



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> College of Education	<b>Academic Organization (Department):</b> Bilingual/Multicultural Education Department	<b>Date:</b> March 28 2007
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> Nadeen Ruiz	<b>Submitted by:</b> Nadeen Ruiz
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___X___ No ___</b>	<b>For Catalog Copy: Yes ___X___ No ___</b> <b>CCE: Yes ___ No <u>X</u></b>	<b>Semester Effective:</b> Fall <u>X</u> Spring ___, 2007__

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> EDBM 118	<b>Title:</b> Foundational Issues for a Multicultural, Pluralistic Society, B	<b>Units:</b> 2 units
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b> 3 units
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**JUSTIFICATION:**

The proposed change in units will allow course instructors to better meet teacher preparation program standards established by the CCTC and Department program objectives for this content and course. The Bilingual/Multicultural Education Department (BMED) revised its Multiple Subjects Credential Pathway in response to new credential program requirements per SB2042. This revision included reducing the number of units (from 3 units to 2 units) that had been dedicated to teaching about multicultural issues and other content related to teaching diverse learners in the previous program. We have been implementing this new program for three years and have found that a 2 unit course does not provide sufficient time to complete objectives required of us by the CTC and our own program for this content area.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

**EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B.** Critical examination of the socio-political relationship between California's public schools and its major population subgroups (as defined by culture, gender, social class, language, race/ethnicity, and ability). Candidates critically reflect on the philosophy and practices of schooling in relation to students' culture, family and community; analyze institutional and instructional practices for educational equity; and develop alternative instructional activities based on the principles of multicultural education and English language learning in a democratic society. Lectures, discussions, small group work, simulations, field tasks. 3 units

**Note:**

**Prerequisite:** Successful completion of EDBM 117 or EDTE 117  
**Enforced at Registration:** Yes X No \_\_\_

**Corequisite:**  
**Enforced at Registration:** Yes \_\_\_ No X

**CAN (California Articulation Number):**

**Graded:** Letter \_\_\_ Credit/No Credit X \_\_\_ **Instructor Approval Required?** Yes X No \_\_\_

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
C04 **Title for SIS+/CMS (not more than 30 characters):**  
MulticultFdtnsinEdB

Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>Once</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
 See the example at <http://www.csus.edu/acaf/example.htm>

Candidates will be able to (relevant program standards in parentheses):

- 1) Demonstrate an understanding of how to apply the essential themes, concepts and skills related to the construction and evaluation of curriculum based on the theories of learning and achievement. (11b)
- 2) Analyze teaching and learning contexts based on the theories and principles of educational foundations and multicultural education (11c)
- 3) Implement instructional strategies and curriculum that ensure maximum learning for students with diverse needs, background knowledge, abilities and learning styles. (11c, 5f, 13h)
- 4) Examine the history and principles of educational equity and analyze the implementation of those principles in schools. (5 intro)
- 5) Describe, analyze and select effective developmentally appropriate strategies for teaching diverse populations, including English Learners and students with special needs. (11a)
- 6) Demonstrate the ability to recognize and minimize individual and institutional bias. (5c)
- 7) Demonstrate the ability to create an equitable classroom community that contributes to the physical, social, emotional and intellectual growth of all pupils. (5c)
- 8) Apply pedagogical practices that foster high expectations for academic performance and social growth from all participants in all contexts. (5e)
- 9) Recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities. (5f)

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Instructor will evaluate candidate achievement of learning outcomes by assessing candidate papers, reflections, lesson plans, participation in class discussions, and mid term and final examinations.

**For whom is this course being developed?**  
 Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other \_\_\_  
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No \_\_\_  
 If yes, identify program(s): BMED and TE Multiple Subjects Teacher Preparation Programs and BMED Multiple Subjects BCLAD Emphasis Teacher Preparation Program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X  
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). EDTE; see attachments related to consultation

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: <i>[Signature]</i>	8/24/07
College Dean or Associate Dean: <i>[Signature]</i>	8/24/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	<p style="text-align: center;">CONDITIONAL APPROVAL 8/29/07</p>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.