



EDU

Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



Academic Unit: Educational Leadership and Policy Studies		Department Chair: Cirenio Rodriguez	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: March 15, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2006	
Prefix & No.	Title:	Units:	

Change to:

Prefix & No. EDLP 200B	Title: Diversity and Equity in Educational Leadership	Units: 3
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JUSTIFICATION:

Changes made due to CTC accreditation requirements for the Preliminary Administrative Services Credential. The new course description reflects a response to several CTC Standards.

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)

Primary objective is to provide a learning environment conducive to the development of knowledge, understanding and skills consistent with Multicultural Education and pluralistic philosophy. It will examine the advantages and complexities of a strategic approach to school and community relationships. Content will focus on public policy formation; community education role of culturally and linguistically diverse groups; current recommendations and emerging issues as they relate to the role of the school, family and community in the ongoing debate of school reform.

Note:

Prerequisite:

Corequisite:

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval? Yes No**

Course Classification: C-4 **Title for SIS+ (not more than 25 characters)**
Divrsty & Equity Ed Leadershp

Cross Listed? Yes No **If yes, with what course:**

How Many Times Can This Course be Taken for Credit? Once

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>

- Students will develop and refine a personal vision of education and instruction and provide multiple opportunities for candidate to engage in reflection, develop ways to engage self and others in reflective activities.
- Students will learn how to incorporate family and community expectations in school decision-making and activities.
- Students will engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.
- Students will examine their personal attitudes and actions toward persons of different races, socioeconomic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.
- Students will learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.
- Students will learn how to create a welcoming school environment for the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.
- Students will learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
- Students will learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- Students will develop an understanding on how to facilitate parent involvement and parent education activities that support student's success

**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:

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| • Development and Analysis of a vision of learning statement that is inclusive of a multi-cultural framework. |
| • Case study analysis and development of a school site parent outreach plan. |
| • Formative assessment based on journal reflection and analysis, critical reflection papers, and case study assignment. |
| • Formative assessment based on journal reflection and analysis, critical reflection papers, personal inventory on cross-cultural awareness, and school site student equity plan. |
| • Case study analysis and development of a school site parent outreach and student equity plan. |
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| • Case study analysis and development of a school site parent outreach plan. |

For whom is this course being developed?

Majors in the Dept X 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): Masters of Education: Educational Leadership Option, Preliminary Administrative Services Credential and Preliminary Administrative Internship Credential Programs

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.

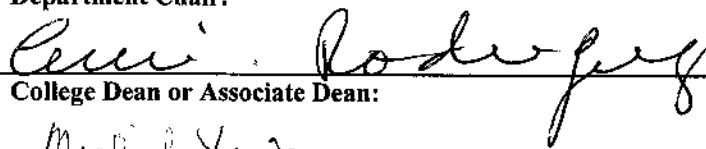
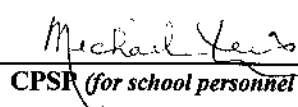
Indicate which department or programs will be affected by the proposed course (if any). Masters of Education; Educational Leadership Option, Preliminary Administrative Services Credential and Preliminary Administrative Internship Credential Programs

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: 	3/15/06
College Dean or Associate Dean: 	3/27/06
CPSR (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 Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateeji@csus.edu.