded within the ETHN major and, consequently, the major assists the future bilingual teaching in completing the culture requirements for the bilingual authorization.

BMED proposes two highly similar pathways in the concentration, one for ETHN majors who are bilingual in one of the state's target languages (Spanish, Hmong, Chinese, and Vietnamese), and one for ETHN majors who are not bilingual, but have a strong commitment to serve in urban or rural schools with high numbers of pupils from diverse cultural and linguistic backgrounds. Those pathways are depicted in the following table.

Both pathways include the pre/co-requisites required of all applicants to the CSUS teaching credential programs: EDBM 170, a course on the education of English Learners; EDS 100ab a course on exceptional children; and HS 136, a health education course. (In the following table those required courses of all candidates are marked with
an asterisk.) The major difference between the Bilingual and Urban Concentration pathways is that prospective bilingual teachers must also take a course on the structure of English to meet the linguistic requirement of the bilingual authorization. That course with BMED is EDBM 171: Bilingualism in the Classroom, and is marked in table with a double asterisk.

<table>
<thead>
<tr>
<th>Ethnic Study Major- Education Concentration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Concentration for Prospective Teachers in Urban Settings</strong></td>
<td><strong>Education Concentration for Prospective Teachers in Bilingual Education</strong></td>
</tr>
<tr>
<td>*EDBM 170 Bilingual Education: Introduction to the Education of English Learners (3 units)</td>
<td>*EDBM 170 Bilingual Education: Introduction to the Education of English Learners (3 units)</td>
</tr>
<tr>
<td>*EDS 100ab Education of Exceptional Children/Youth (3 units)</td>
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</tr>
<tr>
<td>*HS 136 School Health Education or equivalent (2 units)</td>
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</tr>
<tr>
<td>EDBM 194 Cooperative Education Experience (3 units)</td>
<td><strong>EDBM 171 Bilingualism in the Classroom (3 units)</strong></td>
</tr>
<tr>
<td>EDBM 199 Special Problems: Independent Study with the Target Population or equivalent (1 unit)</td>
<td>EDBM 199 Special Problems: Independent Study with the Target Population or equivalent (1 unit)</td>
</tr>
<tr>
<td>Total Units: 12</td>
<td>Total Units: 12</td>
</tr>
</tbody>
</table>

* Indicates a course required of ALL entering teacher credential candidates.
** Indicates a course required of prospective bilingual teacher candidates only.

**Early Advising through the Ethnic Studies-Education Concentration**

BMED will coordinate in the advising of students who choose this concentration beginning with freshmen (including those at the community colleges). A critical part of early advising will deal with passing the subject matter exam, CSET, for multiple subject (elementary) candidates, and completing subject matter authorization through coursework. For the multiple subject candidates we will be advising about GE courses that can help in learning the Multiple Subject CSET content, as well as connecting them to test preparation sessions and advising offered by Adriana Echandía, Equity
Coordinator for the College of Education. She will make short presentations (15-20 minutes) at freshman orientations, and, with department/instructor consent, in the ETHN 11 and 21 classes. In addition, BMED faculty could meet with instructors teaching those classes as well.
Procedures for Submitting Proposals for New Options, Concentrations, Special Emphases and Minors

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

1. **Complete Form B.**

See attached.

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

<table>
<thead>
<tr>
<th>Ethnic Studies Major- Education Concentration</th>
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<tr>
<td><strong>Education Concentration for Prospective Teachers in Urban Settings</strong></td>
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<tr>
<td>EDBM 170 Bilingual Education: Introduction to the Education of English Learners (3 units)</td>
</tr>
<tr>
<td>EDS 100ab Education of Exceptional Children/Youth (3 units)</td>
</tr>
<tr>
<td>HLSC 136 School Health Education or equivalent (2 units)</td>
</tr>
<tr>
<td>EDBM 194 Cooperative Education Experience (3 units)</td>
</tr>
<tr>
<td>EDBM 199 Special Problems: Independent Study with the Target Population or equivalent (1 unit)</td>
</tr>
<tr>
<td>Total Units: 12 (all required)</td>
</tr>
</tbody>
</table>

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

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

Ethnic Studies proposes the addition of a new concentration (Ethnic Studies-Education) to our existing five concentrations (General Ethnic Studies, Asian American Studies, Chicana/o Studies, Native American Studies, and Pan African Studies) for our majors

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

General contact person is:
Adriana Echandia
Bilingual Multicultural Education Department
Ed Equity Coordinator
axe@csus.edu
EUR 212
(916) 278-4324

BMED contact person is:
Susan Heredia
Department Chair, Professor
heredias@csus.edu
EUR 435G
(916) 278-6807

EDS contact person is:
Dr. Guy Deaner
Department Chair,
deanerg@csus.edu
EUR 325A
(916) 278-6663

HLSC contact person is:
Dr. Fred Baldini
Department Chair
baldinif@csus.edu
Solano Hall 3002C
(916) 278-6441

6. Purpose of the proposed aggregate of courses.

According to data from our last five-year program review, it is estimated that at least half of Ethnic Studies graduates pursue careers in K-6 education. To create a direct pipeline to a teacher credential program, the Ethnic Studies Department, in cooperation with the faculty in the Bilingual Multicultural
Education Department, propose the creation of this new Ethnic Studies-Education concentration that has two tracks: Prospective Teachers in Urban Settings and Prospective Teachers in Bilingual Settings.

7. Need for the proposed aggregate of courses.

Both pathways include the pre/co-requisites required of all applicants to the Sacramento State teaching credential programs: EDBM 170, a course on the education of English Learners; EDS 100ab a course on exceptional children; and HLSC 136, a health education course. The major difference between the Bilingual and Urban Concentration pathways is that prospective bilingual teachers must also take a course on the structure of English to meet the linguistic requirement of the bilingual authorization. That course with BMED is EDBM 171: Bilingualism in the Classroom.

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.

See table above.

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

No new courses were developed.

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.

**Major required courses (24 units)**
- ETHN 11 Introduction to Ethnic Studies (3 units) C2
- ETHN 100 Ethnic America (3 units) C2
- ETHN 110 Experience (3 units) C2
- ETHN 130 Chicano/Mexican American Experience OR ETHN 131 La Raza Studies
- ETHN 140 Native American Experience (3 units) C2
- ETHN 170 Pan African Studies (3 units) C2
- ETHN 194 Research in Ethnic Studies (3 units) C4
- ETHN 195 Ethnic Studies Fieldwork and Seminar (new title approved fall 2009) (3 units) C4

**Education Concentration for Prospective Teachers in Urban Settings (12 units)**
- EDBM 170 Introduction to the Education of English Learners (3 units) C2
- EDS 100ab Education of Exceptional Children/Youth (3 units) C2
- HLSC 136: School Health Education (2 units) C2
- EDBM 194 Cooperative Education Experience (3 units) C2
- EDBM 199 Special Problems (1 unit) C36

OR
Education Concentration for Prospective Teachers in Bilingual Education (12 units)
EDBM 170 Introduction to the Education of English Learners (3 units) C2
EDS 100ab Education of Exceptional Children/Youth (3 units) C2
HLSC 136: School Health Education (2 units) C2
EDBM 171 Bilingualism in the Classroom (3 units) C2
EDBM 199 Special Problems (1 unit) C36

Total = 36 units

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

EDBM 170
Adele Arellano
Professor

Peter Baird
Associate Professor

Sue Baker
Associate Professor

José Cintrón
Professor

Mariá Mejorado
Associate Professor

Lisa William-White
Associate Professor

Pia Wong
Professor

EDS 100ab
Steven Daley
Professor

Guy Deaner
Professor

Paula Gardner
Professor
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?

There will be no fiscal impact.

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

There will be no fiscal impact.

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.

N/A

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

Ethnic Studies is an interdisciplinary approach to the study of the cultures, languages, historical and contemporary issues relating to African Americans, Asian Americans, Chicana/os-Latina/os, and Native Americans. The program directs students to critically examine the cultural contributions made by these groups to world civilization and to American society. Ethnic Studies challenges all students to analyze existing generalizations, theories, and concepts about racial and ethnic groups in order to develop valid generalizations, concepts, and theories about the people and their experiences. Students are encouraged to actively work to eliminate problems based on discrimination.

Students are also encouraged to blend professional area studies with Ethnic Studies. For example, a student may major in Ethnic Studies and minor in Business Administration. Similarly, students with a degree in Engineering Technology may minor in Ethnic Studies and emerge well-prepared professionally to assume middle management and supervisory positions in a multicultural society. Ethnic Studies majors and minors enter careers and professions in both the public and private sectors. Program advising and other information can be obtained from the Ethnic Studies Office.

Specializations

- BA: Ethnic Studies with a concentration in one of the following: Asian American Studies / Chicana/o Studies / Native American Studies / Pan African Studies, General Ethnic Studies, and Education.

Special Features

- A student who majors in Ethnic Studies will not only have a strong background in one of the four areas of specializations but will also gain broad background knowledge of other ethnic groups. Each program area develops its major focus in coordination with other program areas.
- The Ethnic Studies education concentration emphasizes preparing students to enter an elementary school (multiple subjects) teaching program. Specialized advising for this concentration is done in conjunction with the Ethnic Studies Department and the Bilingual Multicultural Education Department.
- Ethnic Studies encourages students to actively participate in community service learning projects. These projects afford students such opportunities as working directly with community-based organizations and/or agencies, local high schools and/or middle schools.
- Ethnic Studies regularly sponsors cultural programs providing an opportunity for learning more about the experiences of the social groups framing the content of the Ethnic Studies program.

UNDERGRADUATE PROGRAMS

Requirements – Bachelor of Arts Degree

Units required for Major: 36
Minimum total units required for BA: 120
A. Required Lower Division Course (3 units)

(3) ETHN 11  Introduction to Ethnic Studies

B. Required Upper Division Courses (21 units)

(3) ETHN 100  Ethnic America (GWAR Certification before Fall 09, or WPJ score of 80+, or C or higher grade in ENGL 109 M/W, or C-grade in ENGL 109 M/W or WPJ score 70/71 and ENGL 109X co-requisite)

(3) ETHN 110  The Asian American Experience

(3) ETHN 130  Chicano/Mexican-American Experience OR
ETHN 131  La Raza Studies

(3) ETHN 140  Native American Experience

(3) ETHN 170  Pan African Studies

(3) ETHN 194  Research in Ethnic Studies

(3) ETHN 195  Fieldwork in Ethnic Studies

C. Electives (12 units)

(12) Four upper division Ethnic Studies and/or cross-listed courses selected with advisor approval to provide the opportunity for social, cultural and historical study; should also apply to the area of concentration; see note below.

Notes:

- Contact the department for a list of approved electives.
- A concentration must be declared in Asian American Studies, Chicana/o, Native American Studies, Pan African Studies, General Ethnic Studies, or Education. The concentration includes 12 units of electives.