

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM:

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- 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.]*

EDUC 605. EDUCATION IN A DIVERSE SOCIETY. (3)

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

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.

2. Mode of Instruction.

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

- 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

- 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 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.

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

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

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

- 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

- Leadership and visioning in a diverse setting/school wide context
- The politics of schooling
- Final examination and course closure

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

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

7. List Faculty Qualified to Teach This Course.

Current Education Faculty

8. Frequency.

a. Projected semesters to be offered: Fall _____ Spring _____ Summer _____

9. New Resources Required.

Library resources and research tools
 Technology resources such as computer labs
 Spreadsheet and word processing software in computer labs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

_____ Dr. Joan Karp _____ 11/1/03 _____
 Proposer of Course Date

Approvals

 Program Coordinator Date