

MINOR IN SOCIAL JUSTICE IN EDUCATION



SACRAMENTO STATE

In Workflow

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Approval Path

1. Tue, 08 Oct 2024 04:41:49 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 17 Oct 2024 22:35:37 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 18 Oct 2024 15:50:46 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Mar 8, 2023 by Angela Leslie (angela.leslie)
3. Apr 14, 2023 by Janett Torset (torsetj)
4. Mar 5, 2024 by Sue Hobbs (sue.hobbs)

Date Submitted: Sun, 15 Sep 2024 04:53:56 GMT

Viewing: Minor in Social Justice in Education

Last approved: Tue, 05 Mar 2024 22:09:04 GMT

Last edit: Tue, 29 Oct 2024 20:19:25 GMT

Changes proposed by: Lisa William (101012206)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2025-2026 Catalog

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

| Name (First Last) | Email | Phone 999-999-9999 |
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Type of Program Proposal:

Minor

Program Change Type:

Non-Substantive

Delivery Format:

Hybrid

Title of the Program:

Minor in Social Justice in Education

Designation: (degree terminology)

Minor

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

A new addition to the minor is EDUC 153: Black/African American Education. Changed the delivery format of this program to reflect how the program is being run.

The course explores the role of education as a tool for self-determination and liberation among Black/African Americans in the U.S. It examines how historical, legal, political, economic, and cultural factors shaped educational access and attainment in PK-16 schools. Students will study the agency and activism of Black communities in advancing equity and racial justice and draw parallels to the experiences of other racial and ethnic communities. Centering Black Intellectual Thought, the course highlights the contributions of African Americans to the broader field of American education.

To date, the College of Education does not offer courses with a specific focus on the education experiences of Black/African American students. And with Sacramento State University's recent designation as a Black Serving Institution (BSI) by the California State Assembly in June 2024 and recognition as such by the County and City of Sacramento, we seek to be intentional and deliberate in creating courses and curriculum that reflect the knowledge traditions, as well as the theoretical and pedagogical contributions of this community in the field of American Education.

The expanse of this knowledge, in turn, informs the theoretical knowledge and pedagogical expertise of our prospective K-12 teaching force. This need is imperative in our college, as 5.1% of students enrolled in California's public K-12 schools are Black/African American.

The university has also launched initiatives that address the needs of Black students, to facilitate greater degree completion, and has also championed efforts to exalt the learning needs of Black populations with the creation of the Black Honors College.

Further, like its program predecessors, EDUC 158: Latinas/os/x in Education and EDUC 152: Hmong Education, this course would provide a selection that would meet upper division Area D and Race and Ethnicity requirements for all Sacramento State Students. In addition, Executive Order 1100 requires students to take upper division courses in GE Areas B, C, and D. Additionally, the EDUC Area has been working on a new Social Justice Education Minor where courses and curriculum will serve as an elective in that Minor where courses and curriculum will emphasize a deeper understanding of race, culture, gender, socioeconomic issues through an intersectional lens.

University Learning Goals

Undergraduate Learning Goals:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Apply theoretical constructs of power and oppression to examine the educational system and in society.
2. Interpret knowledge of how cultural identity and culture inform educational experiences for various groups.
3. Analyze how various perspectives on controversial social issues related to education stem from historical access to resources as well as social and racial inequities.
4. Demonstrate an understanding of the intersections of race, ethnicity, culture, language, socioeconomic status, abilities, and gender diversity.
5. Apply social justice knowledge and principles through professional development in schools.

Learning Outcomes Display

| Course Code | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|-------------|-------|-------|-------|-------|-------|
| EDUC 1 | | | | | |
| CHAD 141 | | | | | |
| CHAD 145 | | | | | |
| EDUC 121 | | | | | |
| EDUC 160 | | | | | |
| EDUC 165 | | | | | |
| EDUC 169 | | | | | |
| EDUC 171 | | | | | |
| DEAF 60 | | | | | |
| EDUC 128 | | | | | |
| EDUC 152 | | | | | |
| EDUC 158 | | | | | |
| EDUC 100A | | | | | |
| EDUC 100B | | | | | |
| EDUC 124A | | | | | |
| EDUC 124B | | | | | |
| EDUC 125A | | | | | |
| EDUC 125B | | | | | |
| EDUC 127A | | | | | |
| EDUC 127B | | | | | |
| EDUC 129 | | | | | |
| EDUC 170 | | | | | |

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:

Program Requirements

Units Required for Minor: 15

The Minor in Social Justice in Education focuses on the theoretical, historical, and cultural constructs of power and oppression and the ways they intersect within education. The courses address current issues regarding race, ethnicity, culture, language, socio-economic status, abilities, and gender diversity. The minor underscores how education can be transformative and used as a tool to eradicate oppression and foster perspectives that promote social justice in education. The goal of the Minor is to empower students to teach or work towards building an antiracist, equitable, and inclusive place in education.

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.)

Program Requirements

| Code | Title | Units |
|---|--|-----------|
| Required Courses (12 Units) | | |
| No more than 6 units may overlap with major requirements | | |
| EDUC 1 | Education, Equity, & American Society 🌐 | 3 |
| Social Issues in Education | | |
| Choose two of the following: | | 6 |
| CHAD 141 | History of Childhood: Interdisciplinary Perspectives | |
| CHAD 145 | Contemporary Issues in Human Development ✎ 🌐 | |
| EDUC 121 | Multicultural Children's Literature ✎ 🌐 | |
| EDUC 160 | Urban Education ✎ 🌐 | |
| EDUC 165 | Sex Role Stereotyping in American Education ✎ 🌐 | |
| EDUC 169 | Cross-Cultural Bridges: A Humanist Approach to Education 🌐 | |
| EDUC 171 | Bilingualism in the Classroom | |
| Culture and Identity in Education | | |
| Choose one of the following: | | 3 |
| DEAF 60 | Introduction to Deaf Studies | |
| EDUC 128 | Education and Communication in Korean Society | |
| EDUC 152 | Hmong in Education | |
| EDUC 158 | Latinas/os/x in Education 🌐 | |
| Professional Development in Education (3 Units) | | |
| Choose one 3-unit course or a course with Part A which is 2 units and Part B that is 1 unit for a total of 3 units: | | 3 |
| EDUC 100A | Educating Students with Disabilities in Inclusive Settings | |
| EDUC 100B | Educating Students with Disabilities in Inclusive Settings Lab | |
| 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 129 | Teaching Science in Outdoor Settings | |
| EDUC 170 | Introduction to Bilingual Education: Policies, Principles, Programs, and Practices | |
| Total Units | | 15 |

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:

None

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

No change

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?

None

Estimate the cost and indicate how these resource needs will be accommodated:

None

Key: 130