

# MA IN EDUCATION, EQUITY AND SOCIAL JUSTICE (ETHNICITY AND RACE)

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**SACRAMENTO STATE**  
*Redefine the Possible*

## In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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7. Faculty Senate Chair (kathy.honeychurch@csus.edu)
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15. Catalog Editor (catalog@csus.edu)
16. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
17. Registrar's Office (k.mcfarland@csus.edu)

## Approval Path

1. Tue, 03 Oct 2023 20:48:40 GMT  
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 12 Oct 2023 22:33:40 GMT  
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:49:18 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Thu, 02 Nov 2023 23:10:59 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Program Proposal

Date Submitted: Fri, 29 Sep 2023 01:48:44 GMT

**Viewing: MA in Education, Equity and Social Justice (Ethnicity and Race)**

**Last edit: Tue, 17 Oct 2023 19:47:50 GMT**

Changes proposed by: Albert Lozano (102014196)

**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
Albert Lozano	lozano@csus.edu	916-956-9397

**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 Ethnicity and Race explores theoretical and pedagogical issues related to working with diverse culturally, linguistically, ethnically, and low-income populations across educational and community settings. This concentration includes history, multiculturalism, educational equity, social justice, and ethnic studies, offering courses and experiences to assist educators to work successfully in classrooms, schools, and agencies within our diverse state. The curriculum develops students' historical, pedagogical, analytical, and planning skills in order to prepare them to operate effectively in the development, implementation and analysis of educational policies and programs, as well as in social justice projects and advocacy to serve historically underserved and underrepresented groups in K-12 education and other community agencies.

**Title of the Program:**

MA in Education, Equity and Social Justice (Ethnicity and Race)

**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 EDTE506/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 oral and written 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 in Education, Equity, and Social Justice.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.**

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.)**

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

Code	Title	Units
<i>Core Courses (16 units)</i>		
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
<i>Ethnicity and Race Concentration Required Courses (14 units)</i>		
EDBM 220	Multicultural Curriculum, Advocacy, and Community	3
EDBM 228	The Academic and Social Value of Ethnic Studies	3
ETHN 203	Contemporary Ethnic Studies Issues	3
ETHN 204	Foundations & Theories	3
EDBM 565	MA Thesis/Project	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)

14 units Ethnicity and Race Concentration Courses:

EDBM 220: Multicultural Curriculum, Advocacy, and Community (3 units)

EDBM 228: Academic Value of Ethnic Studies (3 units)

ETHN 203: Contemporary Ethnic Studies Issues (3 units)

ETHN 204: Foundations and Theories (3 units)

EDBM 565: MA Thesis/Project ( 2 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:

NA

Professional uses of the proposed degree major program:

NA

**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
Dale Allender	Professor	Full Time	Doctorate	2010	<p>Allender, D., &amp; Berta-Avila, M. (2016) A Capitol City Case Study of Curriculum Transformation and Community Empowerment: Ethnic Studies Now-Sacramento. Center XChange <a href="https://ucla.app.box.com/v/Ethnic-Studies-Now-Sacramento">https://ucla.app.box.com/v/Ethnic-Studies-Now-Sacramento</a>.</p> <p>Allender, D. (2004). Popular culture in the classroom. <i>English Journal</i>, 93, 12-14.</p> <p>Allender, D. (2002). Literary guerillas, canon keepers, and empire institutions: A Black teacher's narrative. <a href="http://www.ishmaelreedpub.com/articles/Allender.html">http://www.ishmaelreedpub.com/articles/Allender.html</a></p> <p>Allender, D. (2002) The myth ritual theory and the teaching of multicultural literature. <i>English Journal</i>, 91, 52-55.</p> <p>Allender, D. (2002) Deep reading: building a schematic bridge across world mythology and multicultural literature. <i>Multicultural Review</i>, 11, 18-50.</p> <p>Allender, D. (2002) Field poem: Perhaps the world ends here. Commentary. In B. Sunstein and E. Chiseri-Strater (Eds.) <i>Fieldworking: Reading and Writing Research</i>. Bedford St, Martin Press.</p> <p>Niday, D., &amp; Allender D. (2000) Standing on the border: Issues of identity and border crossing in young adult literature. <i>The Alan Review</i>, 27, 60-63.</p> <p>Allender, D., &amp; Adams, P. (1999) The Multicultural library: An essay. <i>Multicultural Perspectives</i>, 1, 33-37.</p> <p>Allender, D., &amp; Marks, G. Yee (Eds.) (2017). <i>Our Stories in Our Voice Workbook</i>. Dubuque, IA: Kendall Hunt.</p> <p>Allender, D. &amp; Marks, G. Yee (Eds.) (2016) <i>Introduction to Ethic Studies</i>. Dubuque, IA: Kendall Hunt.</p> <p>Allender, D. ed. (2000). <i>Trends</i></p>

Margarita Berta-Avila Professor	Full Time	Doctorate	2004	<p>Berta-Ávila, M., Rivera, M., Ayala, J., &amp; Cammarota, J., (2021). Living Praxes and Principles in PAR EntreMundos. In Cammarota, J (Ed.). Liberatory Practices for Learning: Dismantling Social Inequality and Individualism with Ancient Wisdom. Switzerland: Palgrave Macmillan.</p> <p>Cammarota, J., Ayala, J., Rivera, M., &amp; Berta-Ávila, M (2021). Conclusion: Dreaming Between Worlds. In Cammarota, J (Ed.). Liberatory Practices for Learning: Dismantling Social Inequality and Individualism with Ancient Wisdom. Switzerland: Palgrave Macmillan.</p> <p>Ayala, J., Rivera, M., &amp; Berta-Ávila, M (2021). Preface. In Cammarota, J (Ed.). Liberatory Practices for Learning: Dismantling Social Inequality and Individualism with Ancient Wisdom. Switzerland: Palgrave Macmillan.</p> <p>Herrera, L.Y., Soltero, A.K., López, P.D., Alamillo, L. (Fresno State University) &amp; Noel, J., Cintrón, J., Berta-Ávila, M., Figueroa-Ramirez, K., Allender, D. (Sacramento State University) (2020). Growing and Nurturing Future Latinx Teachers in California, Hispanic Serving Institutions. In Handbook on Teachers of Color.</p> <p>Schneider, K., Allender, D., Berta-Ávila, M., Borunda, R., Castro, G., Murray, A., &amp; Porter, J. (2019). More than Missions: Native Californians and Allies Changing the Story of California History. Journal of American Indian Education 58(3).</p> <p>Murai, H., Berta-Ávila, M., &amp; Figueroa-Ramirez, K. (2019). Bilingual/Multicultural Education Department: Reflections and Lessons Learned. Teacher Education Quarterly 46(1)</p> <p>Baker, S. &amp; Berta-Ávila, M. (2018). Youth Participatory Action Research: A "Critical" Approach for Latinx Teacher Preparation. In Ayala, J., Cammarota, J., Berta-Ávila, M., J. Rivera, M., Rodriguez, L., &amp; Torre, M.(Eds.). PAR Entremundos: A pedagogy of the Americas. NY: Lang</p>
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Alma Flores	Associate Professor Full Time	Doctorate	2016	<p>Morales, S, Flores, A.I., Gaxiola Serrano, T.J., &amp; Delgado Bernal, D. (2023). 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 Muxerista Framework. <i>Equity &amp; Excellence in Education</i>, 55(4), 422-433.</p> <p>Flores, A.I. (2017). The Muxerista Portraitist: Engaging Portraiture and Chicana Feminist Theories. <i>Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social</i>, 17(1), 60-93.</p> <p>Delgado Bernal, D., Flores, A.I., Gaxiola Serrano, T.J. &amp; Morales, S., (Eds.) (in-press). An introduction: Chicana/Latina feminista pláticas in educational research. <i>International Journal of Qualitative Studies in Education</i>.</p> <p>Flores, A. I. &amp; Morales, S. (2021). A Chicana/Latina Feminist Methodology: Examining Pláticas in Educational Research. In E. G. Murillo, Jr., D. Delgado Bernal, S. Morales, L. Urrieta, Jr., E. Ruiz Bybee, J. Sánchez Muñoz, V. Sáenz, D. Villanueva, M Machado- Casas, &amp; K. Espinoza (Eds.), <i>Handbook of Latinos and Education</i> (2nd ed.) (pp 35-45). New York: Routledge.</p> <p>Flores, A.I. (2020). Beyoncé's Path of Conocimiento. In M. Cantú-Sánchez, C. de León-Zepeda &amp; N.E., Cantú (Eds.), <i>Teaching Gloria E. Anzaldúa</i> (pp. 165-182). Tucson, AZ: The University of Arizona Press.</p> <p>Flores, A.I. (2019). A Chicana Mother-Daughter Spiritual Praxis: Religion, Spirituality, and our Mothers. In Y. Martínez-Vu, J.C. Pérez-Torres, M. Téllez, &amp; C. Vega (Eds.), <i>The Chicana M(other)work Anthology: Porque Sin Madres No Hay Revolucion</i>. Tucson, AZ: The University of Arizona Press.</p>
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Frank Lilly	Professor	Full Time	Doctorate	2002	<p>Lilly, F. R. (2018). Creativity and cognitive development in adolescence. In Stephen Hupp and Jeremy Jewell (Eds.) <i>The Encyclopedia of Child and Adolescent Development</i>.</p> <p>Bramwell, G., Reilly, R.C., Lilly, F., Kronish, N., &amp; Chennabathni, R. (2011). Creative teachers. <i>Roeper Review</i>, 33, 228-238.</p> <p>Lilly, F. R. (2002). Thinking outside the box: Studying a creative teacher. Unpublished dissertation, McGill University, Montreal, Quebec, Canada.</p> <p>Lilly, F. R. (2014). Adolescent creativity. In T. Gullotta, E. Lisako, J. McKyer, Craig Blakely (Eds.) <i>Encyclopedia of primary prevention</i>. New York: Springer Science Business Media Pub.</p> <p>Lilly, F. R. (2014). Creativity in early childhood. In T. Gullotta, E. Lisako, J. McKyer, Craig Blakely (Eds.) <i>Encyclopedia of primary prevention</i>. New York: Springer Science Business Media Pub.</p> <p>Lilly, F.R., Bramwell-Rejskind, G. (2004). The dynamics of creative teaching. <i>The Journal of Creative Behavior</i>, 38(2), 102-124.</p> <p>Mitchell, S. N., &amp; Lilly, F.R. (2005). Collaborative action research for the beginning teacher: Maintaining a school university partnership. <i>Teachers College Record</i>.</p> <p>Mitchell, S. N., Reilly, R., Bramwell-Rejskind, G. F., Lilly, F., &amp; Slonosky, A. (2004). Friendship and choosing groupmates: Preferences for teacher selected vs. student selected groupings in high school science classes. <i>Journal of Instructional Psychology</i>, 31(1), 20- 32.</p> <p>Reilly, R., Lilly, F.R., Bramwell, G., &amp; Kronish, N. (2011). Creative teachers: Canadian cases. Submitted to <i>Teacher and Teacher Research</i>, 27: 533-542.</p> <p>Roy, R., Benenson, J. F., &amp; Lilly, F. (2000). Beyond intimacy. Conceptualizing sex differences in same-sex friendships. <i>The Journal of Psychology</i>, 134(1), 93-101.</p>
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Albert Lozano	Professor	Full Time	Doctorate	2005	<p>Cecil, N. L., Lozano, A. S., &amp; Chapman, M. (2020). Striking a Balance: A comprehensive approach to Early Literacy (6th edition). Taylor &amp; Francis Group, Inc.</p> <p>Cecil, N. L., Baker, S., &amp; Lozano, A. S. (2015). Striking a Balance: A comprehensive approach to Early Literacy (5th edition). Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>Ruiz, N. T., &amp; Lozano, A. S. (2010). Increasing Accountability in the Preparation of Teachers to Work with English Learners: The TEELs. In C. J. Casteel &amp; K. G. Ballantye (Eds.), Professional Development in Action: Improving Teaching for English Learners (99-101). Washington, DC: National Clearinghouse for English Language Acquisition. Available at <a href="http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf">http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf</a></p> <p>Lozano, A. S. (2010). Congratulation/Felicidades to Elementary Essay Winner. CATESOL News, 42(1), 9.</p> <p>Ruiz, N. T., &amp; Lozano, A. S. (spring 2010). The TEELS: A Project Developed Method for Increasing Accountability of Teachers Work with ELLs, 2(3), pp. 2-4. Washington, DC: The National Clearinghouse for English Language Acquisition. Available at <a href="http://www.ncela.gwu.edu/files/uploads/17/Accelerate_2_3.pdf">http://www.ncela.gwu.edu/files/uploads/17/Accelerate_2_3.pdf</a></p> <p>Lozano, A. S. (2009). Creating active learners in elementary classrooms. CATESOL News, 41(3), 16, 8.</p> <p>Lozano, A. S. (2009). Conference reflections from an elementary perspective. CATESOL News, 41(1), 4-5.</p> <p>Lozano, A. S. (Fall 2008). CATESOL participates in TESOL Advocacy Day 2008. CATESOL News, 40(2), pp. 20-21.</p> <p>Berta-Ávila, M. I., Ruiz, N. T., Lozano, A. S., &amp; Arellano, A. R. (2007). Survey assesses EL teacher readiness. CATESOL News, 39(2), pp. 16-17. Available at <a href="http://www.catesol.org/catnews0807.pdf">http://www.catesol.org/catnews0807.pdf</a></p>
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Lisa William	Professor	Full Time	Doctorate	2003	<p>William-White, L. (2016). Striving Towards Authentic Teaching for Social Justice: Additional Considerations, In J. Bower and P.L. Thomas (Eds.) De-Testing and De-Grading Schools: Authentic alternatives to Accountability and Standardization Revised Edition, (pp. 265-289). New York: Peter Lang Publishers.</p> <p>White, J. and William-White L. (2016). The Stories We Tell in America: State-sponsored Violence and "Black" Space, In Kate Galvin and Monica Prendergast (Eds.) Poetic Inquiry II: Seeing Caring, Understanding (pp. 313-322). Rotterdam, Netherlands: Sense Publishers.</p> <p>William-White, L. (2015). The Potential of Poetic Possibility, In B. Porfilio and D. Ford (Eds.) Leaders in Critical Pedagogy, (pp. 211-224). Rotterdam, Netherlands: Sense Publishers.</p> <p>William-White, L. (2013). You Speak So Well for a Black Person, In R. Borunda (Ed.) What Color is Your Heart: An Approach to Diversity, (pp. 306-309). Dubuque, IA, Kendall Hunt Publishing.</p> <p>William-White, L. (2013). Striving Towards Authentic Teaching for Social Justice, In J. Bower and P.L. Thomas (Eds.) De-Testing and De-Grading Schools: Authentic alternatives to Accountability and Standardization, (pp. 249-276). New York: Peter Lang Publishers.</p> <p>William-White, L., Muccular, D., Muccular, G. &amp; Brown, a. (2013). Critical Consciousness in Curricular Research: Evidence from the Field, New York: Peter Lang Publishers.</p> <p>William-White, L. (2013). The Measure of Black Life?: A Poetic Interpretion of Hope and Discontent. Qualitative Research in Education, 2(2), 187-200.</p> <p>William-White, L. Wood, J.L., Essien, I., Belton, C. Muccular, G., Geary, P. &amp; Newman, T. (2013). Miseducation or Malpractice?: A rallying cry for an African-centered paradigm in the preparation</p>
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**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

**Reviewer Comments:**

**Amy Wallace (amy.wallace) (Fri, 29 Sep 2023 18:40:47 GMT):** Course Units in catalog copy do not match 16/14 plan articulated in justification. Catalog copy must be 1071 compliant. Also abstract says 31 and rest says 30. This should be a 30 degree that has a 2 yr pathway for students.

Key: 562