

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

PROGRAM AREA EDUCATION

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative using underline for deletions and CAPITALS for additions including prerequisites/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.]

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EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING (3)

Three hours of lecture/discussion per week

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.

GenEd: C3b

2. Mode of Instruction.

Table with 4 columns: Mode of Instruction, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture, Seminar, Laboratory, and 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] Required prerequisite for all students wishing to enter either the Multiple Subject or Single Subject Credential programs.

Students who successfully complete this course will be able to:

- 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 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.

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>X</b>
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

Proposed change to be included as a C3b

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

- 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  
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

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

- 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.

**7. Indicate Changes and Justification for Each.** *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- \_\_\_\_ Course title
- \_\_\_\_ Prefix/suffix
- \_\_\_\_ Course number
- \_\_\_\_ Units
- \_\_\_\_ Staffing formula and enrollment limits
- \_\_\_\_ Prerequisites/corequisites
- \_\_\_\_ Catalog description

- \_\_\_\_\_ Course content
- \_\_\_\_\_ References
- X   GE
- \_\_\_\_\_ Other

**8. If this modification results in a GE-related change indicate GE category affected:**

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

**Consideration as a C3 b requested**

**8. Consultation**

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

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

The program modification that is being requested is to include this course as meeting Multicultural requirement of General Education (C3b) because this course addresses the various ways different cultural groups in terms of thnicity, gender, class and community interact with, affect and are affected by schooling. Students are involved in deep understanding of the cultural, ethnic and gender issues while examining their own beliefs and the impact these have on their teaching and learning.

\_\_\_\_\_ Joan Karp & Lillian Castaneda \_\_\_\_\_      2/11/04  
 Proposer of Course Modification                              Date