

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM:

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- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**EDPL 625. BUILDING COLLABORATIVE, INCLUSIVE LEARNING COMMUNITIES (3).**

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

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.

**Students who successfully complete this course will be able to:**

- Describe and analyze the political, social, economic, legal and cultural influences on schools and develop strategies for responding to these influences.
- Examine and reflect on personal attitudes and actions toward persons of different races, socio-economic groups, cultures, religious and ethnic backgrounds as well as attitudes toward persons of differing sexual orientation and individual with disabilities. Examine how one’s personal attitudes and actions may support or diminish the goal of academic success for all students.
- Describe the historical and philosophical forces that give rise to institutional racism and sexism, limit access to academic and social success, and fail to create a safe and equitable school setting.
- Develop a plan to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning, and supports the professional growth of teachers and support staff.
- Develop a plan to guide and support the long-term professional development of all staff consistent with the on-going effort to improve the learning of all students relative to state adopted content standards for all students.
- Supervise the application of appropriate pedagogical practices that provide access to the core curriculum and high achievement for all students.

- Describe and respond to the context of the school and impact of school employee bargaining units, school board governance, and other governmental entities.
- Identify and build community partnerships that will benefit the students, teachers, families and school community.
- Facilitate parent involvement and parent educational activities that support student success.
- Develop and communicate decisions that are based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.
- Develop a resource allocation plan that guarantees access to the curriculum for all students and opportunities for all students to participate in extra and co-curricular activities.
- Facilitate the development of school improvement plan based on a shared vision for the achievement of all students, data from multiple measures of student learning, and relevant quantitative and qualitative indicators.

**4. Is this a General Education Course**                      **YES**                      **NO**  
**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Introduction: review of course requirements
- School Culture
- Historical and philosophical influences on schools
- Building a learning community
- Establishing a collaborative culture
- Governance in a collaborative culture
- Inclusion (Culture, race, language, disabilities, gender, socio-economic status)
- Parent Involvement
- Community Partnerships
- School improvement planning
- Use of data in decision-making and school improvement
- Resource allocation
- Final examination and class closure

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Deal, Terrence E. & Peterson, Kent D. (2003) *Shaping School Culture*. San Francisco, CA: Jossey-Bass.  
 Rubin, Hank. (2002) *Collaborative Leadership: Developing Effective Partnerships in Communities and School*. Thousand Oaks, CA. Corwin Press  
 California Department of Education. (2002) *Elementary Makes the Grade*. Sacramento, CA: CDE Press.  
 California Department of Education. (2001) *Taking Center Stage*. Sacramento, CA: CDE Press.  
 California Department of Education. (2002) *Aiming High*. Sacramento, CA: CDE Press.

**7. List Faculty Qualified to Teach This Course.**

Current Education Faculty

**8. Frequency.**