MA IN GENDER EQUITY STUDIES IN EDUCATION

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
2. GPSE Chair (nevarezc@csus.edu)
3. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
4. ED Dean (kdohara@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.garcia@csus.edu)
8. Faculty Senate Chair (kathy.garcia@csus.edu)
9. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
10. Dean of Graduate (cnewsome@skymail.csus.edu)
11. President (sarah.billingsley@csus.edu)
12. Provost (amy.wallace@csus.edu; minekh@csus.edu)
13. Chancellor's Office (torsetj@csus.edu)
14. Board of Trustees (torsetj@csus.edu)
15. WASC (amy.wallace@csus.edu)
16. Catalog Editor (torsetj@csus.edu)
17. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
18. OIREP (pillais@csus.edu)

Approval Path

1. Fri, 30 Nov 2018 17:11:13 GMT
   Elisabeth Liles-Lourick (eliles): Rollback to Initiator
2. Fri, 30 Nov 2018 21:03:03 GMT
   Elisabeth Liles-Lourick (eliles): Approved for GPSE Committee Chair
3. Wed, 05 Dec 2018 19:57:59 GMT
   Elisabeth Liles-Lourick (eliles): Approved for GPSE Chair
4. Mon, 17 Dec 2018 21:12:49 GMT
   Elisabeth Liles-Lourick (eliles): Approved for ED Committee Chair
5. Mon, 28 Jan 2019 19:59:29 GMT
   Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 06 Mar 2019 23:39:20 GMT
   212408496: Approved for Academic Services
7. Fri, 17 May 2019 18:27:41 GMT
   212408496: Approved for Senate Curriculum Subcommittee Chair
8. Thu, 03 Oct 2019 23:23:18 GMT
   Kathy Garcia (kathy.garcia): Approved for Faculty Senate Executive Committee Chair
9. Thu, 03 Oct 2019 23:29:19 GMT
   Kathy Garcia (kathy.garcia): Approved for Faculty Senate Chair
10. Tue, 08 Oct 2019 00:00:52 GMT
    James German (james.german): Approved for Dean of Undergraduate
11. Mon, 14 Oct 2019 19:34:58 GMT
    Chevelle Newsome (cnewsome): Approved for Dean of Graduate
12. Thu, 17 Oct 2019 20:32:54 GMT
    218709830: Approved for President
13. Thu, 16 Sep 2021 21:55:20 GMT
    Amy Wallace (amy.wallace): Rollback to Initiator
14. Wed, 29 Sep 2021 19:30:28 GMT
    Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair

15. Tue, 05 Oct 2021 16:52:47 GMT
    Carlos Nevarez (nevarezc): Approved for GPSE Chair
16. Thu, 14 Oct 2021 21:58:27 GMT
    Bita Rivas (b.rivas): Approved for ED College Committee Chair
17. Fri, 22 Oct 2021 18:20:11 GMT
    Karen O'Hara (kdohara): Approved for ED Dean

New Program Proposal

Date Submitted: Tue, 28 Sep 2021 22:15:27 GMT

Viewing: MA in Gender Equity Studies in Education
Last edit: Fri, 22 Oct 2021 18:20:02 GMT

Changes proposed by: Karen O'Hara (101061593)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2022-2023 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	916-278-7010

Type of Program Proposal:

Major

Is this a pilot program?

No

Is this a Fast Track program?

No

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

No

Title of the Program:

MA in Gender Equity Studies in Education

Designation: (degree terminology)

Master of Arts

Abstract of the proposal:

The current proposal is to elevate the long-standing Masters of Arts in Education, (Behavioral Sciences Gender Equity) due to requirements of EO 1071. Therefore, this is a new program proposal but is really a change to an existing program.

In the process of writing the elevation document, we also changed the title of the program to focus on the Educational components of the program, to better align with the other programs in our College.

The program prepares graduates to educate pre-service teachers in the area of social gender constructs within society and gender-fair teaching practices which as of 2001 is a California Commission on Teaching Credentialing requirement. One major factor which makes this program significantly unique from other Master's programs is that it is the only Masters of Education Program within the entire 23 campuses in the California State University system that offers a graduate degree incorporating gender equity issues and education. Graduates from this program are exceptionally qualified to train K–12 teachers to practice gender equity techniques that can be used in the classroom.

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

In response to the requirements of EO 1071, this proposal will elevate the MA in Education (Behavioral Sciences, Gender Equity Education) from a concentration in the MA in Education to a full degree program.

The proposal includes the following changes:

a) Addition of the new course requirement EDTE 268 to replace 3 units of electives. In order for our students to fully develop an understanding of the many aspects of gender, race, and socioeconomic issues in schooling and society, EDTE 268 Gender Perspectives in Schooling was added as a core course in the program. Adding this course allows students to examine issues and theoretical constructs of intersectionality and its impact on education and the larger social constructs of society.

b) Change of program name. The previous Behavioral Sciences, Gender Equity Education did not focus adequately on the Educational component. Therefore the new name proposed for the program is MA in Gender Equity Studies in Education.

c) EDTE 250 meets the GWI requirement. This is not a change but just to point this fact out.

Objectives of the degree program:

The program goals are the following: (a) to add to the body of knowledge on gender issues within society and education; (b) to empower students as agents of change in the educational system and society; (c) to encourage graduates to share their expertise and mentor others with their education goals; (d) to help build relationships and networking bonds with others who are passionate about equity issues; (e) to open doors to career opportunities and financial gain for underrepresented groups in non-traditional occupations; (f) to prepare graduates to educate the academic community in the area of gender constructs within society and its impact on the learner; (g) to offer training to educators and others working in the public sector in gender fair teaching practices.

University Learning Goals

Graduate (Masters) Learning Goals:

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

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)

Assessment Plan - MA Gender Equity - AW.docx

Please attach a Curriculum Map Matrix (required)

Gender Equity Curriculum Map 09 2021.docx

Please attach a five-year budget projection (required)

5 year budget projection.docx

Catalog Description:

Total units required for MA: 30

Program Description

The Master of Arts in Gender Equity in Education offers:

1. the opportunity to take courses that focus on gender roles from the points of view of the various disciplines from other University departments;
2. **the opportunity to take courses that focus on the social constructs of gender, race, and socioeconomic status;**
3. the opportunity to focus on the developmental needs of students for a nonsexist education; and
4. **to develop an understanding of the many political and social issues affecting gender constructs in schools, the workforce, and the impact on society.**

The purpose of the program is to offer graduate students an opportunity to be change agents in the educational system and to make a difference in student's lives, which includes an understanding of intersectionality.

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

Admission Requirements

Requirements/Procedures for MA in Gender Equity in Education:

- a baccalaureate degree;
- a minimum 2.5 GPA in the last 60 units attempted;

- proficiency in written English composition as demonstrated by either passing the Sacramento State Writing Placement for Juniors exam or equivalent, or enrolling in ENGL 109W (http://catalog.csus.edu/search/?P=ENGL%20109W) passing with a grade of C or better;
- a two page essay on education/gender related topics;
- an approved statement of purpose that addresses:
    a. Why the applicant wants to enter this particular program;
    b. Career objectives which will coincide with program goals;
- evidence of completion of a previous course(s) with "B" or better grade (graduate or undergraduate level) which focuses on the area of Women's Studies and/or Gender Studies and/or course on social justices focus which includes issues on gender; and
- participation in an oral interview (interviews will be scheduled after applicants submit their Program application). Interviews are scheduled after the Program and Office of Graduate Studies applications are due.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admission Procedures

Prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, Riverfront Center 215, (916) 278-6470.

- an online application, via Cal State Apply (https://www2.calstate.edu/apply/), for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

The graduate degree program is subject to general University and Departmental requirements. These requirements are explained in the Graduate Degree Requirements section of the University Catalog.

Specific Additional Admission Procedures

MA in Gender Equity in Education cohorts begin in fall semester. Applicants must complete a university application and department application by the posted application deadline date for the term applying.

Each applicant must also complete the following procedures with the Graduate and Professional Studies in Education by the same due dates noted above.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30

Minimum Cumulative GPA: 2.5

Advancement to Candidacy

Students working toward a Master's degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin as soon as the classified graduate student has:

- been assigned an advisor;
- removed any deficiencies in admission requirements;
- completed 12 units of content knowledge units with a minimum 3.0 GPA; and
- met the Graduate writing requirement through completion of the Graduate Writing Intensive (GWI) course, EDTE 250, with a B grade or better.

Advancement to Candidacy form is submitted online through MySacState. The student fills out the form after planning a degree program in consultation with his or her faculty advisor. The completed form is then approved by the Graduate Coordinator of the Department and submitted to the Office of Graduate Studies.

Thesis/Project Registration

The Thesis/Project course (EDTE 506) requires the student to file and have an approved Thesis/Project Petition form and Advisor Reservation form on record with the MA in Behavioral Sciences, Gender Equity Education Program Coordinator. Both forms are due by April 1st for fall enrollment and by November 1st for spring enrollment. Failure to meet these deadlines will result in the inability to enroll in the Thesis/Project course (EDTE 506).

Enrollment in EDTE 506 for one semester is required for students to complete their thesis/project. It is expected that students will complete the thesis/project during the 500-level course. If students fail to make adequate progress according to their Proposal timeline and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDTE 506 . Enrollment in the culminating experience may occur only after approval of the Advancement to Candidacy. Enrollment in EDTE 599 (Continuous Enrollment) required completion of most of the thesis/project (all chapters completed with minor editing needed) and approval of the Program Coordinator.

Please be aware that this program follows the guidelines provided by the *American Psychological Association's* (APA) most current edition for formatting of theses and projects. The Office of Graduate Studies also publishes a two-sided form, Project Format Requirements, to refer to for the preparation and submission of the Master's Project. You can find this form and other Graduate Studies forms on the web on the Office of Graduate Studies website (http://csus.edu/gradstudies/forms/).

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
Required Courses (18 units)		
EDUC 165	Sex Role Stereotyping in American Education ✏ 🌐	3
EDTE 250	Educational Research ✏	3
EDTE 251	Education for a Democratic, Pluralistic Society	3
EDTE 266	Gender Constructs in Education	3
EDTE 268	Theory and Practice of Gender Issues and Race	3
EDTE 290	Seminar: Preparation of Master's Thesis/Project	3
Electives (9 units) Though a teaching credential is not required for this program, students who do not have a credential, will be asked to take an approved elective that centers on teaching and instruction.		9
Culminating Experience (3 units)		
EDTE 506	Culminating Experience: Behavioral Sciences, Gender Equity Studies	3
Total Units		**30**

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

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 offerred 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:
Recruitment List.pdf

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:
N/A

Professional uses of the proposed degree major program:
The Masters of Arts Education, Behavioral Science Gender Equity Studies program offers the opportunity for students to develop an understanding of the many political and social issues affecting gender constructs in schools, the workforce, and the impact on society. The program prepares graduate to disseminate education in the areas of gender fair teaching practices and an understanding of diversity in the workplace. The purpose of the program is to offer graduate students an opportunity to be change agents in the educational system and to make a difference in student's lives, which includes an understanding of intersectionality. Many of the graduate students who enter the program are K-12 teachers.

The expected number of majors in:

1st Year Enrollment:
20
3rd Year Enrollment:
25
5th Year Enrollment:
30

1st Year Graduates:
0
3rd Year Graduates:
20
5th Year Graduates:
25

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	2001	"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. Honolulu, Hawaii. January 2019. Peer Reviewed.
					"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.
					"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
					"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
					"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
					"Does Gender Matter? An exploratory study of perspectives across genders, age and education." Carinci. S & Wong, P. Journal of International Research on Education, (IRE) July 2009. Peer Reviewed
					"Examining gender and classroom teaching practices" in Gender, Identity, Equity and Violence CSU Monograph Series, Stylus Publisher. June 2007. Peer Reviewed
					"Gender Equity Training in Selected California Preservice Teacher Preparation Programs"

| Angela Leslie | Assistant Professor | Full Time | Doctorate | 2012 | "This Is What a Feminist Should Look Like: The Underrepresentation of Significant Latina Role Models in K-12 History Textbooks." Revised and resubmitted to Equity & Excellence in Education in November 2018. "Dead White Men, Presidents, and Generals": Content Analysis of Gender Representation in High School Government Textbooks." Submitted to Social Studies Research and Practice. |

Alma Flores	Assistant Professor	Full Time	Doctorate	2016	Flores, A.I. (2017). The Muxerista Portraitist: Engaging Portraiture and Chicana Feminist Theories. Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social, 17(1), 60-93.

Flores, A.I., Gaxiola Serrano, T.J., & Solórzano, D.G. (forthcoming, November 2018). Critical Race Theory, Racial Stratification in Education, and Public Health. In Ford, C., Griffith, D., Marino, B., and Gilbert, K. (Eds.), Is it Race or Racism?: State of the Evidence & Tools for the Public Health Professional.

Flores, A.I. (forthcoming, March 2019). A Chicana Mother-Daughter Spiritual Praxis: Religion, Spirituality, and our Mothers. In Martínez-Vu, Y., Pérez-Torres, J.C., Téllez, M., and Vega, C. (Eds.), The Chicana M(other)work Anthology: Porque Sin Madres No Hay Revolucion. Tucson, AZ: The University of Arizona Press.

Aguilar-Hernández, J. M., & Flores, A.I. (under review). Sage & Tissue Boxes: A Critical Race Feminista Perspective on Office Hours. In Ledesma, M.C., and Buenavista, T. (Eds.), First Generation Faculty: (Re)examining the Experiences of Faculty of Color in Higher Education.

Flores, A.I. (under review). Beyoncé's Path of Conocimiento. In Cantú, N.M, deLeon-Zepeda, C., and Cantu-Sanchez, M. (Eds.), Teaching Borderlands: Approaches to teaching Gloria Anzaldúa.

Flores, A. I. (2017). Muxerista Portraiture: Portraiture with a Chicana/Latina Feminist Sensibility. CCRS Research Brief, no. 7. Los Angeles, CA: Center for Critical Race Studies at UCLA.

Flores, A.I. (under review). Intersectionality. In Amey, M.J. (Ed.), The SAGE Encyclopedia of Higher Education.

Elisa Michals	Professor	Full Time	Doctorate	2000	Social-Emotional Learning in the Classroom- Best Practices Research BC Teacher's Federation Workshop. Vancouver, BC.
					2018 Feelings Matter! Feelings and How this Connects to Learning. William Jessup University- School Of Education
					2017 "10 things you can do in the Classroom to Engage students without technology!" Gladstone Secondary School, Vancouver, BC. Teacher Professional Development.
					2017 "10 things you can do in the Classroom to Engage students without technology!" ASCI- Association of Christian Schools International Conference
					2016 "Your Brain on Twitter- Current research on Brain and What that means for learners" ASCI- Association of Christian Schools International Conference
					2013 "Learning Should be Fun! Drama, Meaningful Education and the New Three "R"s". Chapter in Meaning-Centered Education- International Perspectives and Explorations in Higher Education. Olga Kovbasyuk and Patrick Blessinger editors. Routledge Publishing. http://www.routledge.com/books/details/9780415532044/
					2013 Connecting our Past with our Future; An examination and documentation of the narratives of immigrant Italian descendents in relation to Meaning Centered Education First Annual Higher Education Teaching and Learning Conference, University of Central Florida, Orlando
					2013 What's Joy Got to do With It? The case for Academic Happiness. First Annual Higher Education Teaching and Learning Conference, University of Central Florida, Orlando
					2013 Co-facilitator and presentor in "Meaning Centered Education" symposium. Let's Play! Using Drama and the new Three R's to Support Meaning Centered Education. First Annual Higher Education Teaching and Learning Conference, University of Central Florida, Orlando
					2012 Presenter- "Friulani Narratives- Intercultural legacy of our heritage" Friuli Nel Mondo- Corso Intensivo, Friuli

Mimi Coughlin	Professor	Full Time	Doctorate	2003	Coughlin, M. (2017) Review of "Bullying as a Social Experience: Social factors, Prevention and Intervention" Journal of Transformative Leadership & Policy Studies, Volume 6: Issue 1 http://www.csus.edu/coe/academics/doctorate/jtlps/
					Coughlin, M. , Beddow, M., Powell C. and Melchor, O. (2017). "Teaching About the Enduring Legacy of North America's Spanish Colonies: Juan Bautista De Anza." California Council for the Social Studies Occasional Papers. 5 (1). http://www.ccss.org/publications/occasional_papers
					Coughlin, M. (2016). "Californios: Beyond What We Learned in Fourth Grade" in Our Stories in Our Voices." Dale Allender and Gregory Y Mack (Eds.) Kendall Hunt Publishing Company, Dubuque, IA. 31-36
					Coughlin, M. (2013). "Closing Editorial Statement." The Educational Forum: Special Issue Global Citizenship and Digital Democracy, 77 (4). 497-498
					Lee, M. and Coughlin, M. (2011). "Developing teachers' ability to make claims about historical significance: A promising practice from a Teaching American History grant." The History Teacher, 44 (3) 447-461.
					Coughlin, M., Lee, M., Gasser, E. and McCullum, B. (2011) "Bringing professional development home: From Field Study to Lesson Study." Social Studies Review, 50 (1) 41-44.
					Coughlin, M. (2007). "Women and History: Outside the Academy." The History Teacher, 40 (4). 471- 479
					Coughlin, M., Daly, L., Kirlin, M., Striplin, A., and Bacroft, K. (2007). Sacramento State Case Study in See It Grow: Two Organic Approaches to Bringing Civic Learning into the First Year A handbook published by the Community Service Learning, California State University, Office of the Chancellor.
					Coughlin, M. & Seldin, A. (2001). "See teacher draw: Exploring pre-service teachers' perceptions of teaching." Academic Exchange Quarterly. 5 (13) 191-195.
					Coughlin, M. (2000). "Using young adult literature to dismantle homophobia."

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.
N/A

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

Equipment and other specialized materials currently available:
N/A

Additional Support Resources Required

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:
N/A

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

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.
N/A

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

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.
N/A

Please attach any additional files not requested above:
Revised Degree Elevation Final 6.docx

Reviewer Comments:
Elisabeth Liles-Lourick (eliles) (Fri, 30 Nov 2018 17:11:13 GMT): Rollback: Add EDTE 268
212408496 (Fri, 17 May 2019 18:01:04 GMT): Department and College provided edited Admission Requirements for clarification.
212408496 (Fri, 17 May 2019 18:27:38 GMT): Approved on behalf of Curriculum Subcommittee Chair, Kace Chalmers.
Amy Wallace (amy.wallace) (Thu, 16 Sep 2021 21:55:20 GMT): Rollback: Revise proposal title and degree name throughout the proposal. Replace objectives with outcomes aligned to the CSUS GLOs as listed in the assessment plan. Attached revised assessment plan and curricular map. Revise program requirements to include new requirements such as GWI and Title 5 Culiminating using required law language. Revise elevation document. Revise anything else that needs revising to bring this up to date and senate approved so we can get this elevated. Contact amy Wallace if you have questions.

Key: 429