Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDUC 364**
Title	The Role of Cultural Diversity in Schooling (Tutor Connection – Service Learning)
CRN Number	**40009**
Days	**M**
Time	**9:30-12:20**
Course Location	**On-line Synchronous**
Semester / Year	**Fall 2020**
Professor	**Sherry Freeborn, MA**
Phone	**760-443-4057**
E-Mail	**sfreebor@csusm.edu**
Office	**UH 455**
Hours	**Th 10:30-12:30**

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

This course requires Tutor Connection, 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, or group home. After passing the background check that San Diego County Office of Education will conduct (LiveScan fingerprinting), you will receive your placement. You will make contact with the caregiver immediately and set up a schedule with them. The schedule will be determined between you and the caregiver..

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 email is mbailow@sdcoe.net .

Michelle Bailow and I will provide the process you need to follow to be eligible to start the tutoring component.

Tuberculin Risk Assessment

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 **Tuberculin (TB) Risk Assessment** (form provided on p. 2) are cleared. To protect your health information privacy, students enrolled in prerequisite courses, do not need to submit the TB Risk Assessment to the instructor; however, you will be required to sign and submit to your instructor a **Confirmation of TB Risk Assessment Contract** (contract provided on p. 5).

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.

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SCHEDULE/COURSE OUTLINE
COURSE CALENDAR:
Please know that assignments, due dates, and topics may change

Session	Topics	Readings/ Assignment
Week 1: 8-31	Introductions Communication Course Outline/Syllabus	**Read:** Syllabus, 8 Keys of Excellence Tutor Connection—Michelle Bailow
Week 2: 9-14	**Culture and Identity Tour of Virginia Hansen Curriculum Center**	**Read**: Nieto chapter 1 Read: Online- *The Silent language of culture* Read: (online) *Unpacking the invisible knapsack.* Tutor Connection—Michelle Bailow **Due:** Journal #1 (Ch. 1)
Week 3: 9-21	Stereotypes, Prejudice, Discrimination, Oppression	**Read:** Nieto chapter 2. **Read:** (Online) *Entitlement* Culture, Aspects of Culture Posted reading for class: *The sacred rac (*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:** Journal #2 (Ch. 2)
Week 4: 9-28	Stereotypes, Prejudice, Discrimination, Oppression	**Read:** First half of selected literature circle book **Due**: Journal #3 (Ch. 5) Tutor Connection—Michelle Bailow
Week 5: 10-5	Discrimination, Oppression, Racism, and Student Achievement	Read: Nieto chapter 3, Second half of selected literature circle book **Due:** Journal #4 (Ch. 3)
Week 6: 10-12	Racism, Systems of Oppression	**Due: Literature Circle** Tutor Connection—Michelle Bailow
Week 7: 10-19	Gay, Lesbian, Bisexual, Transgendered Youth; Linguistic Diversity Select School Districts	**Select school district, form groups** **Read**: Nieto chapter 6 **Due:** Journal # 5 (Ch. 6) Tutor Connection—Michelle Bailow

Week 8: 10-26	Literacy Practices and Linguistic Diversity; Identity and Learning	**Read:** Nieto chapter 8 **Read:** (online) Various readings about GLBT youth **Due:** Journal # 6 (Ch. 8**)**; Literature Circles
Week 9 11-2	GATE students , Student Learning and School Achievement Literature Presentations	**Read:** Nieto chapter 7 **Due**: Journal # 7 (Ch. 7) Tutor Connection—Michelle Bailow,
Week 10: 11-9	Literature Presentations, If necessary Curriculum, Testing and Pedagogy. No class 3-26 Review/work time, Personal History of Otherness	**Read:** Nieto chapter 4 **Due**: Journal # 8 (Ch. 4) Tutor Connection—Michelle Bailow
Week 11: 11-16		**Read:** Nieto chapter 9 Read: (online) *Coping with the "A" words & Beware of tourist curriculum*
Week 12: 11-23	Diversity and Multicultural Education Project work time	**Due 11-23:** Final draft, Personal History of Otherness; Journal # 9 (Ch. 9) Tutor Connection—Michelle Bailow,
Week 13: 11-30	Diversity and Multicultural Education	**Read:** Nieto chapter 10 **Due**: Journal # 10
Week 14: 12-7	Project work time	Due: Data **Due: Reflection**

<p align="center">**Certificate of Completion**</p>

<p align="center">**Tuberculosis Risk Assessment and/or Examination**</p>

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

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 culturally 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

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

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*
Jiminez, Francisco*; The Circuit*
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 1.2** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress

- **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).

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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, *perceived* 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 culturally 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

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments
Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

- Attendance, Participation, & Professional Disposition   (10 points)

- Reading Responses and Discussions   (20 points)
- Personal Identity Reflection   (20 points)
- Analysis of Equity across High Schools   (20 points)
- Literature Circles and Presentations   (20 points)
- Final Personal and Professional Narrative   (10 points)

Total of 100 points

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 they may not receive a passing grade for the course. Should the student have extenuating circumstances, they should contact the instructor as soon as possible. *Notification of absence does not warrant an excuse.*

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.

****A 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**. (10 points)**

3. Personal Identity Reflection   20 points

By researching and studying one's relationship to eight categories of identity in U.S. society, it is possible for us to gain an appreciation about ourselves as individuals and our many similarities and differences.
- First, rank the eight categories (race/ethnicity, gender, religion, sexual orientation, class/socioeconomic status, (dis)ability, language, and one other aspect of your identity that has privileged or marginalized you (such as age, personality, nationality, etc.) from most important to least important in regard to who you are as an individual.
- Second, critically reflect on your own values and implicit/explicit biases in terms of your social context, your family background, your relationship to others, your **identity as a learner** (confident, trouble with writing, hated math, etc.), and other factors determined by your own circumstances and upbringing. In this assignment, you are to write one half page for each identity category. If you do not identify within a certain category, you may substitute another aspect of your identity with instructor approval.
- Third, discuss how your cultural identity and identity as a learner affect your potential as a teacher (community member, professional in your field).

More specific instructions are on Cougar Courses.

4. **Analysis of Equity across High Schools**   **20 points**

   In small groups, students will present a research-based comparison of two Southern California high schools that are within a few miles of each other but differ significantly in the average socioeconomic status (SES) of their students.

   You will first examine **input factors** at the two schools. For example, what does the data say about whether students at both schools are receiving equitable educational opportunities? When possible, compare data across the schools' demographics by all available student groupings: race/ethnicity, free/reduced lunch qualifying, EL status, migrant status, foster care status, etc.

   - What are the academic program choices for parents and students (e.g., dual language education, visual and performing arts, science and technology, English Language Development, etc.)
   - How equitably distributed are special education services and suspensions/expulsions?
   - Are there differences in qualifications of the faculty (e.g., advanced degrees, years of experience)?
   - What differences in course offerings are there? AP, Spanish for Heritage Speakers, GATE, dual language, etc.
   - Are there differences in extra-curricular programs: clubs, sports, etc.?
   - What do the websites suggest about differences in community resources and parental involvement opportunities?
   - What do the school websites seem to indicate about whether the schools find equity important? about whether they are being culturally responsive? Are there resources in languages other than English?

   You will then examine **output factors** at the two schools: academic achievement across student groups (e.g., test scores, dropout rates, graduation rates, college going rates, etc.)

   To help you critically analyze the context, structure, governance, and school finance you may use some of these resources:
   - Dataquest https://dq.cde.ca.gov/dataquest/
   - California School Dashboard: https://www.caschooldashboard.org/
   - Education Data Partnership: https://www.ed-data.org
   - School websites
   - Educational timelines (historical, political)
   - You could email the school if there any additional questions you have

   The final project could be a PowerPoint, movie, or some other type of creative way to present the information.
5. **Spring Book Group Reading Facilitation/Literature Circles**   **15 points**
   In small groups, students will present 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.

6. Final Personal and Professional Narrative   **10 points**

This culminating written narrative will have two sections, the Personal Narrative and the Professional Narrative. Connect readings, films, assignments, activities, and discussions to your tutoring experience with at-risk/diverse students to help augment your knowledge and understanding of subject matter.

Personal Narrative -- Reflect on your development of thinking about identity.
- How has your ideology/perspective changed? Your individual personal story from the beginning of the semester now needs to be re-represented in the context of broader patterns in historical, social, psychological, sociological, political, economic, religious, and other cultural trends, patterns, or cycles and interventions you have learned about.
- Have you remembered, reinterpreted, or encountered particular personal, local, national, or other media events taken place since the beginning of the term that have led you to reflect on some critical themes in this course and your interpretation of them?

Professional Narrative --Reflect on and describe what you learned in this class related to educational issues or programs.
- What did you learn about special education, language education, etc.?
- Describe instructional approaches that efficaciously supported your students (e.g. multicultural education, critical pedagogy, critical race theory)
- Describe how the service learning experience informed your future role as a teacher or community member
→ Describe any approaches that helped provide active learning (e.g. engage student's interest, support motivation, extend learning)
→ Describe your ability to access resources to support students
→ Describe how you collaborated with stakeholders to ensure equitable outcomes for students

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. <u>Individual instructors may adopt more stringent attendance requirements</u>. 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 student 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, or TTY (760) 750-4909. Students

authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

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 traditional face-to-face or remote instruction depending on the section.

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?

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- 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.