# Academic Affairs - Course Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Unit:</th>
<th>EDLP</th>
<th>Department Chair:</th>
<th>Dr. Edmund Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>New <em>x</em> Change <em>x</em> Deletion <em>x</em></td>
<td>Date:</td>
<td>September 18, 2006</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes <em>x</em> No <em>x</em></td>
<td>For Catalog Copy:</td>
<td>Yes <em>x</em> No <em>x</em></td>
</tr>
<tr>
<td>CCE:</td>
<td>Yes <em>x</em> No <em>x</em></td>
<td>Semester Effective:</td>
<td>Fall <em>x</em> Spring <em>X</em> 2007</td>
</tr>
</tbody>
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| Prefix & No. | EDD 608 | Title: | Diversity and Equity in Complex Organizations | Units: | 3 |

| Change to: | Prefix & No. | Title: | Units: |

## JUSTIFICATION:

California's population as well as that of the nation is becoming more diverse across a variety of characteristics. Educational leaders must be cognizant, sensitive, and responsive to the different constituency groups evident in the schools and colleges.

## NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See [http://www.csus.edu/acad/univmanual/crspsi.htm](http://www.csus.edu/acad/univmanual/crspsi.htm) - Guidelines for Catalog Course Description

This course is designed to engage students in self-introspection of awareness and advocacy in applying theoretical frameworks and research to promote equitable, excellence in schooling. Students will demonstrate the ability to develop cross-cultural relationships across multiple constituencies for the purpose of improving student performance and promoting social justice. Students will develop the capacity to be courageous change agents in assuring academic excellence for all students.

## Note:

Prerequisite: Admission into the CSUS Ed. D. in Educational Leadership Program

Corequisite:

CAN (California Articulation Number):

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Letter <em>x</em> Credit/No Credit</th>
<th>Instructor Approval?</th>
<th>Yes <em>x</em> No <em>x</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Classification:</td>
<td>C-05</td>
<td>Title for SIS+ (not more than 25 characters)</td>
<td>Diversity &amp; Equity</td>
</tr>
<tr>
<td>Cross Listed?</td>
<td>Yes <em>x</em> No <em>x</em></td>
<td>If yes, with what course:</td>
<td></td>
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</table>

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

- use introspection and personal analysis to increase awareness of the complexity of power and privilege in multicultural settings and to challenge their own assumptions about crosscultural relationships.

- apply theoretical frameworks and research to promote equitable, excellent educational institutions;

- demonstrate an understanding of “best practices” and political environment used to promote success among underserved groups and/or under performing students;

- demonstrate the capacity to develop crosscultural relationships across multiple constituents for the purpose of improving student performance and promoting social justice;

- be courageous change agents in assuring educational organizations provide access and equity to achieve academic excellence and positive social-emotional growth;

- contextualize local challenges within the framework of international societal and political issues to problem solve and to create new holistic and inclusive structures

**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:

Assessment strategies will include student papers, oral presentations, and portfolios.
For whom is this course being developed?

Students in the CSUS Ed. D. in Educational Leadership Program

Majors in the Dept   Majors of other Depts   Minors in the Dept   General Education   Other_X

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes_X No_

If yes, identify program(s): CSUS Ed. D. in Educational Leadership 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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>9/18/2006</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>9/18/2006</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>9/18/2006</td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

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.

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 mcateej@csus.edu.
1. **Educational Leadership: Culture and Diversity**  
   by Clive Dimmock and Allan Walker, 2005  
   Sage Publications, 2005

2. **Leadership on the Line: Staying Alive Through the Dangers of Leading**  
   by Ronald Heifetz and Marty Linsky  

Supplementary Readings will be articles from the following authors:

Nieto, Sonia (2001)  
Tatum, Beverly (1997)  
Trueba, Henry (2000)  
Angela Valenzuela (1999)