

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
4. Thu, 26 Sep 2019 15:53:18 GMT
Janett Torset (torsetj): Approved for Academic Services
5. Wed, 16 Oct 2019 01:36:24 GMT
Julie Fogarty (fogarty): Rollback to Initiator
6. Tue, 01 Dec 2020 00:36:20 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
7. Fri, 19 Feb 2021 22:56:55 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
8. Fri, 19 Feb 2021 23:14:42 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

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

Date Submitted: Thu, 12 Nov 2020 22:29:31 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: Fri, 19 Feb 2021 23:14:39 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jimporter@csus.edu	916-278-4620

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:

Spring 2022 (2022/2023 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 264L) 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 264L course; all others will be in the EDSS 264 course.

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

This course serves as an introduction to Critical Multiculturalism, Racial/Social Justice pedagogy, and Anti-Bias education. The course will provide a critical perspective for analyzing the purposes and processes of U.S. public schooling. Students will examine the socio-historical political contexts of public schools and society, educational/learning theories, philosophical educational foundations, notions of culture, community, and educational practice. Teaching modalities will include lectures, whole group discussions, small group work and presentations, and on-line fieldwork assignments.

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 MA in Teaching with Single Subject Teaching Credential Program.

Prerequisites Enforced at Registration?

Yes

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. interpret the relationship between schooling, society, language, and culture in different contexts
2. critically analyze major concepts and principles regarding the historical and contemporary purposes, roles, and functions of education in American society
3. analyze 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 and apply them to instructional planning and assessment
4. identify, understand and apply major concepts, principles, and research associated with the theories of human learning and achievement
5. critically analyze factors of 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 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 264 Readings & 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.

Book Study: Understanding Anti-Black Racism (ELO 1 - 6)
 Group- Discussion Board- Response Papers (ELO 1 - 7)

Mini-Ethnography Study: COMMUNITY/DISTRICT/SCHOOL/CLASSROOM STUDY (ELO 1-6)
Content Area Anti-Racist Lesson Plan (ELO 3, 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
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)?

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

Reviewer Comments:

Julie Fogarty (fogarty) (Wed, 16 Oct 2019 01:36:24 GMT): Rollback: Rollback requested by Jenna Porter on 10/15/19.

Key: 1521