

23 Nos?

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2015, and finalized by the end of the fall semester to make the next catalog (2016-17) production

DATE (CHANGE DATE EACH TIME REVISED): OCTOBER 7, 2015; 12.4.15

PROGRAM AREA(S): EDUC COURSE NO: 605

Directions: All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply]

Course title	X Course Content
Prefix/suffix	X Course Learning Outcomes
Course number	X References
Units	GE
Staffing formula and enrollment limits	Other
X Prerequisites/Corequisites	Reactivate Course
X Catalog description	
Mode of Instruction	

Justification: The California Commission on Teacher Credentialing has mandated adoption of new standards for the Preliminary Administrative Services credential, which requires the updating of all courses in this program.

(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.]:

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix EDUC Course# 605
Title Education in a Diverse Society Units (3)
3 hours lecture per week
hours per week

X Prerequisites: Completion of Baccalaureate Degree

Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

This course focuses on effective leadership in working with diverse communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child's educational achievement. Issues of gender, ethnicity, race, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction.

General Education Categories:

Grading Scheme (Select one below):

X A - F

Credit/No Credit

Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N N

NEW

Prefix EDUC Course# 605
Title Education in a Diverse Society Units (3)
3 hours lecture per week
hours per week

X Prerequisites: Admission to the Masters in Education Program and/or Preliminary Administrative Services Credential Program

Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

This course focuses on effective leadership in working with diverse communities of students, families and educators. Issues of culture, disability, ethnicity and race, gender, language and sexual identity are addressed in the context of promoting equity and excellence in learning opportunities, educational opportunities and social/emotional well being.

General Education Categories:

Grading Scheme (Select one below):

X A - F

Credit/No Credit

Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N N

Course Level:
 Undergraduate
 Post-Baccalaureate
 X Graduate

Course Level:
 Undergraduate
 Post-Baccalaureate
 X Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	_____
Seminar	_____	<u>1</u>	_____		Seminar	_____		_____		_____
Lab	_____	<u>3</u>	_____		Lab	_____		_____		_____
Activity	_____	<u>2</u>	_____		Activity	_____		_____		_____
Field Studies	_____		_____		Field Studies	_____		_____		_____
Indep Study	_____		_____		Indep Study	_____		_____		_____
Other blank	_____		_____		Other blank	_____		_____		_____
Online	_____				Online	_____				_____

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website:
<http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
 Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

X Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

NEW

This is a required course in the Masters in Education Program and Administrative Services Credential Program. It meets the California Commission on Teacher Credentialing Standards for Preliminary Administrative Services Credential programs. These standards were revised and approved in 2013, effective September 1, 2015.

X Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>)
The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- explain the meaning (including causes and effects) of racism, sexism, and other forms of bias;
- explore the knowledge of individual and personal response to these forms of bias;
- analyze, implement and reflect on the relationships between theory and practice concerning leadership in the context of contemporary California school issues, including analysis of curriculum, instructional strategies and assessments, e.g., standards based accountability and state adopted academic content standards;
- explain and apply the multiple models of multicultural education and their resulting implications for curriculum, instruction, educational policy and leadership
- explain and analyze the intersection of multilingual and multicultural education including sociolinguistics, and intercultural communication as well as their implications for practice; and connection to appropriate learning contexts;
- systematically examine stated and implied personal attitudes and expectations related to gender and the development of school policy and curriculum that creates and supports a gender-fair environment within the school community;
- identify the knowledge, skills and dispositions required to transform educational systems and practices from monocultural to multicultural/multilingual education and the legal implications of serving students with special needs
- analyze the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students including linguistic diverse and special needs students
- trace the historical experience of the major racial, religious and ethnic groups in American schools and schooling in California;
- apply leadership and understanding in curricular, instructional and teaching environments, with respect to

Upon completion of the course, the student will be able to:

NEW

- Communicate core values, vision and beliefs (1.1a)
- Surface disagreements and manage micro-political relationships (1.2b)
- Exhibit culturally consonant professionalism by balancing personal and constituent values (1.3a)
- Appropriately display emotion (1.3b)
- Reflect on actions (1.3c)
- Attend to the dimensions of leadership that communicate an authoritative, but caring and humble stance and tone (1.3d)
- Demonstrate capacity to assess self in terms of identity, emotional intelligence, interpersonal strengths and areas of growth, working style and preferences (2.1a)
- Articulate the ways identity influences one's role as a leader in a diverse school and society, including the leader's role of relative power and privilege (2.1b)
- Integrate conversations about race and equity in the school culture (2.1c)
- Demonstrate integrity in all interactions and decisions (2.2a)
- Model self-reflective practice to constituents (2.2b)
- Effectively engage all constituents, including teachers and support staff, in forming and deepening personal and productive relationships with each other and students (2.3a)
- Effectively engage all constituents, including teachers and support staff, in forming and deepening personal and productive relationships with each other and students (2.3a)
- Enunciate a deep understanding of equity and social justice in the school and community (historical and present) in its many forms (race, class, gender, sexual orientation, cultural difference, ableness) (3.1a)
- Map the school and community assets to surface strengths and frame possibilities (3.1b)
- Assess the school situation and the readiness of constituents to engage in conversations (3.1c)
- Articulate the civic goal of education as a key learning

- insuring equity, diversity, and access to all children;
- demonstrate understanding of the historical experience of various ethnic groups in American schools and schooling;
- incorporate information about family and community expectations into school decision making and activities;
- recognize the goals and aspirations of diverse family and community groups;
- discuss school-level strategies targeted toward more just and equitable education;
- report, interpret, analyze and synthesize complex information
- identify strategies to develop, articulate and implement a shared vision for the entire school community that incorporates all students and incorporates equity and diversity;
- analyze complex school issues, including addressing the needs of students with disabilities, providing appropriate services in different settings to English learners, and special needs students
- demonstrate university-level competence in information literacy, use of technology and oral and written communication.

outcome (3.2a)

- Develop and sustain systems to address conflicts that may arise as a direct result of honoring different perspectives (3.2b)
- Systematically build an equitable school culture that values the principles of democratic schooling in terms of both individual and collective voice and responsibilities (3.2c)
- Purposefully engage and facilitate the development of a school and community culture that builds individual and collective advocacy with and for students and families/caregivers who are historically underserved and under-resourced (3.3a)
- Analyze and communicate root causes of oppression (3.3b)
- Take action to fully support equitable school and community outcomes (3.3c)
- View discomfort, disagreement and conflict as potential positive forces (6.3a)

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- Introduction: review of course requirements
- Overview of the social cultural context of education and schooling in a multicultural society:
- What is context?
- Cultural diversity and educational equity.
- When is context? Determining context, social situation, and meaning.
- Education and anthropology
- Culture, communication and schooling: social cultural, linguistic, and historical context
- Consideration of “other students”
- Theories of school achievement and principles of social structure and organization.
- The “isms.” Examining stereotypes, social structure and organization of classes, schools and expectations.
- Toward affirming diversity: cultural and linguistic competence and perception
- Learning from students: the home context
- Multicultural education: practice through theory. From home to school bilingual education, second language acquisition
- Multicultural education and school reform: from community to school
- Impact of context in curriculum, instruction, assessment and policy

NEW

- Build a social justice framework: Use systems thinking, paralogical thinking, critical theory and hope theory to understand the phrase “education for social justice”
 - Analyze the language of critical consciousness, equity and social justice. Use this language to explain systems of inequity and their intersectionality, and work to ameliorate them.
 - Differentiate and critique gap discourses in the context of democratic schooling.
 - Examine achievement data in context of democratic schooling.
 - Re-center equity and social justice as a civic goal of education.
 - Explain root causes of oppression.
- Self-assessment and reflective practice
 - Clarifying and articulating core values, vision and beliefs
 - Assessing and reflecting on our own cultural competence
 - Deconstructing and reflecting on personal and professional identity on multiple dimensions, such as race, ethno-cultural markers (language religion, etc.), ethnicity, ableness, sexual orientation, gender and class
 - Being aware of personal and historical circumstances leading to leadership
 - Understanding of our own personal and professional power and privilege
 - Identifying personal leadership type and style
 - Committing to the power of the possible; arrogant humility that supports power of the possible

- Valuing and demonstrating resilience
- Welcoming feedback, being able to use critical feedback to alter actions
- Wanting to hear diverse perspectives, demonstrating ability to change self and others
- Leadership activities for educational equity and social justice
 - Inspire, connect and communicate
 - Build a culture of respect and inclusivity
 - Engage the politics and manage conflict

Does this course content overlap with a course offered in your academic program? Yes No X

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes No X

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course:
- C. Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

- Bigelow, Bill, et. al. (2001) *Rethinking Our Classrooms. Volume 2*. Milwaukee, WI: Rethinking Schools Ltd.
- Spindler, G. D. (1997) *Education and Cultural Process: Anthropological Approaches*. Prospect Heights IL: Waveland Press.
- Nieto, S. (1999) *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York NY: Teachers College Press
- Halcon, J. and De la Luz Reyes, M. (2000) *The Best for Our Children: Critical Perspectives on Literacy for Latino Students*. New York, NY: Teachers College Press
- Delpit, L. and Killgour, J. editors (2003) *The Skin We Speak: Thoughts on Language and Culture in the Classroom*. New York, NY: New Press
- Tatum, Beverly, (1999) *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*. New York, NY: Basic Books
- Gay, Geneva, (2002) *Culturally Responsive Teaching: Theory, Research, and Practice*. New York, NY Teachers College Press

NEW

- Banks, J. A. and Banks, C. A. M. (Eds). (2012). *Multicultural education: Issues and perspectives*. Hoboken, NJ: John Wiley & Sons.
- Delpit, L. and Killgour, J. editors (2003) *The Skin We Speak: Thoughts on Language and Culture in the Classroom*. New York, NY: New Press
- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum Books.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Gorski, P. C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York: Teachers College Press.
- Johnson, A. G. (2001). *Privilege, power and difference*. Mountain View, CA: Mayfield Publishing Company.
- Kozol, J. (2006). *The shame of the nation: The restoration of Apartheid schooling in America*. New

York: Random House.

- Launius, C. and Hassel, H. (2015). *Threshold concepts in Women's and Gender Studies: Ways of seeing, thinking, and knowing*. New York: Routledge.
- Sapon-Shevin, M. (1999). *Because we can change the world*. Needham Heights, MA: Allyn & Bacon.

10. Tenure Track Faculty qualified to teach this course.

Current Education faculty

11. Requested Effective Date or First Semester offered: Fall 2016

12. New Resource Requested: Yes No ☒ X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No (Refer to the Dean's Office for additional processing)

E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No ☒ X

If, YES attach a program update or program modification form for all programs affected.

Deadline for New Minors and Programs: October 1, 2014.

Deadline for Course Proposals and Modifications, and for Program Modifications: October 15, 2014.

Last day to submit forms to be considered during the current academic year: April 1, 2015.

Tim Rummel and Kaia Tollefson

October 7, 2015

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

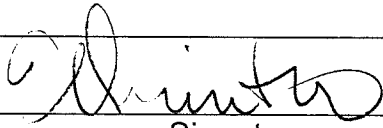
Approval Sheet

Course: EDUC 605 Education in a Diverse Society

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

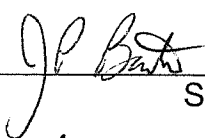
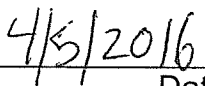
General Education Chair		
	Signature	Date

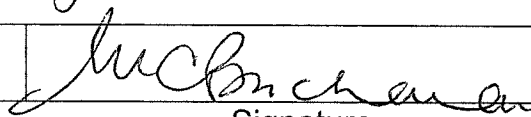
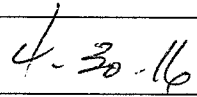
Center for Intl Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Community Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date