



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 <u>X</u> No ___</b>	<b>For Catalog Copy: Yes <u>X</u> 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 128	<b>Title:</b> Foundations for Multicultural Secondary Education, 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 Single Subject Credential Program 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 128 Foundations for Multicultural Secondary Education, 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:** Admission to the Single Subject Credential Program; Successful completion of EDBM 127

**Enforced at Registration:** Yes X No

**Corequisite:** EDBM 400B (2 units)

**Enforced at Registration:** Yes X No

**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)**  
MulticultSecFdtnsinEdB

**Cross Listed?**  
Yes \_\_\_ No X

**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? Once

Can the course be taken for Credit more than once during the same term? Yes \_\_\_ No X

### 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 (program standards addressed in parentheses):

1. Use knowledge of human learning and research in designing, planning, and delivering instruction. (11b)
2. Understand the politics of curriculum analysis and the challenges that impact what should be taught in secondary schools.
3. Examine and critically evaluate theories and research on motivation.
4. Examine various methods of evaluation including standardized testing and alternative assessments.
5. Examine the basis for instructional techniques and curriculum that promote problem solving and critical thinking.
6. Examine research strategies regarding the social and cultural conditions of secondary schools. (11c)
7. Draw on social and cultural foundations as they analyze teaching/learning contexts; evaluate instructional materials; select appropriate teaching strategies to ensure maximum learning for all students; and reflect on pedagogical practices in relation to the purposes, functions, and inequalities of schools.
8. Effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. (5a)
9. Discuss the historical and cultural traditions of the major cultural and ethnic groups in California and examine effective ways to include the cultural traditions and community values and resources in the instructional program of a classroom. (5b)
10. Recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social emotional and intellectual safety of all students. (5c)
11. Understand and effectively use instructional practices that promote English Language Development, including management of first and second languages, classroom organization, and participation by specialists, and paraprofessionals. (13e)
12. Systematically examine his/her stated and implied beliefs, attitudes, and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts. (5e)

**\*\*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:

Candidates will be assessed by the following:

1. Development of three lesson plans and supplemental resources that adhere to the core tenets of Multicultural Education.
2. Micro-teaching of a lesson that demonstrates adherence to the Multicultural Education framework espoused by Sleeter and Grant.
3. Response papers that reflect understanding of reading and synthesis of theories related to Multicultural Education.
4. Pre and post tests
5. A Curriculum Analysis paper that demonstrates their ability to evaluate instructional materials and assessment strategies.
6. Complete a Classroom inquiry that demonstrates their understanding of students learning with respect to language, social and academic development; cultural and socioeconomic background and varying levels of ability.

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 XX \_\_\_ No \_\_\_

If yes, identify program(s): BMED Single Subject and Single Subject 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.

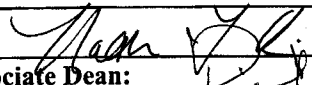
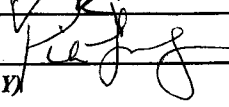
Indicate which department or programs will be affected by the proposed course (if any).

*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: 	8/24/07
College Dean or Associate Dean: 	8/29/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL 8/29/07

**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.