

EDBM 228: THE ACADEMIC AND SOCIAL VALUE OF ETHNIC STUDIES

In Workflow

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Approval Path

1. Mon, 02 Dec 2019 22:14:45 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Mon, 02 Dec 2019 23:46:58 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 12 Dec 2019 21:45:46 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
4. Fri, 31 Jan 2020 22:48:59 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Mar 8, 2019 by Albert Lozano (lozano)

New Course Proposal

Date Submitted: Mon, 02 Dec 2019 22:07:23 GMT

Viewing: EDBM 228 : The Academic and Social Value of Ethnic Studies

Last approved: Fri, 08 Mar 2019 18:51:05 GMT

Last edit: Mon, 02 Dec 2019 22:07:21 GMT

Changes proposed by: Albert Lozano (102014196)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

The Academic and Social Value of Ethnic Studies

Class Schedule Title:

Acad Soc Value Ethnic Studies

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDBM - Education - Bilingual/Multicultural

Catalog Number: (course number)

228

Course ID: (For administrative use only.)

202931

Units:

3

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

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We would like to change the course classification from 2.0 units of lecture / 1.0 units of seminar, to 3.0 units of lecture. No other modifications are necessary, we made a mistake in the original proposal. EDBM 228 is strictly a lecture course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduces Ethnic Studies history, research, policy, and classroom practice. The primary focus is on Ethnic Studies education in grades 9-12. Readings for this course include current research on the academic and social value of particular approaches to teaching Ethnic Studies; new and developing California school district policy; recent California laws and resolutions regarding the establishment of Ethnic Studies as a high school graduation requirement; and Memorandums of Decision from Federal Court cases related to Ethnic Studies.

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?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Lecture 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."

After completing this course students will be able to

1. Identify and analyze the rationale, process, goals, individuals, communities, and organizations involved in the establishment of Ethnic Studies departments.
2. Explain the different forms of Ethnic Studies courses and departments (i.e. Survey Courses vs. Ethnic Specific Courses).
3. Identify and Analyze research-based practices in teaching Ethnic Studies that yield academic and social value for all students in Ethnic Studies.
4. Describe current instances of Ethnic Studies advocacy in school districts.
5. Evaluate Ethnic Studies instructional models in video
6. Analyze ideological positions and practices of stakeholders who are advocating for or fighting against Ethnic Studies.
7. Read and respond to a legal documents and policies regulating or attempting to regulate Ethnic Studies instruction.

Attach a list of the required/recommended course readings and activities:

Syll_Academic and Social Value of Ethnic Studies.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.

Students will be assessed based on four assignments.

1. The Ethnic Studies Definition Synthesis Paper will address Expected Learning Outcomes #1 and #2 from above, and Institutional Graduate Learning Goals for Masters Programs #1, # 2, and #6 from the Graduate Learning Goals Policy.
2. The Research Application Paper will address the Expected Learning Outcome #3 listed above, and Institutional Graduate Learning Goals for Masters Programs #1, #2, #3, and #6 from the Graduate Learning Goals Policy.
3. The Memorandum of Decision Annotation and Reflection Paper will address the Expected Learning Outcomes #4 and #7 listed above, and the Institutional Graduate Learning Goals #1, #3, #4, #5, and #6 from the Graduate Learning Goals Policy.
4. The Position Paper will address the Expected Learning Outcomes #5 and #6 from above, and the Institutional Graduate Learning Goals for Masters Programs #1, # 2, #3, #4, and #6 from the Graduate Learning Goals Policy.

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 Education (Multicultural Education)

Certificate in Ethnic Studies

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
Information literacy
Disciplinary knowledge
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)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 13594