

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



SACRAMENTO STATE

In Workflow

1. GPSE Chair (gcowan@csus.edu)
2. ED College Committee Chair (l.banes@csus.edu; b.rivas@csus.edu)
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Approval Path

1. 2025-10-07T00:28:51Z
Geni Cowan (gcowan): Rollback to Initiator
2. 2025-10-17T22:00:08Z
Geni Cowan (gcowan): Approved for GPSE Chair
3. 2025-10-23T22:37:36Z
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. 2025-10-24T13:09:13Z
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. Sep 12, 2024 by 101035060
2. Nov 6, 2024 by Janett Torset (torsetj)
3. Nov 6, 2024 by Janett Torset (torsetj)
4. Nov 6, 2024 by Janett Torset (torsetj)

Date Submitted: 2025-10-16T15:58:58Z

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

Last approved: Wed, 06 Nov 2024 18:55:28 GMT

Last edit: 2025-10-16T15:58:57Z

Changes proposed by: Bitá Rivas (223000752)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2026-2027 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Bitá Rivas	b.rivas@csus.edu	916-278-5950

Type of Program:

Major

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:Fully Face to Face
Hybrid**Title of the Program:**

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

Designation: (degree terminology)

Master of Arts

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

removing EDC 210, 212, and 214 as they include a pre-requisite that you must be a classified MS in Counseling graduate students and due to accreditation (CACREP) are only to be offered for MS in Counseling students, they were added as electives without consultation with the Counselor Education Program.

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 underserved 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 inform research design.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EDTE 251				✓		
EDBM 250						✓
EDGR 210	✓					

EDTE 227	✓					
EDTE 268			✓			
EDUC 165					✓	
EDTE 266			✓			
EDTE 290		✓		✓		
EDTE 506		✓	✓	✓	✓	✓
EDUC 100A						
EDUC 100B						
EDUC 120						
EDUC 121						
EDUC 124A						
EDUC 124B						
EDUC 125A						
EDUC 125B						
EDUC 127A						
EDUC 127B						
EDUC 155						
EDUC 156						
EDUC 157						
EDUC 158						
EDUC 160						
EDUC 169						
EDUC 170						
EDUC 172						
EDTE 258						
EDTE 263						
EDLP 200						
EDLP 201						
EPSY 221						
CHAD 131						
CHAD 135						
CHAD 143						

CHAD 145						
CHAD 247						
COMS 162						
COMS 212						
COMS 222						
ETHN 100						
ETHN 110						
ETHN 115						
ETHN 117						
ETHN 118						
ETHN 119						
ETHN 121						
ETHN 122						
ETHN 130						
ETHN 132						
ETHN 140						
ETHN 172						
ETHN 173						
PSYC 106						
PSYC 135						
PSYC 157						
PSYC 160						
SOC 118						
SOC 120						
SOC 122						
SOC 124						
SOC 125						
SOC 126						
SOC 128						
SOC 130						
SOC 135						
SOC 140						
SOC 155						
SOC 156						
SOC 158						
SOC 160						

SOC 162						
SOC 171						
SOC 265						
WGS 110						
WGS 118						
WGS 120						
WGS 121						
WGS 125						
WGS 133						
WGS 136						
WGS 137						
WGS 138						
WGS 139						
WGS 140						
WGS 144						
WGS 145						
WGS 146						
WGS 147						
WGS 150						
WGS 172A						
WGS 175						
WGS 180						

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

Catalog Description:

Units required for Major: 30

Program Requirements

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.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

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

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30

Minimum Cumulative GPA: 3.0

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, EDBM 250 (<https://catalog.csus.edu/search/?P=EDTE%20250>), 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 (<https://catalog.csus.edu/search/?P=EDTE%20506>)) requires the student to file and have an approved Thesis/Project Petition form and Advisor Reservation form on record with the 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 (<https://catalog.csus.edu/search/?P=EDTE%20506>)).

Enrollment in EDTE 506 (<https://catalog.csus.edu/search/?P=EDTE%20506>) 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 (<https://catalog.csus.edu/search/?P=EDTE%20506>). 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.

Program Requirements

Code	Title	Units
Core Courses (16 Units)		
EDTE 251	Education for a Democratic, Pluralistic Society	3
EDBM 250	Education Research 	4
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 (14 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

EDTE 506	Culminating Experience: MA in Education, Equity and Social Justice (Gender Equity Studies)	2
Elective (Select three units of the following)		3
EDUC 100A	Educating Students with Disabilities in Inclusive Settings	
EDUC 100B	Educating Students with Disabilities in Inclusive Settings Lab	
EDUC 120	Literature For Children	
EDUC 121	Multicultural Children's Literature 🖋️🌐	
EDUC 124A	Tutoring Children in Mathematics	
EDUC 124B	Tutoring Children in Mathematics: Practicum	
EDUC 125A	Tutoring Children in Reading	
EDUC 125B	Tutoring Children in Reading Practicum	
EDUC 127A	Field Experience in After School STEM Programs	
EDUC 127B	Field Experience in After School STEM Programs: Practicum	
EDUC 155	Introduction to Counseling	
EDUC 156	Power, Privilege and Self Identity in Counseling	
EDUC 157	Child and Family Psychopathology	
EDUC 158	Latinas/os/x in Education 🌐	
EDUC 160	Urban Education 🖋️🌐	
EDUC 165	Sex Role Stereotyping in American Education 🖋️🌐	
EDUC 169	Cross-Cultural Bridges: A Humanist Approach to Education 🌐	
EDUC 170	Introduction to Bilingual Education: Policies, Principles, Programs, and Practices	
EDUC 172	Pedagogy and Academic Language Skills in Hmong for Bilingual Educators	
EDTE 258	Intersectionality and Media Literacy	
EDTE 263	Gender Leadership and Integrative Thinking	
EDLP 200	Diversity and Equity in Educational Leadership	
EDLP 201	Foundations of Educational Leadership	
EPSY 221	Equity Considerations for School Psychologists	
CHAD 131	Language Development	
CHAD 135	Culture and Human Development	
CHAD 143	Mind and Brain in Developmental Context	
CHAD 145	Contemporary Issues in Human Development 🖋️🌐	
CHAD 247	Seminar in Culture and Human Development	
COMS 162	Gender Ideology and Communication	
COMS 212	Communication and Leadership	
COMS 222	Instructional Communication Practicum	
ETHN 100	Ethnic America 🖋️🌐	
ETHN 110	The Asian American Experience	
ETHN 115	Biracial and Multiracial Identity in the US	
ETHN 117	Black Political Thought	
ETHN 118	Asian American Women	
ETHN 119	The Filipino American Experience	
ETHN 121	Hmong American Experiences	
ETHN 122	Sikh Americans and Globalization	
ETHN 130	Chicano/Mexican-American Experience	
ETHN 132	La Mujer: Chicana and Latina Identity, Activism, and Transformational Resistance	
ETHN 140	Native American Experience	
ETHN 172	Black Women In America	
ETHN 173	The Black Family in the United States	
PSYC 106	Motivation	
PSYC 135	Psychology of Multicultural Groups 🌐	
PSYC 157	Psychology of Women	
PSYC 160	Psychology of Sexual Orientation and Gender Identity	
SOC 118	Chicano Community 🌐	
SOC 120	Ethnic and Race Relations 🌐	
SOC 122	Immigration Studies	
SOC 124	Social Justice in Interdisciplinary Perspective	
SOC 125	Social Inequalities	

SOC 126	Sociology of Gender
SOC 128	Sociology Of Sexuality
SOC 130	Political Sociology
SOC 135	Sociology of Popular Culture
SOC 140	Sociology of Education
SOC 155	Criminology
SOC 156	Delinquency
SOC 158	Sociology of Deviance
SOC 160	Asian Societies
SOC 162	Middle Eastern Societies and Culture
SOC 171	Sociology of Religion
SOC 265	Race and Ethnic Relations
WGS 110	Introduction to Feminist Movements in the United States
WGS 118	Asian American Women
WGS 120	Mother Woman Person
WGS 121	Women Of The Middle East
WGS 125	Sex & Gender in South Asia
WGS 133	Gender & Health
WGS 136	Gender, Race, and Class 🖋️🌐
WGS 137	Women of Color 🌐
WGS 138	Women and Work 🖋️
WGS 139	Violence Against Women
WGS 140	Latinx Feminist Studies 🌐
WGS 144	Women and Theatre: Staging Diversity 🌐
WGS 145	Goddess, Witch, Feminist
WGS 146	Women In Art
WGS 147	Women & Globalization
WGS 150	Introduction to Queer and Trans Studies
WGS 172A	LGBTQ Histories
WGS 175	Gender & Disability 🖋️
WGS 180	Seminar in Feminist Theory

Total Units**30**

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

None

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

none

Provide a fiscal analysis of the proposed changes:

n/a

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

n/a

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

n/a

Reviewer Comments:

Geni Cowan (gcowan) (Tue, 07 Oct 2025 00:28:51 GMT): Rollback: complete the matrix

Key: 561