



Executive Memorandum 22-008

March 25, 2022

From: Gayle E. Hutchinson, President

A handwritten signature in black ink that reads "Gayle E. Hutchinson".

Subject: Approval of the BA in Multicultural and Gender Studies Online Degree Completion Program

Upon the recommendation of the Academic Senate, with the concurrence of the Provost, and with the approval of the Chancellor's Office, I approve the state-support, online degree completion program of the existing BA in Multicultural and Gender Studies within the Department of Multicultural and Gender Studies, College of Behavioral and Social Sciences. The program will use CSU code 22991 with a related CIP code of 05.0299, and will be effective fall 2023.

| | |
|---|---|
| Policy Title: | EM 22-008 BA in Multicultural and Gender Studies Online Degree Completion Program |
| Contact: | Department of Multicultural and Gender Studies |
| Supersedes: | |
| Revision: | |
| Enabling Legislation or Executive Order: | |

Academic Programs, Innovations and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, Long Beach, CA 90802

www.calstate.edu

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean
Phone 562-951-4149
bfoster@calstate.edu

February 4, 2022

Dr. Debra Larson
Provost and Vice President for Academic Affairs
California State University, Chico
400 West First Street
Chico, California 95929

Dear Debra,

Effective fall 2023 Chico State is authorized to offer a state-support online degree completion program of the existing state-support Bachelor of Arts degree program in Multicultural and Gender Studies.

Any additional change in site or delivery format would require Chancellor's Office review and approval. Please continue to use the CSU degree program code 22991 and associated CIP code 05.0299. The campus is responsible for adding this state-support online degree completion program to the CSU Degrees Database.

If you have questions, please contact me at bfoster@calstate.edu.

Sincerely,



Brent M. Foster, Ph.D.
Assistant Vice Chancellor & State University Dean of Academic Programs

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

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Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus



- c: Dr. Sylvia A. Alva, Executive Vice Chancellor for Academic and Student Affairs
- Dr. Daniel Grassian, Vice Provost for Academic Affairs
- Dr. Kate McCarthy, Dean of Undergraduate Education

New Online Degree Completion Program

Program Name: BA in MCGS Online Completion Program

Program named above will be (complete only if applicable):

Option within

(degree program name)

Will this be a subject matter preparation or credential program? Yes No

- If yes, then program will be submitted to AURTEC for review.

Department Contact(s):

Sara E. Cooper, Susan M. Green

Required Signatures

**The Department of Multicultural & Gender Studies
has reviewed and approved this program**

Sara E. Cooper

Chair, Department Curriculum Committee

Apr 14, 2021

Date

Susan Green

Susan Green (Apr 14, 2021 18:01 PDT)

Department Chair

Apr 14, 2021

Date

**The College of
has reviewed and approved this program**

William Nitzky

Chair, College Curriculum Committee

Apr 19, 2021

Date

Ryan Patten

Ryan Patten (Apr 19, 2021 10:18 PDT)

College Dean

Apr 19, 2021

Date

Send signature page with proposal attached to Curriculum Services: SSC 464B, zip 128, or vpacurriculum@csuchico.edu

Note: The department will be notified of the dates for EPPC, Academic Senate, and Chancellor's Office (if applicable) review.

Proposal for a New Online Degree Completion Program
See [Interim EM 20-020](#)

- Please answer all questions with as much detail as possible
- Do not delete questions, use “N/A” if necessary

- I. Proposed title of new program (e.g., Social Science Online Degree Completion)
BA in Multicultural & Gender Studies (MCGS) Online Degree Completion Program
- II. Academic year of intended implementation.
Fall 2023
- III. Program will be: State-support Self-support
- A. If this will be a self-support version of an existing state-support program, please complete [these additional questions for the Chancellor’s Office](#). N/A
- IV. Name of the department and college submitting the proposal.
Multicultural & Gender Studies; Behavioral & Social Sciences
- V. Statements on questions of need and demand.
- A. Relation of the program to the [University Strategic Plan](#) (if applicable).
This program will support Chico State’s commitment to equity, diversity, and inclusion by
- (1) making degree completion accessible to working professional, distance, fulltime parent/caregiver, limited mobility, and other students for whom a residential completion program is unfeasible;
 - (2) further diversifying the university’s student population racially and ethnically;
 - (3) help grow the MCGS program in a sustainable way that does not add pressure to the campus’s physical space limitations; and
 - (4) making more accessible a degree that focuses on social justice.
- B. Relation of the program to the proposing college’s Strategic Plan (if applicable).
Same as above.
- C. Need for the proposed program.

1. What are the program’s objectives and/or learning outcomes?
MCGS Program Learning Objectives

| |
|--|
| PLO #1 MCGS majors will be able to identify, explain, and analyze major issues and social movements related to diverse identities and experiences through various theoretical lenses; particular areas of focus include women, gender, U.S. race and ethnicity, sovereignty, LGBTQIA2S+, socioeconomic class, and ability. |
| PLO #2 MCGS majors will be able to effectively apply field-specific vocabulary, concepts, theories, and interdisciplinary analytical frameworks in activities and assignments. |

| |
|---|
| PLO #3 MCGS majors will be able to interpret the concept of intersectionality, as well as to analyze the interlocking systems of power including racism, ethnocentrism, nationalism, settler colonialism, religious hegemony, classism, ableism, sexism, and heterosexism operating in a given situation. |
| PLO #4 MCGS majors will be able to: <ul style="list-style-type: none"> a. engage in interdisciplinary scholarly research; b. assess and evaluate sources; c. employ effective data collection; d. apply diverse analysis methods; e. make informed, professional uses of technology. |
| PLO #5 MCGS majors will be able to compose comprehensible, well organized, evidence-based, and substantive verbal presentations in the discipline. |
| PLO #6 MCGS majors will be able to compose comprehensible, well organized, evidence-based, and substantive scholarly writing in the discipline. |
| PLO #7 MCGS majors will be able to demonstrate capacity for leadership and work effectively in teams with a diverse range of individuals. |
| PLO #8 MCGS majors will be able to apply their knowledge of women, gender, U.S. race and ethnicity, sovereignty, LGBTQIA2S+, socioeconomic class, and ability to an organization or community effort. |

2. Identify other CSU campuses with the proposed program.

CSU East Bay has a state-support program; we have heard that SFSU just started a self-support program.

3. Identify and explain the differences, if any, between these programs and the proposed program.

The East Bay online completion program offers a streamlined 13-course sequence for students to complete either their Ethnic Studies-focused or Gender and Sexuality-focused Bachelors degrees. Within those 13 courses students attain a general background as well as a concentration. Academic advisors help them navigate through the remaining university requirements via the general online East Bay offerings with GE, W, or Diversity status.

Course offerings at the two campuses have some overlap but also many distinct courses because of faculty specialties.

The main structural difference in our program is that we propose to “build in” all university requirements, unit requirements, major requirements, and requirements for an area of specialization into a completely online BA in

Multicultural & Gender Studies (MCGS) 60-unit completion program for transfer students.

According to long-time MCGS Director Carol Burr, in the “1960s there was a Black Studies Department; the Women’s Studies program came along in 1973, Chicano Studies in 1976; by 1977 these programs combined to create Ethnic and Women’s Studies Department.” As one of many shifts over the years, in 1994 the program was reconfigured as the Center for Multicultural and Gender Studies, with a subsequent redesigned major in Multicultural and Gender Studies; five years later an Option in Women’s Study was added. In 2019 MCGS was elevated to Department status again, with an entirely redesigned B.A. in MCGS and subsequently a new B.A. in Intersectional Chicana/Latina Studies. After several years of conversations in faculty meetings and with the Dean of Behavioral and Social Sciences, we now are ready to establish a *B.A. in Multicultural & Gender Studies Online Degree Completion Program (Program)*.

Prior to the systemwide (and for the most part nationwide) forced move to online in March 2020, our department had regularly offered 11 of our distinct courses in an online or distance learning format, and 9 cross-listed courses counting for our major but staffed extra-departmentally were delivered online or as distance learning with consistency. By the end of this semester (SP2021), the great majority of our courses will have been delivered online; the courses offered only Fall odd-numbered years will be taught online in FA2021. Many faculty members already had participated in Academy e-Learn in previous summers, as well as taken part in Faculty Learning Communities, Workshops, and extended individual consultations for online learning and teaching. A number of the faculty have been recognized for excellence in online instruction, and one faculty member currently serves as a consultant for peers who need support in developing quality online environments. Additionally, in preparation for the 2020/21 Academic Year, several completed the Go Virtual Summer Institute or Go Virtual Winter Institute. We are in continuing relationship with the Academic Technology Officer (ATO) and the Technology & Learning Program (TLP) Instructional Technological Consultants (ITC), and would like to achieve 100% faculty training in the Quality Online Learning and Teaching program (currently a 5-workshop series) and self-evaluation instrument. The university has just updated 100 classrooms with HyFlex capabilities. We are ideally positioned now to implement the *Program*, which consists of the following elements:

- The BA in Multicultural & Gender Studies, a carefully sequenced set of courses to be completed fully online in four semesters¹, beginning in Fall 2023.
- The nine-unit (3 course) required upper division GE pathway courses are built into the course sequence.
- The two upper division Writing courses are MCGS courses and built into the course sequence.
- GE Area F, US Diversity, and Global Cultures courses are built into the major course requirements for those few students who may need them.
- Courses comprising an area of specialization (the students may choose from five areas) are built into the course sequence.
- The course sequence fulfills the CSU requirements for 30 units in residence (24 upper division), 12 units of upper division in the major, and 39 units of upper division course work overall.

D. Identify other closely related curricula currently offered by the campus.

This state-support program structure is based on, but more structured than, our existing state-support BA in Multicultural & Gender Studies. Online completion majors will enter and move through our program as a cohort, and also they will be able to interact with on-campus majors in some of our online course offerings.

1. Explain the impact (if any) the proposed program will have on these existing programs (e.g., enrollment, opportunities for collaboration, use of existing courses).

Based on the examples of other campus-based online completion programs (e.g. Sociology, Comparative Religions and Humanities) the program will increase the number of students who major in MCGS. We expect to collaborate with two departments by incorporating one cross-listed course from each. Due to the Covid pandemic safety measures, all of our existing courses now have online versions; we will offer our existing courses face to face and online (with guaranteed seats for online students) on a rotational basis as per the online completion course sequence plan.

2. Explain how current programs do not meet the proposed program's objectives.

Our current BA is not a possibility for students whose work schedule, remote location, lack of ability to commute, or

¹ Students are not confined to the four-semester sequence, even though it is recommended for the complete cohort experience. Some of the required courses are offered regularly in self-support semesters, for those who need to reduce semester course load or finish more rapidly. Also, students may petition for upper division courses taken elsewhere to be counted toward the 60 required units and major requirements. Finally, students who need to make more measured progress toward degree may request an individualized plan.

disinterest in an on-campus program prohibits them from taking our courses where and how they are offered.

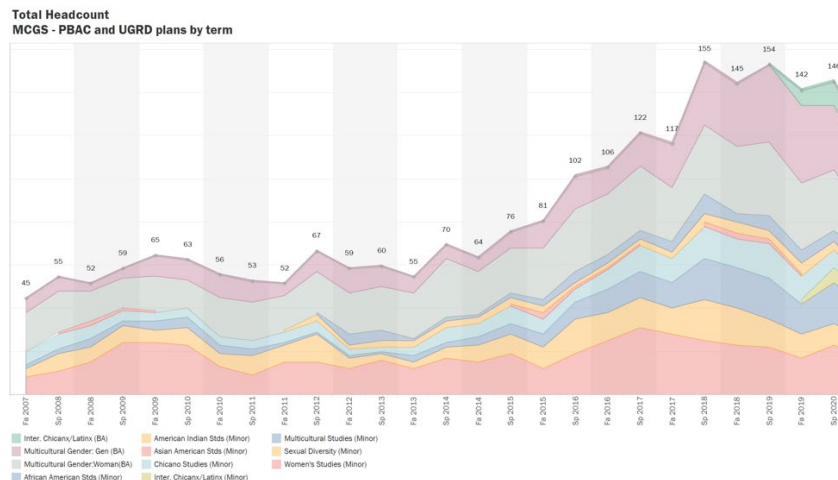
We realize that many individuals who despite many obstacles wish to finish a degree do exist. Often the completion of a degree will allow such individuals to gain new employment or earn a promotion and raise with their current employers. Given the increased national attention on and interest in racism, intersectional oppression, and social justice, a degree focusing on these areas will be a welcome choice for potential students and their employers alike. Graduates will have the knowledge and skills to understand and help mitigate some newly acknowledged problems in the workplace and to lead or assist with institutional change where necessary.

Moreover, individuals who are Black, Indigenous, People of Color, Lesbian, Gay, Bisexual, Transgender, Intersex, 2-Spirit, Allies, and a plethora of other groups impacted by systemic oppression appreciate a curricular focus where they see themselves and are surrounded by others who value them for their complex identities.

E. Student demand for the program.

1. Give evidence of serious student interest in the proposed program.

Demand for the in-person programs in MCGS have drastically increased in the last several years, as evidenced by this Department Headcount Report:



While the Fall 2020 semester headcount did shrink to 118, this is in direct correlation with overall drops in enrollment due to the Covid pandemic and the forced move of face-to-face (ftf) classes to an online environment. As is well known, some students preferring ftf instruction and/or experiencing major impact from the pandemic have taken a gap semester/year or dropped minors/second majors in order to graduate faster.

We expect demand for our program in general will resume its rise as colleges and universities across the country begin to see stabilized enrollments. Our online completion program will attract those individuals for whom ftf instruction is either impossible or not preferred.

Moreover, this is a degree that will prepare students to be leaders in a variety of professions, which increasingly is an incentive when choosing a plan of study.

List of actual job titles our graduates have (or had in the last 7-10 years), demonstrating that MCGS graduates tend to take leadership positions in several key sectors:

- Government, Law & Policy
 - Senior Associate Attorney
 - Advisor to U.S. Senator
 - Assistant Press Secretary U.S. Department of Homeland Security
 - Labor Relations Representative, California School Employees Association
- Health & Mental Health Services
 - Associate Director of Catalyst Domestic Violence Shelter
 - Director of Strategic Planning and Research at Audrey Sheppard Women's Health Consulting
 - Associate Director of External Affairs at U.S. Department of Health and Human Services (HHS)
 - Regional Manager at Women's Health Specialists
 - Crisis Intervention Manager at Verity
- Human Rights & Community Organizing/Service
 - Deputy Press Secretary, Rapid Response at Human Rights Campaign
 - Community Organizer, National Center for Transgender Equality
 - Medical Services Coordinator at Planned Parenthood Northern California
 - Outreach/Counselor at Rape Crisis Intervention and Prevention
 - Events Associate, Out & Equal Workplace Advocates
 - Program Assistant at ACTION Council of Monterey County
- Higher Education & Publishing
 - Product Manager, Access & Publishing Group at California Digital Library
 - Associate Director of Student Life for Social Justice and Service, Southern Oregon University
 - Education Coordinator at American Institute for Social Justice
 - Professor of English, CSU Chico
 - Lecturer of Multicultural & Gender Studies, CSU Chico
- Business
 - Recruiter for Bay Area tech companies

- Operations Manager at Girls Leadership, SF
- General Manager at Old Navy, GAP Inc.
- Facilities Coordinator, JLL at Verizon
- Marketing Coordinator at Zephyr Real Estate
- Sr. Communication Specialist at Kiewit

Job outlook generated from the US Bureau of Labor Statistics, suggesting the future need for hiring in similar industries:

Multicultural and Gender Studies Professions and Jobs Lookout



Bright Outlook occupations are expected to grow rapidly in the next several years, or will have large numbers of job openings.

Every Bright Outlook occupation matches at least one of the following criteria:

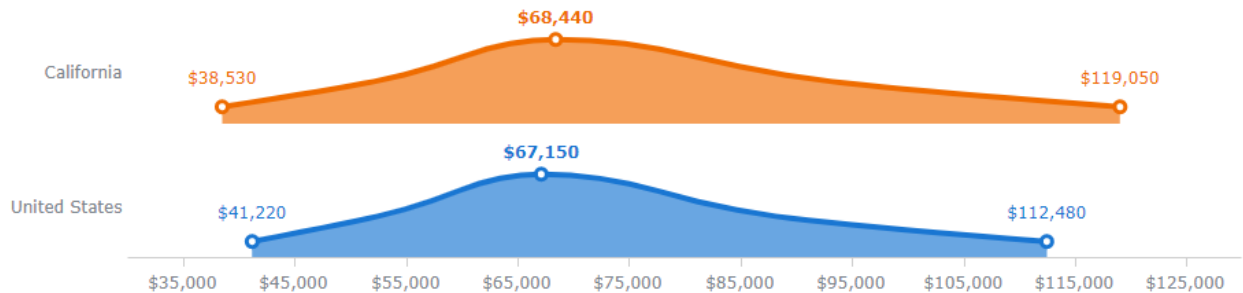
- Projected to **grow faster than average** (employment increase of 5% or more) over the period 2019-2029 for the US nationwide
- Projected to **have 100,000 or more job openings** over the period 2019-2029 for the US nationwide

Growth and job openings source: [Bureau of Labor Statistics](#) 2019-2029 employment projections. Projected growth represents the estimated change in total employment over the projections period (2019-2029). Projected job openings represent openings due to growth and replacement.

Social and Community Service Managers

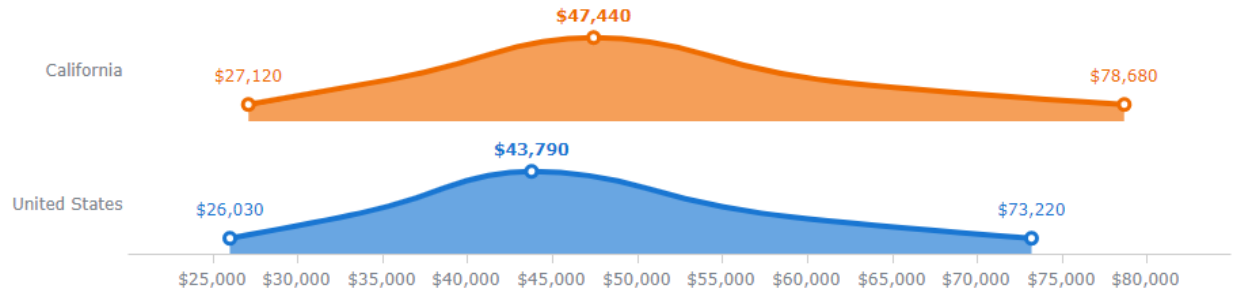
Sample of reported job titles: Adoption Services Manager, Child Welfare Services Director, Children's Service Supervisor, Clinical Services Director, Community Services Director, Psychiatric Social Worker Supervisor, Social Services Director, Transitional Care Director, Vocational Rehabilitation Administrator

The US Bureau of Labor Statistics predicts a 17 percent increase in the need for Social and Community Service Managers from 2019 to 2029.



Community and Social Service Specialist

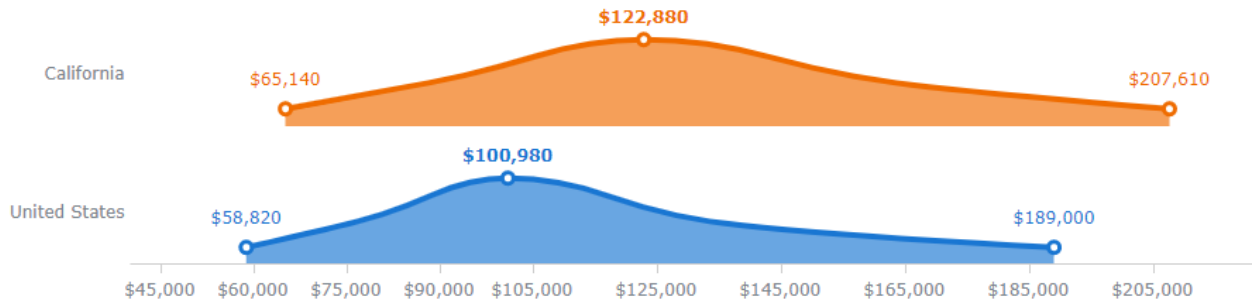
Sample of reported job titles: Addictions Counselor Assistant, Advocate, Clinical Assistant, Residential Care Assistant, Social Services Aide, Social Services Assistant, Social Work Assistant, Social Work Associate, Social Worker Assistant



Medical and Health Services Managers

Sample of reported job titles: Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Health Manager, Mental Health Program Manager, Nurse Manager, Nursing Director

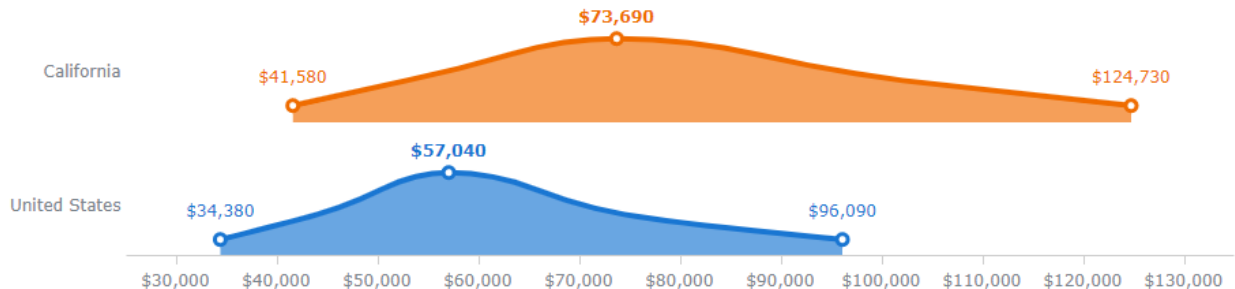
The US Bureau of Labor Statistics predicts a 32 percent increase in the need for Medical and Health Services Managers from 2019 to 2029.



Educational, Guidance, and Career Counselors and Advisors

Sample of reported job titles: Academic Advisor, Academic Counselor, Admissions Counselor, Career Counselor, College Counselor, Guidance Counselor, School Adjustment Counselor, School Counselor, Student Development Advisor, Student Services Coordinator

The US Bureau of Labor Statistics predicts an 8 percent increase in the need for School and Career Counselors from 2019 to 2029.



2. If this is an online self-support version of an existing state-support program, discuss whether the creation of the self-support program will affect enrollment in the state-support program. If the new program may negatively affect enrollment in the state-support program, explain how the college and department will address this.

N/A

3. Estimated number of students seeking the program:
 - a. in the year of initiation 5-10
 - b. after three years 15-20
 - c. after five years 25-30

d. Describe methodology for developing these estimates.

The Department of Comparative Religions and Humanities (CORH) recently launched an online completion program with a similar framework and support network. In preparation for their proposal (submitted 2017-18), they completed substantial research to establish enrollment projections. They write:

These enrollment projections are based on the overall increase in campus census and increasing full-time-freshmen and transfer matriculation rates; the University's active outreach to students who are considering degree completion; and an analysis of the past growth rates of the four other CSU, Chico online degree completion programs--including the Online Social Science Degree Completion Program and Sociology Online Degree Completion Program.

An analysis of the ratio of admitted to enrolled CSU transfer students (3942 admitted vs. 1460 enrolled in 2014) suggests that providing additional online options to campus offerings has a good chance of increasing our enrollment numbers significantly beyond the 37% of admitted applicants. In addition, our chances of increasing the two, three, and four-year graduation rates for transfer students have a high probability of improving with well-designed online degree completion options ([CSU Chico Campus Portrait 2014](#))

Presently, fewer than 14% of community college students nationally transfer to a four-year institution and complete a four-year college degree ([Hechinger Report 2016](#)). A well-designed 60-unit degree completion program with course programming that aims for timely completion and involves students as part of a fully online cohort could bring back to college some of those students who have given up hope of completing a BA. Among the many students who have dropped out of college in the past (across California, 40% of students enrolled as freshmen ultimately never complete an undergraduate four-year degree), **underrepresented minorities were the most likely not to finish**. Our program gives such students a chance—no matter where they live--and helps CSU Chico fulfill its commitment to these underserved students. It also allows mature, returning students to complete their degrees as quickly as they wish.

We have studied other online programs at CSU Chico for insights into this program's potential and viability. In the case of the Online Social Science Degree Completion Program offered on our campus, enrollment grew from 37 to 61 students between 2011 and 2017. Two-year graduation rates for students in this program who transferred in with at least 60 units was 41%; better than the BSS College rate (39%) or that of the University (26%). These margins held for three and four-year graduation rates as well. Demand for the program among students in our Northern California service area increased from 30-50% over eight years (2009-17), evidence of our campus programs' ability to reach out to students in our region and nurture them through the degree completion process. During the same eight-year period both the Online and regular face-to-

face Social Science Degree programs did quite well, but enrollments in the Online Degree Completion Program grew from approximately 16% to about 32% of all majors, a 100% increase. At the same time, the total percentage of majors in the regular program dropped from 83% to 67%, suggesting strength in the draw of online degree options. It is also interesting to note that in terms of minority enrollments, the social science programs outperform the university in enrollments of Native American, Asian, Black, and Native Hawaiian/Pacific Islander students. A substantial percentage of Hispanic/Latino students are represented as well, and their numbers and percentage are growing. Many issues can explain this result, but part of the result is due to increased access to classes in an online format.

In the case of the B.A. in Sociology Online Degree Completion Program, student enrollment grew from 27 to 52 and then to 66 online/distance education students in its first three years of operation. More than 60% of new admissions to this program were students 30 years of age and older. Twenty-five percent were African-American, Latino, Native American, or native Hawaiian students; and well over 40% of these minority students were Latinos, a powerful contribution to further enhancing growth in University degrees for Latino students.

The trend line is clear: Online programs beat out comparably structured face-to-face programs in potential growth opportunities in many fields and with specific population demographics. Further data trends are available on request, but taken together with the results from the Social Science Online Degree Program they indicate that **such programs meet a growing need in the service area and the State; increase graduation rates for the region and State; can be a force for improving such rates for the University; allow us to diversify our population of students; and assist us in fulfilling our mandate and obligations as a newly-designated Hispanic Serving Institution (HSI).**

Our track record on this campus with six fully online undergraduate and graduate degree programs (Social Science, Sociology, Social Work, Liberal Studies, Nursing, Agriculture) provides a reservoir of practical wisdom and operational experience in mounting such programs, and indicates that we have not begun to approach a saturation level with such programs, especially when they are offered through various colleges, disciplines, and degrees. Our likelihood of success is increased substantially by the concentration of substantial and seasoned logistical support for these program in the office of Regional and Continuing Education; our impressive and growing investment in broadcast studios, support staff, and training programs for faculty through ITSS; and equally importantly a variety of support structures offered by our cutting-edge TLP, with oversight from the ATO.

According to Dr. Daniel Veidlinger, Chair of CORH, they had projected and have achieved growth of about 5 majors per year. Before the program, CORH averaged 20 majors in their cohorts, and this year they have 36 majors.

MCGS has been fortunate to maintain between 60-75 majors since 2018, so we are projecting slightly larger growth numbers.

4. Estimate the number of degrees awarded:

- a. in the year of initiation none
- b. after three years 5-10
- c. after five years 15-20
- d. Describe methodology for developing these estimates.

The course sequence of the proposed program extends four semesters. Based on our enrollment projections, our first cohort would graduate at the end of the second year. If our online completion cohorts grow by at least 5 students per year, then our third-year cohort would consist of 15 students, who would earn their degrees at the end of our fifth year.

VI. Resources

A. List the faculty members for the required and elective courses in the program²

Name Sara E. Cooper
Rank Professor, FERP
Highest degree earned PhD

Name Claudia Sofia Garriga López
Rank Assistant Professor
Highest degree earned PhD

Name Molly Heck
Rank Lecturer
Highest degree earned MA; Doctoral student now
Professional experience (if applicable) Associate Director, Catalyst
Domestic Violence Services

Name Susan Frawley
Rank Lecturer
Highest degree earned MA
Professional experience (if applicable), also an ITC

Name Bow Lee Rice
Rank Lecturer
Highest degree earned ABD

² All faculty listed herein have requested to be included as faculty in the proposed BA in MCGS Online Completion Program.

Professional experience (if applicable) Social worker in Hmong community

Name Paul López
Rank Professor
Highest degree earned PhD

Name Mim. Roeder
Rank Lecturer
Highest degree earned MS
Professional experience (if applicable) Archeologist

Name Browning Neddeau
Rank Assistant Professor
Highest degree earned EdD
Professional experience (if applicable) K-12 teaching, credentialed

Name Marianne Paiva
Rank Lecturer
Highest degree earned PhD

Name Tray Robinson
Rank Lecturer
Highest degree earned MA
Professional experience (if applicable) Former Director of Office of Diversity & Inclusion, Interim Chief Diversity Officer

Name Bruce Smith-Peters
Rank Lecturer
Highest degree earned MA

Name Vanessa Esquivido
Rank Assistant Professor
Highest degree earned PhD

Name Nandi Crosby
Rank Professor
Highest degree earned PhD

Name Josh Whittinghill
Rank Lecturer
Highest degree earned EdD
Professional experience (if applicable) Now full-time ITC

Name Lateasha Meyers
Rank Assistant Professor

Highest degree earned PhD

Name Robert Jiles

Rank Assistant Professor

Highest degree earned PhD

Name Gabby Medina Falzone

Rank Assistant Professor

Highest degree earned PhD

B. Discuss the resources needed to sustain the program per year for the first five years, including cost and funding source:

1. Faculty: list additional faculty needed to teach this program, beyond the ones listed in question VI.A above

Since we are creating no new courses, but rather rotating delivery modes for our existing courses, we will not need additional faculty until such time that additional FTES can support a new hire.

2. Staff

Currently our department's .25 ASA I position is vacant; also, three of our four student assistant positions are unfilled. We do need to fill these positions to continue with general department business, as well as upgrade the time-base and level of the ASA position. We will need for someone to maintain an additional website for the new online program.

3. Facilities

With the recent upgrade of 100 classrooms to HyFlex, and the upgrades to faculty technology ancillaries, the current facilities should prove sufficient. However, installed panoramic cameras that allow online students to see in-class students all the time would add value to their experience.

4. Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.

Evidence provided, page 36

5. TLP resources; provide evidence of consultation with the ATO indicating that the program can be supported by the TLP:

With Ethnic Studies funds, HEERF funds, and potential other sources we will need to have a new website template created for the program; have intensive consultation around what BbLearn elements to standardize and brand; and complete course shell revisions.

6. Equipment

None

7. Specialized material

None

- C. **Additional support resources required, including source of support.** We will need to assign a program coordinator with a 6 AWTU per semester. Moreover, we will need to pay stipends to faculty undergoing QOLT training and completing course shell revisions. See e-mail of support from BSS Dean, page 37.
- D. **Provide evidence of consultation with Regional and Continuing Education indicating their ability to support the program.** See attached, page 35.

VII. Curriculum

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

- A. **Are there any departments or programs that may overlap with this program or duplicate existing course content? If so, please explain how this has been or will be addressed and please provide documentation of consultation with them (if available).**
We are using our existing courses, and no extra-departmental courses duplicate our existing course content.

The 45-46-unit BA in Social Sciences allows for a concentration in Multicultural & Gender Studies (one of their 21 possible concentrations). The concentration requires students to complete 15-21 units of coursework that also counts for our major. Currently the two programs exist harmoniously with no negative impact on each other, and neither major can be completed entirely online. Our proposed online completion program potentially could allow their fully online students to choose the Multicultural & Gender Studies concentration. Such an eventuality would enrich both programs.

- B. **Total number of units required for program.** 60
- C. **Explain differences in curriculum from any existing, similar degree program at Chico State (if any).**
The curricular difference between the existing (in person) state support program is that the online completion program will build in all university requirements as well as an area of specialization in the 60 units. In the regular program, students choose electives and courses to fulfill university requirements on their own.
- D. **Special criteria for admission and/or continuation (if applicable).**
No special criteria, but as a completion program the demographic target are transfer-eligible students with 60+ transferrable units, ideally having completed lower division GE and American Ideals/Institutions.
- E. **Explanation of any special program characteristics (e.g., terminology, units required, types of coursework, etc.).**
Terminology, units required, and types of coursework are typical.

- F. List all new courses for the proposed program (copy and paste fields if necessary to add more courses). No new courses needed
- G. List all required courses for the program along with a specific rationale for why each course should be required:

Course number and title: MCGS 155 Intro to Multicultural & Gender Studies

Units of credit: 3

Prerequisites: none

Rationale:

Major core, most basic introduction to intersectional Ethnic Studies

Course number and title: WMST 170 Intro to Women's Studies

Units of credit: 3

Prerequisites: none

Rationale:

Major core, most basic introduction to intersectional Women's Studies

Course number and title: MCGS 310 Lesbian, Gay, Bisexual, Transgender Issues & Identities

Units of credit: 3

Prerequisites: none

Rationale:

Major core; most basic introduction to intersectional LGBTQIA2S+ Studies; UD GE Arts & Humanities

Course number and title: WMST 233 Women Internationally

Units of credit: 3

Prerequisites: none

Rationale:

Global Cultures; Major core Genders; necessary historical and global context for understanding women's roles, struggles, resistance, and achievements.

Course number and title: MCGS 350 Issues of Racial & Ethnic Equity

Units of credit: 3

Prerequisites: none

Rationale:

Major core Race/Ethnicity 2; Comparative/contrastive study of distinct communities; UD GE Social Science

Course number and title: AFAM 320

Units of credit: 3

Prerequisites: none

Rationale:

General Major Option Ethnic Studies 1, ensures all students are introduced to Black/African American Studies and understand the origin of a cultural phenomenon often appropriated by others.

Course number and title: MCGS/WMST/CHLX 458 Leading Social Change

Units of credit: 3

Prerequisites None

Rationale:

General Major Option Social Justice; advanced leadership analysis and training

Course number and title: MCGS 389

Units of credit: 3

Prerequisites: none

Rationale:

Major core companion course to the required activist/advocacy internship.

Course number and title: MCGS 495 Senior Seminar in Multicultural & Gender Studies

Units of credit: 3

Prerequisites: *Completion of GE Written Communication (A2) requirement.*

Rationale:

Major core culminating experience; senior W mastery; focus on integrating theory into original research.

Course number and title: CHLX 410 Chicana & Latina Power

Units of credit: 3

Prerequisites: CHLX 157 or WMST 170.

Rationale:

Contributes to required UD units; focus on empowerment and activism; ensures all students have intersectional study of Latinx/Latinas; crucial as an HSI.

Course number and title: AAST 330 Hmong Cultural Roots & Contemporary Issues

Units of credit: 3

Prerequisites: none

Rationale:

General Major Option Ethnic Studies 2; ensures all students learn about Hmong communities, which are integral to our part of California.

Course number and title: AIST 365 Storytelling/Oral Narrative

Units of credit: 3

Prerequisites: none

Rationale:

General Major Option Ethnic Studies 3; ensures all students are introduced to American Indian/US Native American Studies and the importance of storytelling/oral narrative.

Course number and title: MCGS 380W Gender, Race, Sexuality, Science, and Society

Units of credit: 3

Prerequisites: *MCGS 155, MCGS 310, or WMST 170 recommended.*

Rationale:

General Major Option Identities & Expressions; ensures all students understand the role of science in the interlocking systems of oppression and related liberation movements.

Course number and title: WMST 300W

Units of credit: 3

Prerequisites: *WMST 170.*

Rationale:

UD Writing requirement, ensures all students receive advanced women's studies and deep understanding of seminal and current theory

Course number and title: MCGS/NURS 326W Gender & Sexuality Perspectives on Disease

Units of credit: 3

Prerequisites: none

Rationale:

UD GE Science; prepare students in the health professions to serve those who are gender-diverse and non-hetero normative, and to lead policy change in the area.

Course number and title: MCGS 240 Food Justice

Units of credit: 3

Prerequisites: none

Rationale:

Core intersectionalities; ensures all students achieve a basic understanding of socio-economic class, how this and race/ethnicity/national status impact access to healthy food, and how policy and practice have changed cultural foodways to the detriment of health.

- H. List all elective courses for the program along with a general rationale for why these courses should be electives.

To fulfill Major core Race/Ethnicities 1, students choose which introductory Ethnic Studies population they want to understand at a panoramic level. This will serve additionally as an area of specialization course for students who choose to pursue the embedded area focused on racial/ethnic identity. The four choices are:

Course number and title: AFAM 170 Introduction to Black & African American Studies

Units of credit: 3

Prerequisites: none

Rationale:

One of the four groups historically included in Ethnic Studies

Course number and title: AAST 152 Introduction to the Asian American Experience

Units of credit: 3

Prerequisites: none

Rationale:

One of the four groups historically included in Ethnic Studies

Course number and title: CHLX 157 Introduction to Latinx

Units of credit: 3

Prerequisites: none

Rationale:

One of the four groups historically included in Ethnic Studies

Course number and title: AIST 170 Introduction to American Indian Studies

Units of credit: 3

Prerequisites: none

Rationale:

One of the four groups historically included in Ethnic Studies

Students are given the opportunity to complete an embedded Area of Specialization as part of their BA in MCGS Online Completion Program. Students choose from five Areas of Specialization: Women's Studies (WMST), Chicanx/Latinx Studies (CHLX), Queer & Trans Studies (QTST), Black & African American Studies (AFAM), and American Indian/US Native American Studies (AIST).

All MCGS Majors take the required core courses MCGS 155³, MCGS 495, and MCGS 389, which count for 9 of the units for each embedded Area of Specialization. Moreover, the required course sequence for

³ Except for the QTST Area, which requires MCGS 310 instead of MCGS 155. MCGS 310 also is taken by all students.

Majors includes a selected 3-unit course from each of the areas of study listed above. Students complete a final 9 units of Area of Specialization breadth courses in the area of their choosing. For students who opt for an Area of Specialization, the breadth courses are used to fulfill the total required 60 units of major coursework.⁴

The elective embedded Area of Specialization in CHLX is completed with the following three required courses:

Course number and title: CHLX 135 Mexican Heritage in the United States

Units of credit: 3

Prerequisites: none

Rationale:

As an HSI our students should understand the complex history of cultural strength, colonialist oppression, struggle, and resistance of the Latinx peoples who live within the present borders of the United States.

Course number and title: CHLX 203 Latinx Film: Representation, Resistance, and Disruption

Units of credit: 3

Prerequisites: none

Rationale:

Latinx individuals and groups have long been excluded from or misrepresented prejudicially in the mass media, leading to persistent stereotyping and discrimination. The commitment and power of Latinx actors, directors, screenwriters, and other practitioners of film are changing perceptions one film at a time; Latinx youth see increasingly positive and fully developed characters that look like them. As an HSI our students should understand the value of Latinx-authored media and film.

Course number and title: CHLX 416 Latinx in the Labor Movement

Units of credit: 3

Prerequisites: CHLX 157

Rationale:

Latinx communities, both immigrants and those born within the geographical borders of the US, have provided substantial contributions to this country's economy. Nonetheless, they are maligned by some as a drain on the system. Moreover, they have been and even now can be subject to inhumane working conditions, which has given rise to strong

⁴ Students may petition to substitute a different course in the same area of study to fulfill their chosen area and complete the required 120 units of coursework for graduation. Also, students with a compelling reason may petition to take free electives or pursue a different course of study with these three courses. Finally, students may petition for UD transfer courses to be used to complete required 120 units of coursework for graduation.

social and activist movements. As an HSI our students should understand the complexity of this issue.

The elective embedded Area of Specialization in AIST is completed with the following three required courses:

Course number and title: AIST 203 Visual Sovereignty: American Indian Film

Units of credit: 3

Prerequisites: none

Rationale:

MCGS is committed to combatting the erroneous but widespread notion that American Indians are extinct. This class like no other heightens visibility of the thriving tribal communities all around us.

Course number and title: AIST 252 American Indian Literature

Units of credit: 3

Prerequisites: none

Rationale:

Native American voices often are silenced, and Native American works of literature often are excluded. This course breaks the silence and by so doing allows students to increase understanding of Native Americans by studying what great minds have crafted.

Course number and title: AIST 425 American Indian Sovereignty and U.S. Federal Law

Units of credit: 3

Prerequisites: AIST 170 or instructor permission.

Rationale:

The state of California is the traditional home of more than 150 American Indian/US Native American tribes, only 109 of which are recognized as sovereign nations. Students should understand how the US Federal government has interacted with tribes historically and presently, and what is the impact of the same.

The elective embedded Area of Specialization in AFAM is completed with the following three required courses:

Course number and title: MCGS 355 Sociology of African Americans

Units of credit: 3

Prerequisites: none

Rationale:

Provides an in-depth study over time of Black and African American individuals and communities vis-à-vis societal systems and institutions.

Course number and title: AFAM 410 Contemporary Issues in Black/African American Studies
Units of credit: 3
Prerequisites: AFAM 170
Rationale:
Gives students the opportunity to study emerging issues and movements.

Course number and title: MCGS 488 Prison Industrial Complex
Units of credit: 3
Prerequisites: none
Rationale:
The rate of incarceration among Black, Indigenous and People of Color communities is disproportionately high. This course looks at the causes and the ramifications of this phenomenon and analyzes community-driven responses and solutions.

The elective embedded Area of Specialization in QTST is completed with the following three required courses:

Course number and title: CHLX 410 Latinx Gender & Sexualities
Units of credit: 3
Prerequisites: *CHLX 157 or MCGS 310W*.
Rationale:
As an HSI we wish to offer as much study of Latinx as possible; this also responds to student demand.

Course number and title: QTST 320 Queer & Trans California
Units of credit: 3
Prerequisites: none
Rationale:
Student interest in the history of community activism in our state.

Course number and title: QTST 370 Coloring Queer: Imagining Community
Units of credit: 3
Prerequisites: Recommended MCGS 310
Rationale:
Student demand for targeted study of queer Black, Indigenous, and People of Color voices.

The elective embedded Area of Specialization in WMST is completed with the following three required courses:

Course number and title: WMST 339 Cultural Images of Women
Units of credit: 3
Prerequisites: none

Rationale:

Advanced study of how societal norms around appearance and beauty vary among cultures and have changed over time. Extremely relevant today.

Course number and title: WMST 430 Current Issues and Theories in Women's Studies

Units of credit: 3

Prerequisites: *WMST 170 or WMST 300.*

Rationale:

This rotating course offers advanced study of emerging women's issues or movements.

Course number and title: WMST 480 Sex Work, Queer Desire, and Transfeminism

Units of credit: 3

Prerequisites: *MCGS 155 or WMST 170.*

Rationale:

Intersectionality and extremely relevant contemporary issue/debate.

I. Writing Requirement

1. List the number and title of the Graduation Writing Assessment (GWAR) course for the program.

MCGS 495W Senior Seminar in Multicultural & Gender Studies

- J. Include a Major Academic Plan (MAP) with the proposal. If you have questions or need help, contact Academic Advising Programs.

The official MAP will be submitted. Here is a visual representation of the course sequence:

| Example Course Plan A: After faculty input. | | | | |
|--|----------------------|---|---|--|
| | Fall #1 | Spring #1 | Fall #2 | Spring #2 |
| Course #1 | *MCGS 155 (core req) | *Core Race/Ethnicities 1 (AFAM 170, CHLX 157, AAST 152, or AIST 170) Area F-GE | MCGS 458 (UD Social Justice) | MCGS 495 (core req, senior W) |
| Course #2 | *WMST 170 (core req) | Area breadth 1 or elective · AFAM 355 · CHLX 135 · WMST 339 | All students take CHLX 420 Chicana & Latina Power | WMST 300W or a 410W as they arise, matched with built-in Area (UD Writing Req) |

| | | | | |
|-----------|--|--|---|---|
| | | <ul style="list-style-type: none"> • QTST 320 | | |
| Course #3 | *MCGS 310 (Core Sexualities)-UD GE Arts | All students take AFAM 320 (Gen Option Ethnic Studies 1) | All students take AAST 330 (Gen Option Ethnic Studies 2) | All students take AIST 365 (Gen Option Ethnic Studies 3) |
| Course #4 | WMST 233 (GC, Core Genders) | MCGS 380 or 380W (Identities & Expressions selection) | MCGS 389 (core req) | Area breadth 3 or elective <ul style="list-style-type: none"> • AFAM 410 • CHLX 416 • WMST 480 • CHLX 410 |
| Course #5 | *MCGS 350 (Core Race/Ethnicity 2)-UD GE Social Science | *MCGS/NURS 326 Gender & Sexuality Perspectives on Disease (UD GE Science) | Area breadth 2 or Elective <ul style="list-style-type: none"> • MCGS 488 • CHLX 203 • WMST 430 • QTST 370 | MCGS 240 Food Justice (Core intersectionalities) |

Attach the New Degree Completion Program Signature form to the front of the proposal and submit to Curriculum Services after all department and college reviews are complete.

California State University Chico

Major: BA in Multicultural Gender Online Completion Program (only for transfers)

Catalog Year: **Starting Fall 2023**

Degree Units: 120 (student must enter with 60 units and lower division GE, other LD requirements already met.)

*This student is remediated in Math and English
 *This student took 4 years of high school language other than English

| Semester 1 | | Semester 2 | | Comments It is recommended that you meet with your major advisor early in your academic career and every semester. Manipulate and create your own semester by semester plan using your Smart Planner in your Portal. Review your Degree Progress Report (DPR) in your Student Center, meet with your Major Department Advisor for major coursework, and meet with an Academic Advisor in SSC 220 to review General Education and Graduation requirements. Consider meeting the United States Diversity and Global Cultures requirements within GE courses. University Writing Requirement: You must complete a GE Written Communication (A2) course with a grade of C- or higher, and a Graduation Writing Assessment Requirement (GW) course in your major with a grade of C- or higher. In addition you must complete 2 additional Writing (W) courses, see your DPR for specific writing course options. Apply to graduate one year before anticipated graduation date. Priority registration is guaranteed your final semester if you applied for graduation by the stated deadline. Text in red denotes our proposed usage of remaining elective units after requirements for Major and University have been met; students who complete these courses will study all 4 fundamental Ethnic Studies groups and also earn a Minor/Concentration. |
|---|-----------|--|-----------|---|
| MCGS 155. (CORE REQ) | 3 | MCGS CORE: (Race/Ethnicities #1 Section-LD) | 3 | |
| WMST 170 (CORE REQ) | 3 | Minor/Concentration Breadth #1 | 3 | |
| MCGS 310 (CORE: Sexualities Selection; UD GE Arts) | 3 | AFAM 320 (Gen Option Ethnic Studies #1) | 3 | |
| WMST 233 (CORE: Genders Section; GC) | 3 | MCGS 380W (GEN OPTION: Identities and E | 3 | |
| MCGS 350: (CORE: Race/Ethnicities #2 Section; UD GE SocSc | 3 | MCGS/NURS 326 (UD GE Science) | 3 | |
| | | | | |
| Total Units | 15 | Total Units | 15 | |
| Semester 3 | | Semester 4 | | |
| MCGS 458 (UD Social Justice) | 3 | MCGS 240 (CORE: Intersectionalities) | 3 | |
| CHLX 420 (Gen Option Ethnic Studies #2) | 3 | WMST 300W (UDW) | 3 | |
| AAST 330 | 3 | AIST 365 (Gen Option Ethnic Studies #3) | 3 | |
| MCGS 389 (CORE Req) | 3 | Minor/Concentration Breadth #3 | 3 | |
| Minor/Concentration Breadth #2 | 3 | MCGS 240 Food Justice (CORE intersectionalities) | 3 | |
| | | | | |
| Total Units | 15 | Total Units | 15 | |
| Semester 5 | | Semester 6 | | |
| n/a | | n/a | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Units | | Total Units | | |
| Semester 7 | | Semester 8 | | |
| n/a | | n/a | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Units | | Total Units | | |

The Bachelor of Arts in Multicultural and Gender Studies: Online Degree Completion Program

This degree completion program is designed for the student who has at least 60 units of lower-division credit completed and is looking to finish their college requirements and bachelor's degree. Our 60-unit program is offered entirely online and can be completed in four semesters (for students who have completed lower division GE and American Ideals/Institutions). Students entering with more than 60 units of applicable transferrable credit may complete sooner.

Students will be part of an annual cohort and take many of their courses together, as well as having unique program-specific opportunities and events, thus creating and maintaining a distinct community. However, in most cases the MCGS Online Completion Program cohort will be taking courses alongside of regular MCGS Majors and Minors, experiencing an even richer diversity of peers. Course offerings vary by semester, so you will work with our program advisors around class scheduling.

The 60-unit BA in Multicultural & Gender Studies will also offer you nine units of upper-division General Education and a recommended Area of Specialization. See an MCGS advisor to determine if transfer coursework in related areas of study might count toward degree requirements.

Total Course Requirements for the Bachelor's Degree: 120 units

Including the required prerequisite 60 units of transfer credit, the total course requirements for the degree comprise 120 units. See [Bachelor's Degree Requirements](#) in the *University Catalog* for complete details on general degree requirements. A minimum of 39 units, including those required for the major, must be upper division.

General Education Pathway Requirements: 48 units

Transfer students accepted into this degree completion program generally will have completed all lower-division General Education Requirements. See [General Education](#) in the *University Catalog* and the [Class Schedule](#) for the most current information on General Education Pathway Requirements and course offerings.

Diversity Course Requirements: 6 units

Transfer students may have completed their Diversity Requirements prior to transfer, but this degree completion program includes courses that satisfy this requirement. See [Diversity Requirements](#) in the *University Catalog*. Most courses taken to satisfy these requirements may also apply to [General Education](#).

Upper-Division Writing Requirement:

Writing Across the Curriculum ([Executive Memorandum 17-009](#)) is a graduation requirement and may be demonstrated through satisfactory completion of four Writing (W) courses, two of which are designated by the major department. See [Mathematics/Quantitative Reasoning and Writing Requirements](#) in the *University Catalog* for more details on the four courses. The first of the major designated Writing (W) courses is listed below.

| | | | | |
|-----------|-----------------|-----|----|---|
| WMST 300W | Feminist Theory | 3.0 | SP | W |
|-----------|-----------------|-----|----|---|

Prerequisite: WMST 170.

The second major-designated Writing course is the Graduation Writing Assessment Requirement (GW) ([Executive Order 665](#)). Students must earn a C- or higher to receive GW credit. The GE Written Communication (A2) requirement must be completed before a student is permitted to register for a GW course.

Grading Requirement:

All courses taken to fulfill major course requirements must be taken for a letter grade except those courses specified by the department as Credit/No Credit grading only.

Course Requirements for the Major: 60 units

Completion of the following courses, or their approved transfer equivalents, is required of all candidates for this degree.

Major Requirements: 60 units

2 courses required:

| | | | | |
|----------|--|-----|----|--------|
| MCGS 155 | Introduction to Multicultural and Gender Studies | 3.0 | FS | GE USD |
| WMST 170 | Introduction to Women's Studies | 3.0 | FS | GE USD |

Genders: 3 units

1 course required:

| | | | | |
|----------|-----------------------|-----|----|-------|
| WMST 233 | Women Internationally | 3.0 | FS | GE GC |
|----------|-----------------------|-----|----|-------|

Sexualities: 3 units

1 course required:

| | | | | |
|----------|------------------------|-----|----|--|
| CHLX 420 | Latina & Chicana Power | 3.0 | S2 | |
|----------|------------------------|-----|----|--|

Prerequisite: CHLX 157 or WMST 170.

Race/Ethnicities: 6 units

1 course required:

| | | | | |
|----------|---------------------------|-----|----|---------------|
| MCGS 350 | Ethnic and Race Relations | 3.0 | FS | GE (UD-D) USD |
|----------|---------------------------|-----|----|---------------|

1 course selected from:

Note: Students are encouraged to select the course that best supports their chosen Area of Specialization.

| | | | | |
|----------|---|-----|----|----|
| AAST 152 | Introduction to the Asian American Experience | 3.0 | SP | GE |
| AFAM 170 | Introduction to African American Studies | 3.0 | FS | GE |
| AIST 170 | Introduction to American Indian Studies | 3.0 | FS | GE |
| CHLX 157 | Introduction to Latinx | 3.0 | FS | GE |

Intersectionalities: 3 units

1 course required:

| | | | | |
|----------|--------------|-----|----|--------|
| MCGS 240 | Food Justice | 3.0 | FS | GE USD |
|----------|--------------|-----|----|--------|

This course is also offered as SOCI 240.

Upper Division Ethnic Studies: 9 units

3 courses required:

| | | | | |
|----------|--|-----|----|-------------|
| AAST 330 | Hmong Cultural Roots & Contemporary Issues | 3.0 | FA | GE (Area F) |
|----------|--|-----|----|-------------|

This course is also offered as BLMC 330.

| | | | | |
|----------|-----------------------------|-----|-----|-------------|
| AFAM 320 | Hip Hop Culture | 3.0 | INQ | GE (Area F) |
| AIST 365 | Storytelling/Oral Narrative | | SF | GE (Area F) |

Social Justice: 3 units

1 course required:

| | | | | |
|----------|-----------------------|-----|----|--|
| MCGS 458 | Leading Social Change | 3.0 | FA | |
|----------|-----------------------|-----|----|--|

This course is also offered as CHLX 458, WMST 458.

Identities and Expressions: 3 units

1 course selected from:

| | | | | |
|---|---|-----|----|---|
| MCGS 380 | Gender, Race, Sexuality, Science, and Society | 3.0 | S1 | |
| <i>Prerequisite: MCGS 155, MCGS 310, or WMST 170 recommended.</i> | | | | |
| MCGS 380W | Gender, Race, Sexuality, Science, and Society | 3.0 | S1 | W |
| <i>Prerequisite: MCGS 155, MCGS 310, or WMST 170 recommended.</i> | | | | |

Major Culminating Experience: 6 units

2 courses required:

| | | | | |
|-----------|--|----------|----|------|
| MCGS 389 | Internship in MCGS | 1.0 -3.0 | FS | |
| MCGS 495W | Senior Seminar in Multicultural and Gender Studies (W) | 3.0 | SP | GW W |

Prerequisite: Completion of GE Written Communication (A2) requirement.

Note: MCGS 389 must be taken for 3 units. This is a letter graded internship.

Upper Division GE: 6 units

Students must complete 9 units of upper division GE, 3 units in each area of Social Sciences, Humanities & Fine Arts, and Scientific Inquiry & Quantitative Reasoning. MCGS 350 meets GE upper-division Social Sciences (UD-D) requirement. Students wishing to pursue other courses to complete their GE requirement will work with an MCGS Advisor.

1 course selected from:

| | | | | |
|-----------|--|-----|----|--------------------|
| QTST 310 | Lesbian, Gay, Bisexual, Transgender, and Queer Issues and Identities | 3.0 | FS | GE (UD-C) USD |
| QTST 310W | Lesbian, Gay, Bisexual, Transgender, and Queer Issues and Identities (W) | 3.0 | FS | GE (UD-C) USD W |

1 course required:

| | | | | |
|------------------|---|------------|-----------|--------------------|
| <u>MCGS 326W</u> | <u>Perspectives on Gender and Disease (W)</u> | <u>3.0</u> | <u>FS</u> | <u>GE (UD-B) W</u> |
|------------------|---|------------|-----------|--------------------|

This course is also offered as NURS 326W.

Upper Division Writing: 3 units

1 course required:

| | | | | |
|-----------|---------------------|-----|----|---|
| WMST 300W | Feminist Theory (W) | 3.0 | SP | W |
|-----------|---------------------|-----|----|---|

Prerequisite: WMST 170

Area of Specialization: 9 units

Students are strongly encouraged to complete one of the following Areas of Specialization. Students wishing to pursue other elective options should work with an MCGS Advisor.

American Indian Studies Specialization

3 courses required:

| | | | | |
|--|--|-----|----|----|
| AIST 203 | Visual Sovereignty | 3.0 | SP | GE |
| AIST 252 | American Indian Literature | 3.0 | FS | |
| This course is also offered as ENGL 252. | | | | |
| AIST 425 | American Indian Sovereignty and U.S. Federal Law | 3.0 | SP | |

Prerequisite: AIST 170 or instructor permission.

African American Studies Specialization

3 courses required:

| | | | | |
|---|---|-----|----|--|
| AFAM 355 | The Sociology of African Americans | 3.0 | SP | |
| <i>Prerequisites: AFAM 170 or SOCI 100.</i> This course is also offered as SOCI 355. | | | | |
| AFAM 410W | Contemporary Issues in Black/African American Studies | 3.0 | SP | |
| MCGS 488 | Prison Industrial Complex | 3.0 | F1 | |

This course is also offered as SOCI 488

Intersectional Chicanx/Latinx Studies Specialization

3 courses required:

| | | | | |
|--|---|-----|--------------------------|--------|
| CHLX 135 | Mexican Heritage in the United States | 3.0 | FS | GE USD |
| CHLX 203 | Latinx Film: Representation, Resistance, and Disruption | 3.0 | FS | |
| <i>This course is also offered as MADT 203</i> | | | | |
| CHLX 416 | Latinx in the Labor Movement | 3.0 | FS (already changed: FS) | |

Prerequisite: CHLX 157

Women's Studies Specialization

3 courses required:

| | | | | | |
|----------|--|-----|----|-----|--|
| WMST 339 | Cultural Images of Women | 3.0 | FS | GE | |
| | | | | USD | |
| WMST 430 | Current Issues and Theories in Women's Studies | 3.0 | F | | |
| WMST 480 | Sex Work, Queer Desire, and Transfeminism. | 3.0 | | SP | |

Queer & Trans Studies Specialization

3 courses required:

| | | | | | |
|---|---------------------------------------|-----|--|----|--|
| CHLX 410 | Latinx Gender and Sexualities | 3.0 | | SP | |
| <i>Prerequisite: CHLX 157 or MCGS 310W.</i> | | | | | |
| QTST 320 | Queer & Trans California | 3.0 | | SP | |
| QTST 370 | Coloring Queer: Imagining Communities | 3.0 | | F | |

Prerequisites: Recommended MCGS 310.

Advising Requirement:

Advising is mandatory for all majors in this degree program. Consult your undergraduate advisor for specific information.

Honors in the Major:

Honors in the Major is a program of independent work in your major. It requires 6 units of honors course work completed over two semesters.

The Honors in the Major program allows you to work closely with a faculty mentor in your area of interest on an original performance or research project. This year-long collaboration allows you to work in your field at a professional level and culminates in a public presentation of your work. Students sometimes take their projects beyond the University for submission in professional journals, presentation at conferences, or academic competition. Such experience is valuable for graduate school and professional life. Your honors work will be recognized at your graduation, on your permanent transcripts, and on your diploma. It is often accompanied by letters of commendation from your mentor in the department or the department chair.

Some common features of Honors in the Major program are:

- You must take 6 units of Honors in the Major course work. All 6 units are honors classes (marked by a suffix of H), and at least 3 of these units are independent study (399H, 499H, 599H) as specified by your department. You must complete each class with a minimum grade of B.
- You must have completed 9 units of upper-division course work or 21 overall units in your major before you can be admitted to Honors in the Major. Check the requirements for your major carefully, as there may be specific courses that must be included in these units.
- Your *cumulative* GPA should be at least 3.5 or within the top 5% of majors in your department.
- Your GPA *in your major* should be at least 3.5 or within the top 5% of majors in your department.
- Most students apply for or are invited to participate in Honors in the Major during the second semester of their junior year. Then they complete the 6 units of course work over the two semesters of their senior year.
- Your honors work culminates with a public presentation of your honors project.

While Honors in the Major is part of the Honors Program, each department administers its own program. Please contact your major department or major advisor to apply.

| Institution Name | Program Name | Graduation Rate % | In-State Tuition | Out-Of-State Tuition |
|---------------------------------------|---|--------------------------|-------------------------|-----------------------------|
| University of Central Florida | BA in Interdisciplinary Studies-Diversity Studies | 73 | \$ 6,386 | \$ 22,467 |
| Florida International University | BA in Women's and Gender Studies | 58 | \$ 6,546 | \$ 18,954 |
| New Mexico State University | BA in Gender and Sexuality Studies | 47 | \$ 6,686 | \$ 21,770 |
| California State University, East Bay | BA in Comparative Ethnic Studies | 48 | \$ 6,983 | \$ 18,863 |
| California State University, East Bay | BA in Genders and Sexualities in Communities of Color | 48 | \$ 6,983 | \$ 18,863 |
| University of Louisville | BA in Women's, Gender, and Sexuality Studies | 57 | \$ 11,656 | \$ 27,278 |
| Arizona State University | BA in Women and Gender Studies | 69 | \$ 10,822 | \$ 28,336 |
| Oregon State University | BA in Women, Gender, and Sexuality Studies | 67 | \$ 11,166 | \$ 30,141 |
| Oregon State University | BS in Women, Gender, and Sexuality Studies | 67 | \$ 11,166 | \$ 30,141 |
| University Of Massachusetts Dartmouth | BA in Women's and Gender Studies | 56 | \$ 13,921 | \$ 29,141 |
| Wichita State University | Bachelor General Studies-Women's Studies | 47 | \$ 8,270 | \$ 17,452 |
| University Of Colorado Denver | BA in Ethnic Studies | 48 | \$ 9,283 | \$ 25,771 |
| California State University, Chico | State-support fees for 6.1 to 21 units | | \$ 7,810 | \$ 13,750 |

Source: <https://affordableschools.net/online-bachelors-ethnic-cultural-gender-studies/>



Regional & Continuing Education

Date: November 9, 2021

To: EPPC and Academic Senate

Re: Online Multicultural and Gender Studies (MCGS) Degree Completion Proposal

Dear Members of EPPC and Academic Senate:

Regional & Continuing Education supports the MCGS proposal to create a new online degree completion program to add to the Chico Distance and Online Education (CDOE) portfolio.



RCE has a long history of supporting distance education including the CDOE state-supported online degree completion programs. The Division of Academic Affairs funds a position within RCE that is dedicated to state-support distance education students and programs. Some of the ways we support distance education include intentional efforts focused on recruitment, retention, and engaging students with campus services, from orientation to graduation. RCE maintains a website for outward messaging about the CDOE programs and actively collects leads and nurtures those leads through to admission and enrollment.

RCE supports the CDOE program chairs and coordinators by providing data about student success and satisfaction, advocating for the distance education programs across campus, and problem-solving in collaboration with our campus colleagues to ensure our distance education programs are successful.

We welcome the addition of the MCGS degree completion program to the CDOE outstanding distance education programs.

Respectfully,

A handwritten signature in blue ink that reads "Clare Van Ness".

Clare Van Ness
Interim Dean

Meriam Library
California State University, Chico
MEMORANDUM

To: Multicultural and Gender Studies

From: Zohra Saulat and Jodi Shepherd

Date: March 25, 2021

Subject: Library Materials Support for the proposed New Online Degree Completion Program in Multicultural and Gender Studies

The Meriam Library currently holds over 6,766 print titles and 1,764 ebooks in the subject of Multicultural and Gender Studies. The library also subscribes to 17 journals relevant to the subject of Multicultural and Gender Studies and 7 research databases.

Research Database Offerings:

- Gender Watch
- Ethnic Newswatch
- Academic Search
- CINAHL
- PsycINFO
- SocINDEX
- Sociological Abstracts

Ebook Database Offerings:

- Ebook Central
- Ebsco Ebooks

The library can support the proposed program as is. However, as the Multicultural and Gender Studies Department offers its degree online, databases such as Chicano Studies, Women's and Social Movements in the United States, 1600-2000, and LGBTQ+ Source would provide students with a wider range of information. The library does not have the funding to currently subscribe to these databases.

From: Eddie Vela <EVela@csuchico.edu>
Sent: Thursday, October 21, 2021 8:40 AM
To: Susan Gordon Green <SGreen@csuchico.edu>
Cc: Sara E Cooper <SCooper@csuchico.edu>; Ryan Patten <rpatten@csuchico.edu>
Subject: RE: Updated proposal for EPPC

I'm ok with it Susan. It mirrors the AWTU assignment in Social Work for the coordinator of the Distributed Learning (mostly) online program. The time allows the coordinator to engage in scheduling, recruitment, advising, monitoring, and oversight of curriculum development.

Regards,

Eddie

Eddie Vela, Dean



From: Susan Gordon Green
Sent: Wednesday, October 20, 2021 11:58 PM
To: Eddie Vela <EVela@csuchico.edu>
Cc: Sara E Cooper <SCooper@csuchico.edu>
Subject: Fwd: Updated proposal for EPPC

Eddie-This was the recommendation from Kathy Fernandes as ATO. Please see Mahalley's suggestion below. Thank you.

Sent from my iPhone

Begin forwarded message:

Thanks Susan and Sara. That will need to be updated on the proposal to 6 AWTU per semester. Also, because that was not the amount listed when the proposal was approved and signed by the Dean's Office, I will ask for a statement from the Dean's Office that they approve the AWTU amount. I can ask for that from Eddie at EPPC, but you might prefer to get something in writing from him that can be attached to the proposal as it goes to Senate.

Thanks,
Mahalley

Mahalley D. Allen, J.D., Ph.D. (*she, her, hers*)

Department Chair, Professor, & Legal Studies Program Coordinator
Department of Political Science and Criminal Justice
Vice Chair, Academic Senate
California State University, Chico

President, Pacific Coast Association of Pre-Law Advisors

Schedule an online advising appointment [here](#).

Fall 2021 In-Person Office Hours: Tuesdays 12-2 pm, Butte Hall 741A

From: Susan Gordon Green <SGreen@csuchico.edu>

Sent: Wednesday, October 20, 2021 2:54 PM

To: Sara E Cooper <SCooper@csuchico.edu>

Cc: Mahalley D Allen <mdallen@csuchico.edu>; Holly T Kralj <HKralj@csuchico.edu>; Nicol Gray <NSGray@csuchico.edu>

Subject: Re: Updated proposal for EPPC

Yes. 2 classes per semester

Sent from my iPhone

On Oct 20, 2021, at 2:53 PM, Sara E Cooper <SCooper@csuchico.edu> wrote:

We mean 6 AWTU per semester. After listening at EPPC and in talking to others, we realize this is a more sustainable approach.

Best Regards,

Dr. Sara E. Cooper
Professor, [Multicultural & Gender Studies](#)
[Zoom Office](#) - by appointment
Professor of Spanish
Editor in Chief, [Cubanabooks Press](#)
California State University, Chico

[<Outlook-MCGS logo .png>](#)

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

From: Mahalley D Allen <mdallen@csuchico.edu>
Sent: Tuesday, October 19, 2021 8:19 PM
To: Sara E Cooper <SCooper@csuchico.edu>; Holly T Kralj <HKralj@csuchico.edu>; Susan Gordon Green <SGreen@csuchico.edu>
Cc: Nicol Gray <NSGray@csuchico.edu>
Subject: Re: Updated proposal for EPPC

Hi Sara and Susan,

I can ask this question at EPPC too, but at the last meeting when we talked about the coordinator's AWTU, I believe the answer was that the plan was to offer the coordinator of this program 3 AWTU (.2 time base) per semester. I noticed that the proposal now says .5 AWTU and does not indicate whether it is per semester or per academic year. I will ask at EPPC for the indication of whether that is per semester or academic year to be added. Also, I believe .5 AWTU is 1/6 of a typical course release, which is generally 3 AWTU. I wonder if you mean 6 AWTU per academic year (the equivalent of one course release per semester).

Thanks!
Mahalley