

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).

See <http://www.uaf.edu/uafgov/faculty-senate/course-catalog/course-degree-procedures-for-a-catalog-revision-or-the-rules-governing-curriculum-course-changes>

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	College/School
Prepared by	Phone
Email Contact	Faculty Contact

1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION: Dept: Course #: No. of Credits:
 Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO: No If yes, Dept: Course #:

5. To be STACKED? YES/NO: No If yes, Dept: Course #:

6. FREQUENCY OF OFFERING: Every fall semester Every spring semester Every other year Even-numbered years Odd-numbered years

7. SEMESTER & YEAR OF FIRST OFFERING (AY 2011-12 to 2012-13)
 if approved by 3/1/12, otherwise 1/2/12

8. COURSE FORMAT:
 NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course, whether intensive or less than six weeks must be approved by the core review committee.

COURSE FORMAT: 1 2 3 4 5 6 weeks to full semester
 Mode of delivery (specify lecture, field trips, labs, etc):

9. CONTACT HOURS PER WEEK: 3/05 LECTURE 1 hour/week 1 hour/week 1 hour/week
 Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of laboratory=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/course-catalog/course-degree-procedures/guidelines-for-computing/> for more information on no. number of credits.

OTHER HOURS (specify type):

10. COMPLETE CATALOG DESCRIPTION including dept number title credits credit distribution cross-listing stacking (50 words or less if possible):

ED F682: Rethinking Multicultural Education
 3 Credits
 Offered Fall
 This multidisciplinary course explores the ways in which multicultural education issues are manifested at local, state and national levels and translates that

we've had a lot of our own classrooms, so we're looking at that and having our students... children of immigrants, Alaska Native education, culturally relevant education, social justice education, and exploring ways to create stronger family-community-school partnerships.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with U.A. Curricular Council on appropriate classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the bachelor's core? If YES, attach forms. YES: NO: X

If YES, check which core requirements it could be used to fulfill:

General Education, Formal 6 Natural Science, Formal 6

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO X

Justification: Indicate why this course can be repeated (for example, the course is offered at a different time, or a different time).

How many times may this course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Letter change to the grading system for a course constitutes a Major Course Change.

LETTER PASS/FAIL

RESTRICTIONS ON ENROLLMENT (If any)

14. PREREQUISITES Completed a bachelor's degree. These will be required before the student is allowed to enroll in this course.

15. SPECIAL RESTRICTIONS, CONDITIONS None.

16. PROPOSED COURSE FEES \$0.00

Has a membership been obtained through your department for free approval? Yes/No

17. PREVIOUS HISTORY:

Has the course been previously offered? YES NO X

If yes, give semester, year, course #, etc.: Spring 2011, ED 691, 3 credits

18. ESTIMATED IMPACT WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will be an elective course, and thus will provide another course option for our M.Ed. students and other graduate students. The course will be added to the approved list of courses for the Graduate Department. Additionally, the State Education's Graduate Department is revising the Gross Annual Educational Expenditures, and, in the near future, will add this course to the list of required courses.

The budget will not be impacted since this course will become a part of an existing existing member's workload. The SOE faculty workloads will be adjusted for this offering.

No impact on facilities and space is perceived since classrooms have been available when

the course was offered in spring 2011 and will be offered again in spring 2012 as ED 693. All Ed. classes are taught on campus and via distance delivery. Classroom with audio conference and/or videoconference capabilities are necessary. The School of Education is committed to "cultural responsiveness" education (SOF mission), which this course addresses.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (klippen@alaska.edu, 474-6695) with regards to the adequacy of library/media collections, equipment, and services available to this proposed course. If so, give date of contact and resolution. If not, explain why not.

No	X	Yes	=	This course will not impact library collection. The course will not utilize the library collection development office, but will use all the databases that are already applied, e.g., EBSCO, JSTOR, Academic Search Premier, ERIC etc.
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The School of Education's graduate department.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive impacts: This course offers important information currently not addressed elsewhere at the university; offers students a foundation to cross-cultural education; offers another course option to Ed. MA candidates; and is particularly important to be added to the State's list of approved Multicultural Education course offerings.

Negative impacts: none anticipated.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus curriculum committees is to scrutinize course change and new course applications to make sure that the quality of our education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Alaska's K-12 schools have been experiencing an increase in student diversity, not just as well as other diverse student populations. For instance, in Alaska alone, in 2008, the number of children or immigrants increased by 50.5% (Fortun, 2011). Equity, diversity, race, class, gender, and other factors are issues that have become important issues facing educators and policy makers state and nationwide. Additionally, the School of Education's mission is to prepare graduates who are culturally responsive, effective practitioners for Alaska's schools. The proposed course will assist us in achieving the School's mission.

The purpose of this course is to rethink our current understanding of multicultural education and offer a more robust and critical definition of multicultural education that we often see being utilized. For instance, some educators and teacher educators use the singular intent of promoting heroes and holidays and celebrating individual differences. This course will attempt to reclaim multicultural education as a part of a larger, more serious struggle for social justice, a struggle that recognizes the need to fight against systematic racism, colonization, and cultural oppression that takes place through our schools" (Au, 2009, p. 3).

The course goals:

- To examine the intellectual and epistemological approaches of multiculturalism and multicultural education;
- To examine the connections between and among culture (e.g., race/class/ethnicity) and other notions of difference, education and schooling;

- To examine possibilities for transitioning into non-traditional approaches to education; and
- To make connections between theoretical/conceptual propositions and practices and/or everyday lives and experiences.

The course was first offered in spring 2011 as ED 691: Contemporary Issues in Higher Education. However, after some discussion with the SC, the course was revised and renamed ED 691's course description and goals. The course description and goals were submitted to and approved by the University for spring 2012. We would like to request that this course be a permanent elective course for the University. We would like to request that the School of Education currently revising its Cross-Cultural Education course list add this course to the required course list.

APPROVALS: All additional signature lines as needed.

Maureen Hogan Date 10/6/11
 Signature, Chair, School of Education, Graduate Program, Maureen Hogan

[Signature] Date 10/6/11
 Signature, Chair, College/School Curriculum Coordinator, School of Education

Allan Morretti Date 10-6-2011
 Signature, Dean, School of Education, Allan Morretti

[Signature] Date
 Signature of Provost (if applicable)

Offerings above _____ level of approved programs must be approved in advance by _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

[Signature] Date
 Signature, Chair
 Faculty Senate Review Committee, Curriculum Review, CAC, CMC

Core Review SADR

ED 682: RETHINKING MULTICULTURAL EDUCATION
Spring 2012: Time and location TBD and via video conferencing

Instruction: 2-2-2012

Office: 2012

*** Include ED682 on subject line.

Phone: 1907 474-5516

Office Hours: 2-2-2012

Audio Dial-in: 1-800-570-3391

Video Conferencing Services: 1-800-910-9801

As educators we are perpetuating, we engage in politics when we educate. And we do so about democracy, let us fight, day and night, for a school that will talk to us with the learners' faces, hearts, and hands, we can have a better world.

Every young person must be given expanding opportunities to solve the problems of their physical and social environment, thereby developing the political and "cultural" skills that are urgently needed to transform the stagnating conditions as well as the diverse environments of our communities and cities. – Grace Lee Buggs (1971)

Why do you will not be content just to be successful in the way that our society measures success; that you will obey the rules, when the rules are unjust, that you will act out the courage that I know is in you. – Howard Zinn (2005)

Course Description

This multi-disciplinary course uses of 2-parts: 1) critically analyze and reflect on current multicultural education issues at the national, state and local levels, and 2) transfer knowledge you learned into your own classrooms, schools, or beyond. Topics include: critical thinking, immigrants, Alaska Native education, culturally relevant education, social justice education and exploring school-community partnerships. This course will utilize the following instructional techniques: discussion, critical analysis and reflective writing, and audio/video conferencing. Prerequisites: Completed a bachelor's degree

Course Goals

- To examine the intellectual and socio-political perspectives of multicultural and multicultural education;
- To examine the connections between race and gender (e.g., race/class/gender) and other notions of difference, education and schooling;
- To examine possibilities for transformation of schooling (and society) through cultural approaches to education; and
- To make connections between theoretical/conceptual propositions and practice in our everyday lives and experiences.

Student Learning Outcomes

• To produce a new resource, relationship, and/or opportunities that will be useful for yourself and others in classrooms and/or communities.

Required Readings

- Au, W. (Ed.). (2009). *Rethinking multicultural education: racial, ethnic, and cultural justice*. Milwaukee, WI: Rethinking Schools. (online publication)
- Barnhardt, R., & Kawagata, A.J. (2010). *Alaska Native education: Views from the frontlines*. Fairbanks, AK: Alaska Native Knowledge Network.

- Freire, P. (2005). *Teachers as culture workers: Letters to those who dare teach* (expanded ed.). Westview Press.
- Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco: Jossey-Bass
- Olsen, L. (2008). *Made in America: Immigrant students in our public schools* (1st ed.). New York, NY: The New Press.
- Additional readings will be posted on Blackboard.

Classroom Rules

- ❖ Respect each other's job, other's time
- ❖ We will discuss, discuss, and discuss, and we will not attack individual students.
- ❖ We will be respectful to each other's ideas, feelings, and ideas.
- ❖ We are all learners in this class.
- ❖ All written assignments must be typed on a computer and must be double-spaced.
- ❖ You must have and use your UAF account to participate in Blackboard. Blackboard is available at <http://uhassess.uaf.edu>.

Assignment Due Dates

Pay close attention to due dates for assignments. Unless you make other arrangements with me, assignments will be marked down a grade point if they are not turned in on time. Since we meet once a week, assignments that are more than a week late will receive a lower grade. Written assignments should be:

- ❖ Emailed to me (MS Word) by the beginning of the class session.
- ❖ Double-spaced, 11-point font, Times New Roman font and page headers.
- ❖ All assignments should include the following email subject line: ED669-2012 Last Name: Assignment (e.g., ED682 Wong, JAP#1; ED682 Wong, JMem#1, etc.).

Plagiarism Policy

High academic standards are essential for maintaining the credibility of our faculty. Every source taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you use or quote from someone else's work, you must include a proper citation using an established style sheet. Plagiarism is defined as copying someone's work and using them as one's own. Plagiarism in any form will be taken seriously. Students found to have plagiarized or fabricated statements will receive, at a minimum, a "D" for the class. Further action, such as suspension, will be taken if necessary.

Disabilities Services

UAF is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the Office of Disabilities Services at 209 Whitaker Building (907-474-5655). I am willing to work with you to help you succeed, but I need to know what some things are difficult for you. Don't be shy, and let me know what you need. You can reach me by phone or send me an email.

Writing Center

I strongly recommend that you visit the Writing Center at 1101 Linn Building (907-474-3314). Always start your writing early and remember that writing is the essence of writing well. (Tinsler 2006, p. 282)

Assignments – More details in class.

1) Attendance and Participation (25%)

You are expected to be present in class both physically and intellectually. Because this is a seminar, you are an integral part to its success. My hope as a faculty member is to guide you to the

learning process and help facilitate discussions. You are responsible for actively participating in the class.

To this end, you must be willing to actively participate in class discussions and interactions. I understand that some individuals will participate more than others, but there are no levels of commitment that must guide us in this seminar. The course structure, however, calls for you to be an active participant in the seminar. Your grade will be based on the quality of your participation, not the quantity.

I will ask the same questions each week regarding the readings during your weekly presentations.

- What questions did the readings/film provoke for you?
- What issues, facts, values, and perspectives in the readings/film challenge?
- What do you know now that you did not know before reading/watching this week's assignments?

If **ONE** absence is unavoidable, please try to contact me in advance. I do not know why you will not be in class. Since we only meet once a week, two or more absences will result in your grade. You are also welcome to make an appointment with me for a consultation. I will not accept any excuse for any reason.

2) Class Facilitation (10%)

During Weeks 4-14, each of you will present an activity based on the week's readings. You can assume that everyone in the class has done the readings so the purpose of your facilitation should not be to simply summarize the readings, but to guide the class in analyzing and discussing the arguments and issues raised in them. You must meet with me at least one week before your scheduled session in order to plan your course of action for the facilitation. You are not expected to be an expert on the readings of the week; however, you are expected to have carefully read the readings and to prepare a series of guiding questions for the discussion, and to facilitate discussion. The role of the facilitator is encouraged.

3) Critical Analysis Paper #1 (10%)

Focus: Self-Reflection

One of the most difficult, yet necessary, experiences for people who want to understand others is to understand themselves. Write a short narrative about how race, class, and gender identity, your family's identity, or your own racial and ethnic identity, and your own gender identity have shaped you. How would you describe your own racial and ethnic identity? How, if any, have these identities shaped you? How have these racial and ethnic identities had an impact on your educational experiences? What sense of "difference" do you recognize in yourself? You are welcome to include other identities (e.g., class, sexual orientation, gender, occupational status, etc.) if the emphasis is racial and ethnic identities.

4) Critical Analysis Paper #2 (10%)

Focus: Commentary

Write a 4-5 page commentary on the story you have written, use course materials and resources (theoretical and practical) to support your points.

5) 3-2-3 page Reflection Memos (10%)

Reflectivity is critical because questions of knowledge and power are significant. However, we are often reluctant to engage in reflection. This is because we are often not aware of the connection between our actions and the world around us.

6) Community Education Project & Showcase (35%)

The CEF will integrate and showcase every other's projects during the community...

Grading Note: any grade below a B is generally not acceptable in a graduate program.

94-100 points = A	77-79 points = C-
93-90 points = A-	74-76 points = C
87-89 points = B+	73-75 points = C-
84-86 points = B	69-60 points = D
83-80 points = B-	Below 60 points = F

This syllabus is subject to change during the course of the semester. Updates will be given in class.

Tentative Class Schedule:

WEEK 1: January 7-13 Introduction

In-class film clips

WEEK 2: January 31-February 6 Race, Ethnicity, and Cultural Education

- Nieto & Bode (2008). Affirming diversity: Chapters 2-4
- Unit & video on (1994) racial formation
- Film: See Blackboard for link

Due: Reflection Memo #1

WEEK 3: February 13-19 Language, Culture, and Power

- Au: Section 1 pp 9-85
- Kendall (2001). "Understanding White Privilege."

WEEK 4: February 27-March 5 Language, Culture and Power

Au: Section 2 pp 89-161

Due: CAP #1, Self-Portrait

WEEK 5: February 21-March 21 Toward a Culturally Relevant Education

Ladson-Billings. Heritage. Culture...

WEEK 6: February 28-March 28 Toward a Culturally Relevant Education

Ladson-Billings. Chapters 5, 7, 8, Appendixes A & B

WEEK 7: March 5 Humanizing our Multicultural Classrooms

 Au: Section 3, pp. 165-243


WEEK 8: March 13 Spring Break

WEEK 9: March 20 Children of Immigrants in U.S. Schools

 Olsen: Preface, introduction, article chapters 1-5

 Due: CAP #2, Commentary


WEEK 10: March 27 The Immigrant Experience

 Olsen: Chapters 7-11


WEEK 11: April 3 Alaska Native Education

 Barnhardt & Kawagley: Part I (pp. 13-34) and Part II (pp. 35-54)

WEEK 12: April 10 Alaska Native Education

 Barnhardt & Kawagley: Part V (pp. 255-290) and Part VI (pp. 291-331); pp. 147-150


WEEK 13: April 17 (Mis)Understanding Families

 Marsh & Turner-Vorbeck (Eds.) (2010): Chapters 1-7


WEEK 14: April 24 Teachers as Cultural Workers

 Freire

WEEK 15: May 1 Confronting Race, Culture in the Classroom

 Au: Section 4, pp. 245-316 and pp. 335-360

WEEK 16: May 8 Community Education Project Showcase

 Due: Reflection Memo #3

 Due: Community Education Project