EDSS 264: CRITICAL MULTICULTURALISM FOR RACIAL/SOCIAL JUSTICE EDUCATION-SECONDARY

In Workflow

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Approval Path

1. Fri, 06 Sep 2019 15:46:38 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 12 Sep 2019 21:47:46 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Fri, 13 Sep 2019 20:07:29 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. Aug 22, 2019 by Jenna Porter (jmporter)

Date Submitted:Thu, 05 Sep 2019 17:31:05 GMT

Viewing:EDSS 264 : Critical Multiculturalism for Racial/Social Justice Education-Secondary
Formerly known as: EDSS 264A / EDSS 364A
Last approved:Thu, 22 Aug 2019 15:11:52 GMT
Last edit:Thu, 05 Sep 2019 17:31:04 GMT
Changes proposed by: Jenna Porter (201422342)
Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:
Critical Multiculturalism for Racial/Social Justice Education-Secondary

Class Schedule Title:
Critical Multiculturalism- Sec

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)
EDSS - Single Subject Credentials

Catalog Number: (course number)
264

Course ID: (For administrative use only.)
203107

Units:
3

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
Faculty in the program would like to change the title of the course to reflect recent advances in the field. We also no longer need the "A" designation but have another course (EDSS 264E) to indicate a specialized certificate that this course is part of. Only students who are participating in the specialized certificate program will be allowed to enroll in the EDSS 264E course; all others will be in the EDSS 264 course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
An introduction to critical analysis of the purpose and process of public schooling. Examination of the sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture, community and educational practice. Engagement with sociocultural, historical and philosophical foundations of education, learning theories, theories of adolescent cognitive and social development. Modalities include lecture and discussions.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Admission to the Single Subject Credential program or MA in Teaching with Single Subject Teaching Credential Program.

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Discussion Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
Candidates will be able to:
1. examine the relationship between education, society, language, and culture
2. analyze major concepts and principles regarding the historical and contemporary purposes, roles, and functions of education in American society
3. investigate the common traits and individual differences that characterize the developmental process of growth and change in adolescents including language development, social development, emotional development, and cognitive development
4. identify major concepts, principles, and research associated with the theories of human learning and achievement
5. distinguish among race, social class, cultural deprivation, cultural diversity/difference, ability diversity/difference, and between gender bias and gender difference in the classroom
6. interpret and apply critical multiculturalism as a response to the traditional politics of curriculum and the challenges that impact what should be taught in secondary schools
7. apply Sleeter and Grant multicultural education approaches to lesson plan development and implementation

Graduate Level Goals
2. Students will be able to communicate key knowledge with clarity
and purpose both within the discipline and in broader contexts.
3. Students will be able to demonstrate the ability to be creative,
analytical, and critical thinkers.
6. Students will be able to demonstrate relevant knowledge and
application of intercultural and/or global perspectives.

Attach a list of the required/recommended course readings and activities:
EDSS 264A Activities.docx

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.
Panel of Experts Presentations (ELO 1 - 6)
Group Response Papers (ELO 1 - 7)
Mini-Ethnography Study: COMMUNITY/DISTRICT/SCHOOL/CLASSROOM (ELO 1-6)
Multicultural Approaches Lesson Plan (ELO 6, 7)

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

Has a corresponding Program Change been submitted to Workflow?
No

Identify the program(s) in which this course is required:

Programs:
MA in Teaching with Single Subject Teaching Credential

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

Not applicable

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 1521