



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Education	Academic Organization (Department): Bilingual and Multicultural Education	Date: 3/31/08
Type of Course Proposal: New ___ Change <u>XX</u> Deletion ___	Department Chair: Nadeen Ruiz	Submitted by: Lisa William-White
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>XX</u>	For Catalog Copy: Yes <u>XX</u> No ___ CCE (Extension): Yes ___ No ___	Semester Effective: Fall <u>XX</u> Spring __, 2008

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): EDBM 220b	Title: Afrocentric Curriculum and Instruction	Units: 3
---	--	--------------------

Change to:

Subject Area (prefix) & Catalog Nbr (course no.): EDBM 220	Title: Multicultural Curriculum, Instruction and Assessment	Units: 3
--	--	--------------------

JUSTIFICATION:

This course represents a merger of two previously required courses -- EDBM 220a and EDBM 220b, both of which are currently MA level curriculum courses in the program. These courses are being synthesized into one offering which will address the breadth of concepts of curriculum development and assessment for culturally and linguistically diverse populations.

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)

This course will explore the common concepts of curriculum development through an examination of alternatives to traditional education models. Educational models representing Afrocentric, Multicultural and Social Reconstructionist, Anti-bias, Anti-racist, Culturally-Relevant and other critical pedagogical approaches will be explored. There will be an emphasis on contemporary programs addressing curriculum, instruction, and assessment issues at the elementary, secondary, and university levels; and an analysis of materials and methods for culturally and linguistically diverse student populations.

Note:

Prerequisite:
Enforced at Registration: Yes ___ No XX

Corequisite:
Enforced at Registration: Yes ___ No XX

CAN (California Articulation Number):

Graded: Letter XX Credit/No Credit ___ **Instructor Approval Required? Yes XX No ___**

Course Classification (e.g., lecture, lab, seminar, discussion):
SEM

Title for CMS (not more than 30 characters)
Multicultural Curriculum, Instruction and Assessment

Cross Listed?
Yes ___ No XX

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 XX

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/acad/example.htm>

Students will be able to:

- Examine mainstream theory and educational philosophy through an examination of alternatives to the traditional middle-class, Eurocentric education models.
- Examine and critique the dominant perspectives on curriculum: traditional, experiential, structure of the disciplines, behavioral, and cognitive.
- Understand and critique the three approaches to curriculum organization: top-down, bottom-up, and project approaches.
- Critique the common concepts of curriculum development: scope and sequence; syllabus, content outline, textbooks, course of study, and planned experiences.
- Understand the social, cultural, linguistic, political, and psychological basis of curriculum development.
- Understand the distinction between Afrocentric, Multicultural and Social Reconstructionist, Anti-bias, Anti-racist, Culturally-relevant and Critical Pedagogical approaches.
- Examine the criticism involving the proposition of Afrocentric, Multicultural and Social Reconstructionist, Anti-bias, Anti-racist, Culturally-relevant and Critical Pedagogical approaches
- Examine and recognize hegemony, power, and social stratification in educational programs, curriculum, and assessment.
- Understand the construction of knowledge and its impact on achievement outcomes and positive social, political, academic identity development.
- Develop and analyze curriculum-content for alignment with Afrocentric, Multicultural and Social Reconstructionist, Anti-bias, Anti-racist, Culturally-relevant and Critical Pedagogical approaches
- Critique contemporary programs addressing curriculum, instruction, and assessment issues at the elementary, secondary, and university levels and an analysis of materials and methods for culturally and linguistically diverse student populations.

****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:

Students will be assessed in the following ways: reaction papers, blue-book examinations, individual and group projects, curriculum analysis papers and presentations, peer conferencing and instructor conferences.

For whom is this course being developed?

Majors in the Dept XX 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): Master of Arts Degree, Multicultural Education

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 XX

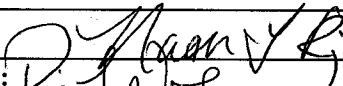
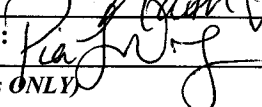
If yes, attach a description of resources needed and verify that resources are available.

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: 	4/17/08
College Dean or Associate Dean: 	4/17/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

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.

8/27/07