



Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	EDUC 364
Title	The Role of Cultural Diversity in Schooling
CRN Number	40100
Days	M
Time	9:30-12:20
Course Location	Markstein Hall 208
Semester / Year	Fall 2019
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Hours	After class and by appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

This course also requires:

Tutor Connection

If this course requires Tutor Connection, it is a unique hands on experience tutoring a foster youth or a youth experiencing homelessness for 20 hours throughout this semester. In class, you will learn about the needs of this very vulnerable population, and then have the opportunity to work one-on-one with a youth and use the tools you learned to provide academic support. You will tutor 2-3 hours a week throughout the semester. Tutoring takes place at the youth's home, group home or school setting. After passing the background check that Health and Human Services will conduct, you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule must be consistent to meet the needs of the youth and their foster families. You will be required to travel to the site once you have set up the schedule with the family.

Michelle Bailow, Tutor Connection Program Supervisor, will assign your placement and set up your background checks. She will also be your support throughout this semester. You will contact her directly with any issues or concerns pertaining to the tutoring experience. Her cell phone number is 858-337-1616. Please know you will not be without support.

Tuberculin Risk Assessment and Certificate of Clearance

Due to school site regulations and state and federal laws associated with protecting the safety of children, CSUSM students may NOT engage in field experience hours until a Certificate of Clearance/Live Scan and a Tuberculin (TB) Risk Assessment (form provided on p. 2) are cleared. You will need to provide your instructor with verification of Live Scan clearance. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, the school at which you complete the early field experience may ask for it, along with the letter of introduction from your instructor, and the Certificate of Clearance. Be prepared to show evidence of these documents to the school site. You will be required to sign and submit to your instructor a Confirmation of TB Risk Assessment Contract (contract provided on p. 3).

Tuberculin (TB) Risk Assessment

The TB Risk Assessment is achieved through submitting to a TB Risk Assessment visit with your medical provider. Additional information regarding tuberculosis risk assessment can be found [here](#). TB risk assessment is valid according to the findings of your risk assessment and must remain valid throughout all early Field Experiences and Clinical Practice (student teaching). The clearance may be obtained at a private health care provider's office, the County Health Department or the CSU San Marcos Student Health and Counseling Center. Current CSUSM students can obtain an appointment at the Student Health Center by calling 760-750-4915. Please note the tuberculin clearance is separate from the immunization clearance required for University admission.

Certificate of Clearance

A Certificate of Clearance is issued by the Commission on Teacher Credentialing (CTC) to credential program candidates. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. A Certificate of Clearance is valid for five years. Additional information about the Certificate may be obtained [here](#). You are required to submit documentation of the Certificate of Clearance to your instructor.

Certificate of Completion

Tuberculosis Risk Assessment and/or Examination

This form is to satisfy **job/school-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.005, 121525, 121545 and 121555.

Individual assessed and/or examined:

Last Name First Name M.I. Student ID number

Date of assessment and/or examination: _____ (mo/day/yr)

The above named individual has submitted to a tuberculosis risk assessment. This individual does not have risk factors, or if tuberculosis risk factors were identified, this individual has been examined and determined to be free of infectious tuberculosis. *(Must be signed by the health care provider completing the risk assessment and/or examination)*

Medical Provider (MD, DO, NP or PA) Signature

Medical Provider Printed Name

CA license number

Office Address: Street

City

State

Zip Code

Office phone number

Office fax number

Tuberculin TB Risk Assessment

Note: This contract must be submitted to your instructor prior to the add/drop date of the semester. I confirm that I have secured Tuberculin (TB) Risk Assessment to be available upon request. I understand that if fraudulent information is submitted to my instructor there could be academic consequences. The field experience component of the course is integral to successfully completing the course; therefore, I also understand that failure to secure a TB Risk Assessment prior to the add/drop date of the semester will result in my instructor administratively dropping me from the course.

print name

signature

Date

Course Prerequisites

None

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- developing competencies in the Foundational Social Justice and Equity TPE
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with cultural responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- participating in 15 hours of fieldwork or 20 hours of Tutor Connection (depending on course section)

Unique Course Requirements

Students will be required to do 15 hours of fieldwork or 20 hours of Tutor Connection – depending on course section.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Freeborn, EDUC 364, Fall 2019

Required Texts

Nieto, S., and Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*, **sixth edition**. Boston: Pearson Education, Inc.
ISBN-13: 978-0131367340, ISBN-10: 013136734X

Recommended: Rothenberg, Paula S., (2016), *White Privilege. Essential Readings on the Other Side of Racism*, Fifth Edition, New York, Worth Publishers.

One of the following: do not purchase before we discuss in class.

Alexie, Sherman; *The Absolutely True Story of a Part-Time Indian*

Munoz, Pam; *Esperanza Rising*

De la Pena, Matt; *Ball Don't Lie*

Lewis, John; *March, I, March II, or March III*

Draper, Sharon M.; *Fire From the Rock*

McCormick, Patricia; *Never Fall Down*

Palacio, R.J.; *Wonder*

Do not purchase this book yet. We will discuss in class:

Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*, **eighth edition**. New York, NY: The McGraw-Hill Companies, Inc. ISBN-13: 978-1138119406, ISBN-10: 1138119407

Cougar Courses

All additional required readings and video/audio materials will be made available electronically on the course website (Cougar Courses) and/or via email.

COURSE LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPE in this course:

- **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- **TPE 2.1** Promote students' social-emotional growth, development, & individual responsibility using positive interventions & supports, restorative justice, & conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- **TPE 2.4** Know how to access resources to support students, including those who have

experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

- **TPE 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- **TPE 6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- Foundational Social Justice and Equity TPEs (F1, F2, F3, and F4).

SoE’s Foundational TPEs: Social Justice and Equity

Foundational TPEs
F1 – Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans
F2 - Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice
F3 -Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, <i>perceived</i> competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families
F4 - Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon successful completion of this course, students will (be able to):

- develop competencies in the Foundational Social Justice and Equity TPE
- understand of various concepts of culture and cultural contact in learning and teaching
- understand cultural diversity in the United States and California
- be familiar with cultural responsive pedagogy
- understand of gay, lesbian, bisexual and transgender students, teachers and families
- have a greater understanding of diverse students through fieldwork or Tutor Connection

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SCHEDULE/COURSE OUTLINE

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COURSE CALENDAR:

Please know that assignments, due dates, and topics may change

Session	Topics	Readings/ Assignment
Week 1: 8-26	Introductions Communication Course Outline/Syllabus	Read: Syllabus, 8 Keys of Excellence
Week 2: 9-02 Holiday	Culture and Identity Tour of Virginia Hansen Curriculum Center	Read: Nieto chapters 1 & 2 Read: Online- <i>The Silent language of culture</i> Read: (online) <i>Unpacking the invisible knapsack</i> . Tutor Connection—Michelle Bailow
Week 3: 9-09	Stereotypes, Prejudice, Discrimination, Oppression	Read: Nieto chapter 5 Read: (Online) <i>Entitlement Culture, Aspects of Culture</i> Posted reading for class: <i>The sacred rac</i> (please have access to this electronically or bring in a hard copy for class, but you do not need to read it before class) Due: Journals #1 and #2 (Ch. 1 and 2)
Week 4: 9-16	Stereotypes, Prejudice, Discrimination, Oppression	Read: First half of selected literature circle book Due: Journal #3 (Ch. 5) Tutor Connection—Michelle Bailow
Week 5: 9-23	Discrimination, Oppression, Racism, and Student Achievement	Read: Nieto chapter 3, Second half of selected literature circle book Due: Journal #4 (Ch. 3) Tutor Connection—Michelle Bailow
Week 6: 9-30	Racism, Systems of Oppression	Due: 10/5: Optional: First draft, Personal History of Otherness Tutor Connection—Michelle Bailow,
Week 7: 10--07	Gay, Lesbian, Bisexual, Transgendered Youth; Linguistic Diversity	Read: Nieto chapter 6 Due: Journal # 5 (Ch. 6) Tutor Connection—Michelle Bailow

Session	Topics	Readings/ Assignment
Week 8: 10-14	Literacy Practices and Linguistic Diversity ; Identity and Learning	Read: Nieto chapter 8 Read: (online) Various readings about GLBT youth Tutor Connection—Michelle Bailow, Due: Journal # 6 (Ch. 8)
Week 9 10-21	GATE students , Student Learning and School Achievement	Read: Nieto chapter 7 Due: Journal # 7 (Ch. 7); Literature Circles
Week 10: 10-28	Curriculum, Testing and Pedagogy No class this week	Read: Nieto chapter 4 Due: Journal # 8 (Ch. 4)
Week 11 11-04	Literature Presentations	Read: Nieto chapter 9 Read: (online) <i>Coping with the "A" words & Beware of tourist curriculum</i> Due 11/9: Final draft, Personal History of Otherness; Journal # 9 (Ch. 9) Tutor Connection—Michelle Bailow,
Week 12 11-11 Holiday	Diversity and Multicultural Education Project work time	Read: Nieto chapter 10 Due: Journal # 10 (Ch. 10)
Week 13 11-18		Prepare summative projects
Week 14: 11-25	Summative Project Presentations	
Week 15: 12-02	Summative project presentations	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignment Descriptions

1. Attendance, Class Participation & Professional Disposition

10 points

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points are awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*

Because this course is a prerequisite to a credential program in the SoE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy. To meet TPE 2.5 (initial) students must do a pre and post self-assessment of their Social Justice and Equity Disposition (Foundational TPE – F1) using the rubric.

2. Readings/Discussions

20 points

In order to have the type of class discussions that this course requires, it is crucial that students read the material before class. In order to receive participation points for the week, students must come prepared to class with the assigned journal and your personal thoughts/similar experiences of the featured case studies in the chapters. This assignment meets TPEs 1.1 (initial), 2.1 (initial), and 2.5 (initial) in addition to SJE Foundational TPE – F3. Your journals will be responses in various formats. See the possible formats on Cougar Courses. There are ten prompts. You will write to at least 5, and may duplicate once. There are samples and directions on Cougar Courses.

****The final journal entry differs in format in that this will be a **two page reflective** paper that succinctly describes what you have learned over the duration of the course. Please include personal connections, explanations as to how and why your perspective as an educator has changed, or is changing, and what you think your next steps will be in understanding the needs of diverse students. Please focus on social justice and equity.

3. Personal History of Otherness

20 points

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you are to write 1/2 page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. This assignment meets TPE 6.2 (initial). More detailed directions and rubric for grading assignment will be given in class.

4. Spring Book Group Reading Facilitation/Literature Circles

15 points

In small groups, students will lead a 20-30 minute discussion of a chapter from the Spring book or their literature selection. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter/book. Group provides a 1 page summary of the highlights to the class.

More detailed directions and rubric for grading assignment will be given in class. This assignment meets TPE 6.7 (initial) and SJE Foundational TPE – F4.

5. School Diversity Assessment

20 points

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class. This assignment meets TPE 6.2 (initial) and SJE Foundational TPE – F1.

6. Tutoring Students from Diverse Backgrounds

15 points

As a requirement for this course, you will tutor students from diverse backgrounds. More information will be provided in class by instructor. This fieldwork/tutoring assignment requires a number of hours in the field. Students will be expected to submit a reflection at end of semester. This assignment meets TPEs 1.3 (Initial, Practice), 2.4 (Initial, Practice) and SJE Foundational TPE – F3.

Grading Standards

92 – 100 A	90 – 91 A-
88 – 89 B+	82 – 87 B
80 – 81 B-	78 – 79 C+ (minimal passing grade)
72 – 77 C	70 – 71 C-

Note: *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the School of Education requires completion of this course with a grade of C+ or higher.*

Final Exam Statement

This course does not have a final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

Policy on Late/Missed Work

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy

Due to the nature of the course, students will be asked to collaborate and actively interact with one another during class activities.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course, please contact the CSUSM Help Desk.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.