

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 11.20.12; REV 12.5.12

PROGRAM AREA(S) :

Directions: All of sections of this form must be completed for course modifications. 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 and follow with justification. Be as brief as possible but, use as much space as necessary.]

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

Justification: Adding a pre-requisite condition will prevent undergraduates students from enrolling in the course which intended for students with senior standing in the Liberal Studies Teaching and Learning option and post-baccalaureate students enrolled in the Education Pre-requisite Credential program. Catalog description and course shortened, content . References have been updated.

2. Course Information.

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

OLD

Prefix **EDUC** Course# **512**
 Title: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐

☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the student's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice.

General Education Categories: C3b
 Grading Scheme (Select one below):

NEW

Prefix **EDUC** Course# **512**
 Title EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING Units (3)
 3 hours lecture per week
☐ hours blank per week

☒ Prerequisites: Senior Standing or Enrolled in post-baccalaureate Pre-Credential program.

☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Principles for effectively teaching students from diverse linguistic, historical, and cultural backgrounds. Ways of recognizing and minimizing bias in the classroom and creating an equitable classroom community. Emphasizes physical, social, emotional and intellectual safety of all students. Study of gender bias, diverse students, families, schools and communities and implications for daily classroom practice.

General Education Categories: C3b
 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
☒ X Post-Baccalaureate
☐ Graduate

☒ 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:
☒ X Undergraduate
☒ X Post-Baccalaureate
☐ 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>25</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	x	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

X 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

x C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
 Refer to website, 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

Required prerequisite for all students wishing to enter either the Multiple Subject or Single Subject Credential programs.

- x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

NEW

Required prerequisite for all students wishing to enter either the Multiple Subject or Single Subject Credential programs.

- x Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

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

- Consider the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;
- Discuss state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Demonstrate an understand of the historical context and cultural background of the major cultural and Ethnic groups in California;
- Detail the relationships between bilingual schooling and multicultural instruction.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and implications for schooling.
- Respond to the broader communities from which K-8 students live and where K-8 teachers teach;
- Apply (at an introductory level) the necessary pedagogical tools to increase access to the core curriculum for EL's;
- Recognize and minimize bias in the classroom, and create a democratic and equitable classroom environment and experience;
- Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations related to gender and to create gender-fair learning

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

NEW

- Discuss major concepts and principles regarding schooling in American society in social, historical and contemporary contexts.
- Explain the concept of culture and its use in and relevance to multicultural curricula and instruction;
- Describe the historical context and cultural background of California's major cultural and ethnic groups;
- Discuss state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Describe the connection between culture and communication and implications for schooling;.
- Describe the relationships between bilingual schooling and multicultural instruction, various instructional theories for establishing a multicultural classroom, and the necessary pedagogical tools to increase access to the core curriculum for EL's;
- Reflect on personal beliefs, attitudes and expectations, in the context of schooling, related to students and families from diverse backgrounds, students with specific learning needs and gender issues.

environments;

- Discuss and identify via reflection, stated and implied beliefs with respect to expectations about students and families from diverse backgrounds in the context of schooling and to recognize students specific learning needs in a given context;
- Utilize technology via the use of electronic research tools and presentation;
- Discuss major concepts and principles regarding schooling in American society in a social, historical and contemporary contexts.

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

OLD

- A. Introductions
Course overview
Demographics – Social, Cultural, Linguistic, Other
- B. Definitions of culture
Manifestations of culture
Deculturalization
The Conservative Perspective
- C. Cultural contact
BaFa-BaFa
Culture Specific Groups
The Progressive Perspective
- D. Racism, Discrimination, and Expectations of Students' Achievement & The Structure and Organization of Schooling in the U.S.
Post Proposition 227 California
- E. Culture, Identity and Learning
Language Policy & Politics (Proposition 227; 187; and others)
The Liberal Perspective
Sociocultural Contexts of Language Development
- F. The Politics of Identity in Schooling
Seeing Color, Seeing Culture
Gay, straight, lesbian and transgender youth
- G. Bilingual/multicultural education in the U.S.
Linguistic Diversity in Multicultural Classrooms
Schooling and Language Minority Children
- H. The Politics of Schooling
Fear and Learning at Hoover Street
Elementary School
Critical Pedagogy for Teachers
Identity Development in Adolescence: Why are all the Black kids sitting together in the cafeteria?"
The Critical Perspective
- I. Deculturalization
Racism, prejudice, discrimination
Struggle for Equality
Shadow of Hate in America
- J. Approaches to Multicultural Education
Teaching the Exceptional and Culturally Different
Human Relations
Single Group Studies
- K. Multicultural education and social justice

NEW

- Definitions of culture
- Culture, Identity and Learning
- Racism, Discrimination, and Expectations of
- Language Policy & Politics (Proposition 227; 187; and others)
- Sociocultural Contexts of Language Development
- Gay, straight, lesbian and transgender youth
- Linguistic diversity and education
- Identity Development in Adolescence:
- Approaches to multicultural education and social justice
- Understanding of school achievement and failure
- Culturally responsive teaching

Education that is Multicultural and Social Reconstructionist
Culturally responsive teaching
L. Theories of minority student school failure
Toward an Understanding of School Achievement
Equity and empowerment
M. Learning from Students
Multicultural Education and School Reform
Implications for Teachers, Schools and Families
N. Student Outcome Assessment

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

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 ☒

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: **Education**

9. References. [Provide 3-5 references]

- OLD**
- a. Leyba, C.F. (1994). Schooling and Language Minority Students: A Theoretical Framework. Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University.
 - b. Sleeter, C. & Grant, C. (latest edition). Making Choices for Multicultural Education. New York, NY: Macmillan Publishing Company.
 - c. Nieto, Sonia. (third edition or latest). Affirming Diversity: The Sociopolitical Context of Multicultural Education. Addison Wesley, Longman.
 - d. Spring, Joel. (1994 or latest edition). Deculturalization and the struggle for equality. New York, NY: McGraw Publishing Company.
 - e. Foster, Michelle. (1997). Black Teachers on Teaching. New York: New Press.

NEW:

- Foster, Michelle. (1997). Black Teachers on Teaching. New York: New Press.
Leyba, C.F. (2005). Schooling and Language Minority Students: A Theoretical Framework. 3rd Edition. Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University.
Nieto, Sonia. (2011). Affirming Diversity: The Sociopolitical Context of Multicultural Education. 6th Edition. Addison Wesley, Longman.
Sleeter, C. & Grant, C. (2009). Making Choices for Multicultural Education. 6th Edition. New York, NY: Macmillan Publishing Company.
Spring, Joel. (2009). Deculturalization and the struggle for equality. Spring, Joel. (1994 or latest edition). Deculturalization and the struggle for equality New York, NY: McGraw Publishing Company.

10. Tenure Track Faculty qualified to teach this course.

Lillian Vega Castaneda, Manuel Correia

11. Requested Effective Date or First Semester offered: **Spring 2013**

12. New Resource Requested: Yes ☐ No ☒

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 ☒

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

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012.**

Last day to submit forms to be considered during the current academic year: **April 15th.**

Merilyn Buchanan

11-20-2012

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: EDUC 512

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 Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date