

*Thirtieth Annual*

# Multicultural Education Conference

Friday, April 5 & Saturday, April 6, 2024



**LIVING LEGACIES AND FREEDOM  
DREAMING OF CRITICAL  
MULTICULTURAL EDUCATION**

## Welcome from the Conference Co-Chairs

### CONFERENCE CO-CHAIRS

#### Welcome to the 30th Annual COE MCE

Drs. Alma Flores, Eric Claravall,  
& Lorena Camargo Gonzalez



We welcome you to the 30th Annual College of Education Multicultural Education (MCE) Conference. As new co-chairs, we are excited to carry the torch passed on to us and continue the vision of transformative and socially just education for all. Last year's theme—Beyond the Single Narrative: Fugitive Pedagogies and Educational Resistance—allowed us to critically reflect on how education can emancipate us from a single narrative. In a multi-racial democracy, diversity of ideas and multiple frames of thinking benefit the community and the world. Moving beyond the single narrative is imperative in education to develop instructional strategies and creative solutions that resist and dismantle hegemonic ideals. Jarvis Givens (2021) calls these fugitive pedagogies.

The dramatic change in the U.S. demographic profile will continue and it reverberates in today's classrooms. As we resist a single narrative, People of Color will continue to thrive and be visible as part of this multi-racial tapestry of U.S. society. As we emerge from the shadow of the pandemic, the 2024 MCE conference aspires to address the power of multiple narratives, fugitive pedagogies, and educational resistance against a dominant White ideology. We provide a space to help us understand how these narratives, pedagogies, and resistance can challenge the current system and structure of education.

We welcome our keynote speakers, Dr. Farima Pour-Khorshid (April 5) and Dr. Leigh Patel (April 6), and our diverse panelists— Dr. Angel Jones, Noreen Naseem Rodríguez, Dr. Charles H.F. Davis III, and Kaliyah Vernon presenting their scholarly work in social justice and community development!

We appreciate your commitment to making this conference a success.

En la solidaridad and pakikipag-kapwa!

*Drs. Alma Flores, Eric Claravall, and Lorena Camargo Gonzalez*

### THE PLANNING COMMITTEE



Left to right:

Kenya Burton, Lorena Camargo Gonzalez, Alejandro Carrion, Trina Chang, Eric Claravall, Alma Flores, Ravin Pan, Aaminah Norris, Sheeva Sabati, Sruthi Swami, MJ Vincent



## Letter from the President

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Welcome to the 30th Annual Multicultural Education Conference at Sacramento State. We are incredibly proud to once again host this event, reaffirming our commitment to multicultural education. This year's conference theme, "Living Legacies and Freedom: Dreaming of Critical Multicultural Education" reminds us that multicultural education is deeply rooted in the civil rights movements and activism of the 1950s and 1960s, when powerful social and political movements birthed new educational ideals that shaped the multicultural education landscape.

As we gather for the 30th year of this conference, we celebrate how far we have come, while acknowledging there is still much progress to be made in realizing the dream of a truly equitable and inclusive system of education for all. We have a moral imperative to critically evaluate our progress in making our education institutions and our communities places where all students have the opportunity to thrive.

During our time together at this conference, let us learn from one another, be inspired, and renew our commitment to this sacred work of multicultural education. Together, we can create brave spaces to have the courageous conversations needed to dismantle oppressive systems and construct a more just and loving world for all children. Thank you for being part of this movement.

Sincerely,



**Luke Wood**

President  
Sacramento State



## Letter from the Dean

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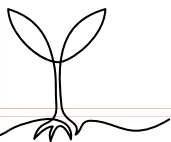
I'm thrilled to welcome you to the 30th Multicultural Education Conference at Sacramento State. This conference is truly a Living Legacy. A legacy of sharing, collaborating, educating, learning, and fighting together for a better tomorrow. It is also a legacy of dreaming. Freedom Dreaming helps us see the future we want – of liberation, equity, and justice. Please embrace this opportunity to learn from our esteemed keynotes and panelists, and from each other. My deep thanks go to the faculty, staff, and administrators who make this conference possible, and to all of you for joining us as we recommit to anti-racism, diversity, equity, inclusion, belonging, and justice.



**Deidre Sessions**

Interim Dean  
College of Education





Friday, April 5, 2024



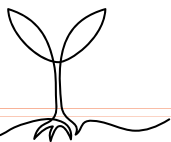
### Dr. Farima Pour-Khorshid

Dr. Farima Pour-Khorshid is a Bay Area educator, organizer, and scholar. She taught at the elementary grade levels in her community for over a decade and spent the latter half of her teaching career also supporting educators locally, nationally, and internationally through her roles as a university professor, teacher supervisor, educational consultant, and community organizer. She is now an assistant professor and teacher supervisor at the University of San Francisco in California.

Much of her work in teacher education is shaped by her organizing with the [Teachers 4 Social Justice organization](#), the [Abolitionist Teaching Network](#), and the [Education for Liberation Network](#) which organizes the Free Minds Free People conference. She is committed to abolitionist and healing centered approaches to education within and outside of schools. As such, she is one of the editors, authors, and organizers of, "Lessons in Liberation: An Abolitionist Toolkit for Educators", a collaboration between the Education for Liberation, Critical Resistance, and several other grassroots abolitionist and justice-centered collectives.



## Student Speaker



Friday, April 5, 2024



### Kaliyah Vernon

Kaliyah Vernon uses she/her pronouns and is originally from Hayward, California. She is an undergraduate student double majoring in Ethnic Studies and Women's & Gender Studies at Sacramento State University. She also works as a College Corps member and as a program assistant at the Serna Center Division of Student Affairs. Kaliyah hopes to attain her Master's degree in Public Health in the future with the hope of being of service in ways that center wellness and social justice for marginalized communities.

## Panelists



### Dr. Duane Campbell

Dr. Campbell is an emeritus Professor, of Education at CSU-Sacramento and was the founding Chair of Bilingual/Multicultural Education Department.(1994) He is a long time political activist having worked with the United Farmworkers Union, labor unions, and numerous political campaigns. Most recently he was a co-chair of the Immigrants' Rights Committee of Democratic Socialists of America. Dr. Campbell has written two books, the most recent being *Choosing Democracy: A Practical Guide to Multicultural Education* ( 4th,edition. 2010), and over 25 articles for journals and blogs. He continues to publish a blog focused on public education at [www.choosingdemocracy.blogspot.com](http://www.choosingdemocracy.blogspot.com)

In 2014-2016, he participated in a successful effort to change the history/social science curriculum for California public schools by amending the California History/Social Science Framework to include substantive additions of Chicano/Mexican American History.



## Dr. Aaminah Norris

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Dr. Aaminah Norris is an Associate Professor, at Sacramento State University, and Founder, and CEO of UhHidden Voices a Black woman-owned educational consultancy. The overarching objective of her research is to examine and address inequities in access to high-quality STEM instruction for Black and Latinx high school girls. To do so, she examines culturally responsive practices that center the pedagogies of Black women teachers. Norris also teaches and researches digital and social media to do the vital work of disrupting racism and anti-blackness within and beyond schooling. She has trained thousands of educators and authored curricula for 10,000 Kindergarten-12th grade schools, colleges, and universities in 20 countries including the United States, United Kingdom, Brazil, Australia, Qatar, and Taiwan.



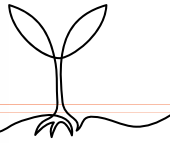
## Dr. Alma Itzé Flores

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Alma Itzé Flores (she/her(s)/ella) is an Assistant Professor in the Undergraduate Studies in Education Department at California State University, Sacramento (Sac State). Dr. Flores was born in Jalisco, Mexico and raised in Santa Barbara, CA. She is an immigrant, first-generation college student, and mother to Xoaquín and Luna. She earned her B.A. in Sociology with a minor in Education Studies at UCLA, her M.A. in Bilingual and Bicultural Studies at the University of Texas, Austin, and her Ph.D. in Race and Ethnic Studies in Education at UCLA. As a Chicana feminist teacher-scholar, her research examines the educational pathways of Chicana/o/x/Latina/o/x first-generation college students, Chicana/Latina mothers, and the development and analysis of Chicana/Latina feminist pedagogies and research methodologies.







Saturday, April 6, 2024



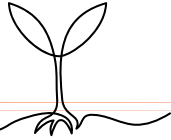
### Dr. Leigh Patel

Dr. Leigh Patel is a writer, educator, and cultural worker.

Her work is based in the knowledge that as long as oppression has existed so have freedom struggles. She is a community-based researcher as well as an eldercare provider. Professor Patel is a Professor of Urban Education at the University of Pittsburgh's School of Education, where she also served as the inaugural associate dean for equity and justice. She is also an elected member of the National Academy of Education and co-directs the mentoring program, Cultivating New Voices. Prior to being employed as a professor, she was a middle school language arts teacher, a journalist, and a state-level policymaker. She is also a proud national board member of Education for Liberation, a nonprofit organization that focuses on supporting low-income people, particularly youth of color, to understand and challenge the injustices their communities face. She has received awards for the impact of her writing and her mentoring of graduate students and early career scholars.

Professor Patel has written articles and books for academic outlets as well as being interviewed for or writing for wider outlets including: Truthout, Beacon Broadside, The Conversation, The Feminist Wire, Racialicious, and The Atlantic. Her books have recognized for altering fields of migration studies and decolonial higher education studies. Her latest book, *There is No Study Without Struggle: Confronting Settler Colonialism in Higher Education*, from Beacon Press, contends with the distinct yet deeply connected forms of oppression while also shedding light on the history of political education for social transformation. Her walk-on song is "Can I Kick It" by A Tribe Called Quest.

## Panelists



Saturday, April 6, 2024



### Dr. Angel Jones

Dr. Angel Jones is an educator, activist, and critical race scholar who uses creative methods such as hip-hop and poetry to center the voices and experiences of the Black community. Her research explores the impact of racism on mental health with a focus on microaggressions and Racial Battle Fatigue. Dr. Jones is also a public scholar who uses social media as an educational tool to increase access to academic scholarship. She is the author of *Street Scholar: Using Public Scholarship to Educate, Advocate, and Liberate* which is an unapologetic call-to-action that challenges academia to thoughtfully and intentionally engage in public scholarship. Dr. Jones has been interviewed by multiple media outlets including Forbes, USA Today, and Insider for her expertise on racism in the United States. Dr. Jones is also a proud first-generation college student who received a Ph.D. in Education from George Washington University with a focus on inequality in Higher Education. She also has an M.Ed. and Ed.S. in School Counseling from Georgia State University, as well as a B.A. in Political Science from Syracuse University. She is also a Brooklyn native and proud Afro Latina.



### Dr. Noreen Naseem Rodríguez

Noreen Naseem Rodríguez is an Assistant Professor of Elementary Education and Educational Justice in the Department of Teacher Education and core faculty in the Asian Pacific American Studies program at Michigan State University. Her research engages critical race frameworks to explore the pedagogical practices of teachers of color and the teaching of so-called difficult histories through children's literature and primary sources. She has published over three dozen peer-reviewed book chapters and articles in scholarly and practitioner journals such as Harvard Educational Review, Journal of Children's Literature, Social Studies and the Young Learner, and Literacy Today and is co-author of *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* with Katy Swalwell and *Teaching Asian America in Elementary Classrooms* with Sohyun An and Esther Kim. Before becoming a teacher educator, Noreen was a bilingual elementary teacher in Austin, Texas for nine years. She is an Assistant Professor of Elementary Education and Educational Justice in the Department of Teacher Education at Michigan State University. She researches teachers of color, elementary social studies, diverse children's literature, and the teaching of Asian American histories in K-12 classrooms. Before becoming a teacher educator, Noreen was a bilingual elementary teacher in Texas for nine years.





## Dr. Charles H.F. Davis III

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Dr. Charles H.F. Davis III is a third-generation educator, organizer, and artist committed to the lives, love, and liberation of everyday Black people. He is currently a faculty member in the Center for the Study of Higher and Postsecondary Education and director of the Campus Abolition Research Lab at the University of Michigan where he teaches undergraduate and graduate courses, advises graduate students, and supervises graduate research. Dr. Davis has more than a decade of professional experience and expertise on issues of racial justice, equity, diversity, and inclusion in higher education and the private sector. Dr. Davis' scholarship employs digital ethnographic methods in conjunction with frameworks from decolonial studies and the Black radical tradition to examine the racialized consequences of higher education on society.

In particular, Dr. Davis is focusing on the ways campus and community organizers work collaboratively to reimagine public safety and limit the impact of university expansion and urban renewal. He is the host of the recently released #PoliceFreeCampus Podcast, a public engagement project that engages organizers, higher education practitioners, and scholars to discuss the challenges and possibilities for colleges and universities in a world without police. Dr. Davis has been nationally-recognized as the recipient of the Melvin D. Hardee Dissertation of the Year Award (Runner-Up) from the National Association of Student Personnel Administrators, as a 2020 Emerging Scholar by Diverse Issues in Higher Education, a 2021 National Academy of Education/Spencer Postdoctoral Fellowship, and most recently as an 2024 Inductee to the Martin Luther King, Jr. College of Ministers and Laity's Collegium of Scholars at Morehouse College.





### 2024 Social Justice Alumni Awardee: Karina Figueroa-Ramírez

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Karina Figueroa-Ramírez is a double alumnus of Sac State; she received her BA in Poli Sci in 2005 and her single subject teaching credential in 2007 with BMED. She continued with BMED to earn a Masters in Multicultural Education in 2012. As a former high school teacher in the Sacramento region, she has consistently worked with and for Students of Color in an intentional manner to disrupt systems of oppression. In 2016, she returned to Sac State to serve as the College of Education Educational Equity Coordinator. In this position, she has worked with students across our campus who are interested in teaching, specifically seeking out Students of Color to serve our K-12 schools in changing the paradigm so more students of color may consider the idea of becoming educational leaders. More importantly, for them to facilitate more equitable, just and humanizing spaces for our future leaders. In addition to contributing to the diversification of our teaching force, Karina mentors and advises students in a way that is culturally responsive, humanizing, affirming, caring and antiracist. She is finishing her doctoral program this year in educational leadership and has conducted extensive research on de/colonial approaches to advising and student services that are culturally responsive and humanizing for students of color.



### 2024 Social Justice Community Awardee: Sol Collective

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Sol Collective is a community-based 501(c)(3) partnership whose mission is to provide artistic, cultural, and educational programming, promote social justice, and empower youth through art, activism, music, and media experience. The Sol Collective Arts and Cultural Center is a 3,200 square foot space providing art exhibitions, community workshops, youth programming, and a platform for public organizing. Started in 2005, Sol Collective provides a space for youth training, development, and education in the artistic and media disciplines in an effort to address the issues that face historically underserved and marginalized communities. A cultural hub that transforms to fit the expressive needs of the community it serves, Sol Collective's staff operates alongside diverse executive and advisory boards consisting of artists, educators, activists, and traditional health specialists. The center has provided accessible, multicultural, multigenerational programming for the Sacramento community and beyond for almost 20 years and is dedicated to creating and facilitating accessible art, media, technology, and self-care education, resources, a platform, and safe space for youth and communities of color.



# Poster Presentations

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## **Learning for Justice's Social Justice Standards: Extrapolating Domains of Anti-Bias Pedagogy into Adult Learning Spaces**

*Aaron Barlin, Rex Margaret Fortune School of Education*

Learning for Justice's Social Justice Standards delineate an actionable scope and sequence of anti-bias learning, which is a pedagogical undertaking that, without such a structure, can understandably feel nebulous and overwhelming. Across four sequential domains—Identity, Diversity, Justice, and Action—these standards offer a clear taxonomy for backward-designed action-oriented instruction, scaffolding learners from intersectional introspection to collective changemaking. However, these standards are vertically articulated only through 12th grade. As a former high school English teacher whose practice has always been underpinned by these standards. In this presentation, I will share with fellow higher educators and community practitioners my curiosities and learnings about these standards' extrapolated applications.

## **Teach Palestine**

*Hanadi Shatara, California State University, Sacramento*

For the past 75 years, Palestinians and allies have been activists in raising global awareness to the struggles of the Palestinian people and promoting the need for Palestinian liberation. The events of October 2023 in Gaza did not happen in a vacuum but are informed by the historical context of Palestine and the continued activism that has expanded due to social media. Our poster presentation centers on and adds Palestinian narratives and experiences to the Critical Multicultural Education discourse. We will present language and ways to approach Palestine within teaching and research along with educational resources that range from primary sources to infographics, particularly from Visualizing Palestine, to children's books that educators can use in teaching and research.

## **Ethnic Studies in Elementary Classroom**

*Sovandara Chhin, Davis Joint Unified School District*

Teachers will shift social studies units more towards ethnic studies while using a critical lens to co-create inquiry-based units. The inquiry-based model to create a collaborative action project that dismantles white supremacy culture. Within this inquiry-based model, students will use the lens of ethnic studies to examine the 4 I's of oppression in history to create a collaborative action project. The collaborative action project will: identify inquiries that challenge the dominant narrative; explore identities and wealth that everyone brings to a community; organize collaboratively, communicate inquiries to an authentic audience, and then evaluate and reflect on collective action projects.

## **Reimagining the Seal of Biliteracy: Centering Spanish-Speaking Students and Mamás through Chicana/Latina Feminist Pláticas**

*Ana Segoviano, San Juan Unified School District*

The Seal of Biliteracy policy acknowledges high school students' proficiency in English and another language. However, research reveals that linguistically minoritized students face inequities, resulting in limited support and access. In California, where the population of emergent bilinguals has significantly grown, there is a lack of educational policies and research addressing this issue. While some studies have explored variations and implementation of the Seal of Biliteracy, there needs to be more understanding of parents' perceptions and their role in reshaping the policy within school districts. To address this research gap, my research aimed to amplify the voices and narratives of Spanish-speaking parents, guiding local districts and stakeholders to reevaluate and reshape the Seal of Biliteracy into a more equitable policy that meets the needs of the Spanish-speaking community. Using Chicana/Latina feminist pláticas (informal talks) as a qualitative method, I examined the perceptions of Spanish-speaking mamás (mothers) and their high school-aged students regarding language acquisition, specifically about the Seal of Biliteracy.

## Poster Presentations

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### **African American History 400+ years of Resistance, Resilience, Power, and Pride: ELA and H-SS curriculum for the 5th grade**

*Jenny Rikkens, San Juan Unified School District*

*Amelia Acuña, San Juan Unified School District*

*Mimi Coughlin, California State University, Sacramento*

In this presentation, we will share elements of a 5th-grade ELA and H-SS unit that was developed as part of our participation with the Pulitzer Center to develop a curriculum related to the 1619 project. Using the models (and research) of Dr. Alfred Tatum and Dr. Gholdy Muhammad as well as the resources of the 1619 project we created a unit that teaches about American history by starting in Africa. Students explore the complex 400+ year history of resistance, resilience, and revolts through the eyes of the enslaved as well as the Abolitionists who worked beside them. Through a broad range of literature and media students will understand how this history connects to their current-day culture, activism, and systemic issues facing American citizens. They will further see themselves as the next Abolitionists in this ongoing struggle for freedom.

### **A Phenomenology: Success in the U.S. from the voice of English learner students.**

*Saima Nazir, California State University, Sacramento*

My study is on English learner (EL) students' social experiences in a school setting with an expanded awareness of the students' family system whose language and culture are at crossroads with the dominant language/culture, and with the formal educational institution. This phenomenological study focused on the voice of EL students to explore the social, familial, cultural, and academic experiences of ELs to reveal factors contributing to their adjustment and overall success in the United States. The study consisted of 20 participants who were freshmen students in a northern California university, who have previously been categorized as EL in the U.S. school system, and who speak one of the top 10 languages spoken in California schools (e.g., Spanish, Vietnamese, Mandarin, Arabic, Tagalog, Cantonese, Korean, Hmong, Punjabi, and Russian). These students were selected to gather the factors that contributed to their persistence in graduating high school while also corresponding to the small percentage of ELs in the state of California who completed all courses required for UC and/or a CSU entrance.

### **The Impact of Personal Storytelling: Increasing Positive Attitudes Towards Marginalized Individuals Through First-Person Narratives**

*Sajdah A. Nyassi, California State University, Sacramento*

Considerable research has shown that taking on another person's perspective decreases negative biases and stereotypes, particularly against marginalized individuals (Vescio et al., 2003; Matera et al., 2021; Todd et al., 2011). These studies suggest that taking on a marginalized person's perspective—specifically as related to being from a marginalized group—leads to a reduction of negative biases; however, the contact hypothesis (Allport, 1954) suggests that any positive interaction should have a similar effect. Here we asked whether reading a personal story from a marginalized individual that does not touch on topics of discrimination has the same impact of increasing positive attitudes. In a research study approved by the institutional review board, we adopted a between-subjects design with two treatment groups (Story Condition vs Facts Condition) and one control group (Wildlife Condition). Sixty-nine participants responded to a pre- and post-test, rating how positively they felt towards pictures of individuals. Analyses were conducted on difference scores (pre to post ratings). Results showed that there was a main effect of Condition [ $F(2, 66) = 4.524, p = .014$ ], suggesting that reading a personal neutral story about someone from a marginalized group can have a positive impact on the reader's attitudes towards that person. More work should be done; however, these results are novel and important as they center marginalized individuals without repeatedly asking them to recount traumatic experiences of being marginalized—adding to the burden placed on marginalized individuals in our society and institutions. The results therefore have implications for antiracism work in institutions.

## Poster Presentations

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### **Sense-Making in an Inequitable World: Mis/alignment Between Traditional Mathematics Classrooms and Knower-types**

*China Stepter, Alder Graduate School of Education*

My presentation looks at the interplay between math classroom types (traditional v. student-centered approaches) and knower-types. Previous work has shown a gendered difference in students' preferences for the different instructional approaches to teaching and learning mathematics, with students who prefer student-centered approaches exhibiting more of a desire to actively engage in mathematical sense-making rather than memorization and fact recall. This preference has impacted both students' learning and performance in mathematics, in addition to their intentions to pursue STEM-based careers. My work brings an additional lens, focused on social identity markers, to offer new insight into the persistent differences between student-groups' measured math performance on standardized tests. I argue that without a meaningful, large-scale shift away from traditional approaches, educators, policymakers, and school systems alike will continue to restrict and push students with socially marginalized identities out of advanced math pipelines. I look particularly at the ways that students with socially marginalized identities apply agentic reasoning and problem-solving skills to various social aspects of their lives and how this shapes the critical and active sense-making that they prefer in math classrooms.

### **Exploration of Experiences of Bias-Based Bullying Among Asian American Students**

*HyunGyung Joo, California State University, Sacramento*

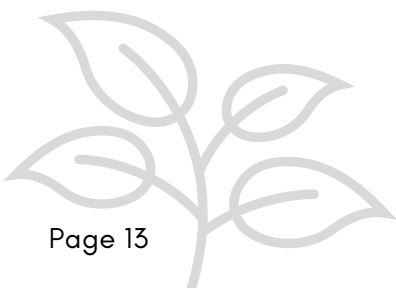
*Irene Yin, California State University, Sacramento*

In recent years, the COVID-19 pandemic has heightened awareness of racism and hate crimes against Asian Americans, though this issue is not new. Bullying often stems from discriminatory attitudes and prejudicial beliefs based on actual or perceived personal characteristics or identities. This poster presentation offers an overview of experiences of bias-based bullying among Asian American students in California, utilizing a statewide dataset. Our aim is to raise awareness and foster understanding of bias-based bullying experienced by Asian American students.

### **How Do High School Content Teachers Adapt Their Curriculum For Their Newcomer Emergent Bilingual Students in Districts Implementing the Structured English Immersion Model?**

*Myrna Lizette Baylis, California State University, Sacramento*

The goal of California's Global Initiative is to provide students with an opportunity to develop world language skills and to engage with the rich cultures and languages of California. In addition, to embrace Emergent Bilingual students by preparing them to learn and engage in California's diverse community (California Department of Education, 2020. Improving Education for Multilingual and English Learner Students: Research to Practice). However, many districts throughout California default to ELD programs such as SEI, which were not designed to meet the individual needs of Newcomer Emergent Bilingual students. I will present the teachers' perspectives and experiences, and the challenges and resources they encounter as they work to provide Newcomer Emergent Bilingual students equity and access to the curriculum. I also hope to inform leaders of the need to provide adequate programs and services that support Newcomer Emergent Bilingual students at the high school level.





## Poster Presentations

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### **“Change Through Partnership: Sacramento State Community-Based Participatory Research with the Families of Black Students United in EGUSD**

*Marque Willis, California State University, Sacramento*

*Geniel Bratton, California State University, Sacramento*

*Prisila Isias, California State University, Sacramento*

*December Jones, California State University, Sacramento*

*Marc Martin, California State University, Sacramento*

*Elizabeth Morgan, California State University, Sacramento*

*Sheeva Sabati, California State University, Sacramento*

The Department of Education's data reveals significant racialized disparities in suspension rates among students within the Elk Grove Unified School District (EGUSD). Black students in particular face a suspension rate four times higher than their white peers and three times higher than Hispanic students. While existing research has predominantly quantified the targeted disciplining of Black students in EGUSD, there is a notable absence of systematic documentation regarding the lived experiences and impacts of these disciplinary contexts on Black students and their families. Our study aims to bridge this gap by amplifying the voices of Black students and their families within EGUSD to elucidate the lived experiences of Black students concerning over-discipline and lack of representation within the school system. This collaborative, community-based project involves doctoral students and faculty from the CSU Sacramento Doctorate in Educational Research Program partnering with Families of Black Students United (FBSU). FBSU is a support network of, by, and for families with students who are Black, African American, or from the African Diaspora within the Elk Grove Unified School District (EGUSD). Through this partnership, our research team aims to assist FBSU in their pursuit of educational equity for Black students and families in the district. The primary objective of our community-based research is to amplify the voices and experiences of Black students and families within EGUSD, thereby advocating for educational equity.



## Conference Schedule

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Friday (April 5th, 2024)	Event (Student Union Ballroom)
3:00-4:00 p.m.	Welcome
4:00-5:00 p.m.	30th Annual MCE Commemorative Panel
5:00-6:30 p.m.	Student & keynote Speaker
6:30-7:00 p.m.	Poster Presentations
7:00-8:00 p.m.	Social with DJ

Saturday (April 6th, 2024)	Event (ZOOM)
9:00-9:15 am.	Welcome
9:20-10:50 am.	Keynote Speaker & Q&A
11:05-1:10 pm.	Panel Presentation & Q&A
1:10-1:30 pm.	Closing

## THANK YOU TO ALL WHO HELPED MAKE THIS CONFERENCE POSSIBLE!

Each and every conference is the result of months of planning and the dedicated work of many people. The Conference Committee would especially like to thank the individuals and organizations below for their service toward the 2024 Multicultural Education Conference.

### CALIFORNIA STATE UNIVERSITY **SACRAMENTO**

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COLLEGE OF EDUCATION



### CALIFORNIA STATE UNIVERSITY **SACRAMENTO**

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ACADEMIC AFFAIRS

### **SACRAMENTO STATE**

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COLLEGE OF EDUCATION

*Doctorate In Educational Leadership Program*





# Master of Arts: Multicultural Education



## Description

The Master of Arts in Multicultural Education program is designed for prospective students with a commitment to working with culturally, and ethnically diverse populations across educational and community settings. The program has been revised to include the history, research and pedagogy in Critical Multicultural Education, Ethnic Studies, and Critical Pedagogy. With the California State Legislature passage of Assembly Bill No. 101, requiring a semester of Ethnic Studies to earn a high school diploma, this specialized knowledge will provide current high school teachers with the tools necessary to teach Ethnic Studies effectively. The degree also provides teachers and practitioners with the knowledge, skills and dispositions to engage in social justice projects and advocacy with historically underserved and underrepresented groups.

Please visit [www.csus.edu/coe](http://www.csus.edu/coe) > Our Programs > Graduate and Professional Studies and find the Multicultural Program from the List of Programs button.

## Distinctive Program Features

- Courses designed with working professionals in mind (e.g., evening courses, occasional Saturday and hybrid online classes)
- Two options for the MA culminating project: thesis or project.
- Applications encouraged from credentialed teachers interested in researching their own practice
- Applications encouraged from practitioners in alternative education settings and in community organizations who are interested in conducting participatory research projects or social justice projects
- Impressive cost-effectiveness relative to local private universities

## Application Deadline

**March 1, 2024**

## Program Coordinator

Albert Lozano  
(916) 278-6864  
[lozano@csus.edu](mailto:lozano@csus.edu)

## College of Education

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