

EDUC 158: LATINAS/OS/X IN EDUCATION

In Workflow

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Approval Path

1. Thu, 14 Oct 2021 21:44:09 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Fri, 22 Oct 2021 18:57:29 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Tue, 28 Sep 2021 15:37:20 GMT

Viewing: EDUC 158 : Latinas/os/x in Education

Last edit: Fri, 22 Oct 2021 18:57:22 GMT

Changes proposed by: Angela Leslie (101058889)

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Catalog Title:

Latinas/os/x in Education

Class Schedule Title:

Latinas/os/x in Education

Academic Group: (College)

ED - Education

Academic Organization: (Department)

College of Education

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

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

158

Course ID: (For administrative use only.)

TBD

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

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

Fall, Spring, Summer

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:

Presently, no course exists on campus that focuses specifically on the educational experiences of Latina/o/x students. Considering that Sac State is a Hispanic Serving Institution (HSI), that nationally Latinas/os/x students make up 27% of the K-12 public school population, and 54% of the K-12 public school population in California, there is a great need for a course like this (NCES, 2020). Further, EO 1100 requires students to take upper division courses in GE Areas B, C, and D. This course would add to the selection of courses that meet upper division Area D and Race and Ethnicity requirements for all Sac State students. Additionally, our EDUC Area is creating a new Social Justice in Education Minor where courses and curriculum will emphasize a deeper understanding of race, culture, gender, and socioeconomic issues through an intersectional lens. This course would serve as an elective in that Minor.

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

This course provides an overview of Latinas/os/x educational experiences within the United States. Students will analyze how historical, contemporary, social, political, and economic forces have shaped Latinas/os/x educational access and attainment. The course will examine how identity markers such as race, ethnicity, language, immigration status, gender, and sexuality inform Latinas/os/x educational pathways. While the course centers Latinas/os/x, students will compare and contrast Latinas/os/x educational experiences with other Students of Color.

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):

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."

- 1.) Analyze how historical, contemporary, social, political, and economic factors impact the educational experiences of Latina/o/x students.
- 2.) Investigate and analyze significant issues across the Latina/o/x educational pipeline.
- 3.) Examine how race, ethnicity, language, immigration status, gender, and sexuality inform the educational experiences of Latina/o/x students.
- 4.) Explain the relationship between Latina/o/x students, families, communities, and schools.
- 5.) Compare and contrast the educational pathways of Latina/o/x students with other Students of Color.

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

Reading List.pdf

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.

1. Assigned readings in a variety of areas to expand on student's knowledge and understanding of the historical and contemporary complexities of Latina/o/x students educational experiences with an emphasis on the social, political, and economic factors that influence Latina/o/x students. Area D Learning Outcome (ADLO) and Course Specific Outcome (CSO):

ADLO: 1, 2, 3, 4,

CSO: 1, 2, 3, 4, 5

2. Class discussion, lectures, and activities

ADLO: 1, 2, 3, 4

CSO: 1, 2, 3, 4, 5

3. Weekly reflection papers

ADLO: 1, 3, 4

CSO: 1, 2, 3, 4, 5

4. Student K-12 Autobiography

ADLO: 1, 2, 3, 4

CSO: 1, 2, 3, 4, 5

5. Photovoice Essay

ADLO: 1, 2, 3, 4

CSO: 1, 2, 3, 4, 5

For whom is this course being developed?

General Education

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

No

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

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

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

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

EDUC 158 Latinasosx in Education Syllabus .pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The majority of readings and all assignments in this course will be used in all sections.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Similar to other EDUC courses, all instructors will review the objectives and curriculum of the course to collaborate and update this course accordingly.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Department provides each instructor with the template syllabus. The EDUC Undergraduate Coordinate will periodically review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

Similar to other EDUC courses, all instructors will review the objectives, curriculum, and writing requirements (to ensure that it meets the 1500 word requirement) of the course. EDUC meets once a month, where opportunities are given to collaborate and update this course accordingly amongst the instructors who teach the same courses. Additionally, the Undergraduate Coordinator reviews syllabi each semester to ensure that all the objectives and requirements are being met.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

All instructors are given a template syllabus and a shared Canvas course, which includes the common readings, videos, assignments, and other resources. The EDUC Undergraduate Coordinate will review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Readings and films will focus on the relationship between Latina/o/x students, families, communities, and schools. Students will analyze how historical, contemporary, social, political, and economic factors impact the educational experiences of Latina/o/x students. They will also have the opportunity to compare these experiences with other Students of Color.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Students will examine the Latina/o/x educational pipeline via discussion of campus racial climate, racial microaggressions, and culturally relevant education. The unit begins with a focus on the PK-12 context and then transitions to higher education. Special emphasis is put on early childhood education and community colleges because of the integral role they play in Latinas/o/x educational trajectories. Students will have the opportunity to compare and contrast the curriculum with their own experiences through reflective work (Reflection papers, Education Autobiography, and a Photovoice Project).

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

While the entire course aims to use an intersectional framework in analyzing the educational pathways of Latina/o/x students, this unit looks specifically at the intersection of race, ethnicity, language, immigration status, gender, and sexuality. The unit also examines the intersectional experiences of other Students of Color.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This course begins with an introduction to contemporary demographic trends and educational issues in the Latina/o/x community. The goal is to give students a historical foundation in order to understand the present educational conditions of Latina/o/x students. To do this, the unit engages topics like Mexican schools, Brown v. Board of Education, and student activism. The unit also provides an opportunity for students to examine the historical experiences of Latina/o/x students in parallel to other Students of Color.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will write a 1000-word research paper on their own educational experiences that is due mid-semester. Writing instruction, a grading rubric, and how to find research articles through our university databases will be given to students during the first month of the course. Students will also receive feedback through peer review before turning the assignment into the instructor. Students will also receive extensive feedback from instructors on their writing and have the opportunity to revise their papers. At the end of the semester, students will write a 500-word Photovoice essay. Furthermore, students will turn in 10 Active Reading Reflections, where instructors will be able to give students writing advice at the start of the semester.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The learning outcomes and assessment strategies are clearly aligned with G.E. objectives as well as Race and Ethnicity. See below.

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

Latina/o/x students remain among the largest school-aged populations and make up the majority of K-12 school enrollment in California. In 2013, Sac State's Latina/o/x undergraduate population reached 25% making it a Hispanic Serving Institution (HSI). As such, this course provides students with an opportunity to examine the educational pathways of Latina/o/x students. The course presents an overview of Latina/o/x educational issues, while emphasizing the agency and resistance of the Latina/o/x community. Students will analyze how historical, contemporary, social, political, and economic forces have impacted the educational trajectories of Latinas/os/x. Using an intersectional framework, students will consider how identity markers like race, ethnicity, language, immigration status, gender, and sexuality shape educational access and attainment. Lastly, students will compare and contrast the educational pathways of Latina/o/x students with other Students of Color. The course is organized by the following four units: 1) History & Demographics, 2) The Educational Pipeline, 3) Intersectional Experiences, and 4) Family & Community Contexts. Each unit has readings that highlight the contributions and sociocultural experiences of Latinas/os/x in education. Additionally, in weeks 3, 4, 7, 8, 11, and 15 the course includes readings that compare and contrast the experiences of Latina/o/x students with other Students of Color.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

While the course centers Latina/o/x students, it also aims to compare and contrast their experiences with other Students of Color. Each unit includes at least one reading that aims to have students examine the experience of Latina/o/x students in parallel to other historically marginalized ethnic/racial groups. For example, in Unit I, Week 3, the course tackles school segregation the Sonia Nieto (2010) reading "Black, White, and Us: The Meaning of Brown v. Board of Education for Latinos" looks at the different and similar ways the Brown v. Board of Education impacted African Americans and Latina/o/x students. The week that follows (week 4) focuses on the Chicano Movement and Education, however it examines this topic by accounting for the role of African Americans and Native American students. In this week in particular the course aims to challenge students to think about the importance of cross-ethnic solidarity when it comes to abolishing historic and contemporary inequities. In Unit II, Week 7, the reading on racist nativism, focuses on theorizing this concept via the experiences of People of Color, in particular Immigrants of Color like Asian Americans and Latinas/os/x. The week that follows (week 8) includes the reading, "Educational Justice and Access." This is a chapter written by local Sacramento teachers, where they argue for the significance of a culturally relevant education not just for Latina/o/x students but all Students of Color. For Unit III, Week 11, students will compare and contrast the experiences of Latino and Black queer students, to ultimately see the value in a "queerly responsive curriculum." Finally in Unit IV, Week 15, the course closes out by emphasizing the point made in the first unit, which is to build cross-ethnic solidarity. This will be done via the reading on Derrick Bell, a prominent figure in education and African American studies. In addition to the readings, the course assignments, lectures, and discussions will emphasize a comparative approach to analyzing issues in Latina/o/x education.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Students will have the opportunity to analyze the concepts of ethnicity, ethnocentrism and racism every week. An overarching goal of the course is for students to identify how racism (among other systems of oppression) has shaped the educational access and attention of Latina/o/x students. For example, the course begins by looking at the social construction of race and how that impacted desegregation laws and court cases, like Brown v. Board of Education (week 3). Unit II, looks at how racist nativism, racial microaggressions, and campus racial climate have impacted the educational pathways of Latina/o/x students. In Unit III, the course looks at the intersections of race, ethnicity, language, culture, immigration status, gender, and sexuality, so that students understand the complexities of ethnic experiences in education. Lastly, in Unit IV the course examines these concepts via the relationships between families, communities, and schools.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

Students will have the chance to include the intersections of their own identities (gender, race, class, sexuality) through their weekly Reflection papers, their K-12 Autobiography, a Photovoice essay, as well as classroom discussions and small group breakout sessions. Additionally, all of the weekly readings address aspects of race and socioeconomic in positioning the Latina/o/x experience throughout the educational pipeline. Weeks 11, 12, 13, 14 include specific readings on the intersections of gender, race, class, and sexuality of Latina/o/x students.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

Starting in Week 1, one of the readings addresses the positive contributions and bright future that Latinas/os/x students face in education. Week 2, 3, 4 covers historical resistance of Mexican American youth and parents when faced with racist segregation policies and/or exclusion from schools through readings and films that center on the agency of Mexican American youth at Whittier State School or seminal desegregation court cases (Lemon Grove, La Gente, and Brown v. Board of Education). Week 4's readings examine how students worked together to fight racism through cross-ethnic activism. Additionally, Weeks 8, 9, 10, 11, 12, 13, 14, 15, all have at least one reading that focuses on empowerment of the Latinas/os/x community, whether it is through community cultural wealth or culturally relevant education. Many of these weekly articles explore students' counterstories and educational testimonios of language brokering, immigration, DACA status, the values of hard work and living pedagogies that they learn from home.

Please attach any additional files not requested above:

Consultation Ethnic Studies.pdf

Key: 14574