

**CALIFORNIA STATE UNIVERSITY SAN BERNARDINO
COLLEGE OF EXTENDED LEARNING
WINTER 2010 SYLLABUS**

Course Title:	Latino Education and Advocacy Day 2010
Course Number:	TBA
Course Credit:	1.0
Course Meeting Time(s) and Place(s):	March 29, 2010, Santos Manuel Student Union <ul style="list-style-type: none">• Check-in starts at 8:00 a.m.• Morning Sessions: 8:30 a.m. - 12:00 p.m.• White House Initiative with Dr. Juan Sepúlveda: 1:00 p.m.• Afternoon Sessions: 2:00 - 4:30 p.m.• "Viva La Causa" Documentary Screening with Dolores Huerta: 5:30 - 7:00 p.m.• Teaching Resources & Information Expo: All Day
Instructor:	Enrique G. Murillo, Jr., Ph.D.
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Office Hours:	Mondays & Tuesdays, 4:00 p.m. - 6:00 p.m. and by special appointment
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Description: California State University San Bernardino is pleased to announce Latino Education and Advocacy Day (LEAD) "A Day of Courageous Conversations". Please join us for a free one-day summit as we convene key stakeholders: teaching professionals and educators, researchers, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, families, civic leaders, activists, and advocates.

Overview: This summit will cover a broad range of topics on the educational issues that impact Latinos, particularly students and families. There are four **components** which will encompass most issues of relevance:

- (1) Community Engagement, (2) Professional Development, (3) Parental Involvement, and
- (4) Youth Leadership.

These include, but are not limited to the following **strands**:

- Schooling Conditions and Outcomes / Educational Pipeline
- Culture, Identity and Diversity
- Immigration, Globalization and Transnationalism
- Language Policies and Politics
- Early Childhood
- Latino Perspectives on School Reform
- Culturally-Responsive Pedagogies and Effective Practices
- High Stakes Testing and Accountability
- Community Activism and Advocacy
- Higher Education Eligibility, Enrollment and Attainment

Rationale: The Professional Development Component of the Latino Education and Advocacy Day (LEAD)

Summit is designed to provide Staff, Teachers, and Administrators an experience in broadening your understanding of the educational issues that impact Latinos, particularly students and families. The educational

success of an individual is linked to many factors. Understanding those factors can create unprecedented

success in the teaching and learning community.

That is, in order to understand the school performance of Latino students, one must first appreciate the social, historical, political, and cultural themes and contexts in which learning takes place. Not only will the LEAD forums discuss the major barriers to educational success, but also the cultural, personal, and linguistic strengths these learners are likely to bring with them to school.

Moreover, the school performance of language minority students in general, and Latino students specifically, has often been attributed to individual and minority cultural variables (i.e., second language proficiency, socioeconomic status, lack of motivation, diminished parental involvement, cultural inferiority, etc...). Although some of these attributes in combination with school and teacher variables (i.e., programs, teacher competency, monolingualism, student expectations, etc...) could interact in ways to influence student performance, the influence of social-legislative policy, social class, curriculum differentiation programs and the traditional ways of schooling Latino children must be understood as contributing conditions that effect teaching and learning and ultimately school performance. By understanding how these broader sociological and cultural contexts influence public sentiment, educational policy and school practices, staff, teachers, and administrators will understand that school and classroom activities must go beyond basic literacy skills to consider the extended issues of social justice, equality and intellectual apartheid.

Expected Learning Outcomes / Objectives: The goals and objectives of this course are grounded on the belief that staff, teachers, administrators (and students of education) need to understand the greater social, political, historical, and cultural contexts beyond their individual classrooms or programs. By understanding these broader concepts, issues and perspectives, educators may able to “contextualize” their own experiences and those of their students. In short, learning is a socio-cultural process that takes place across multiple contexts.

- 1) To understand the relationship between society, culture and schools and their impact on Latino Students.
- 2) To understand how schools, as cultural institutions, mediate the socialization of cultural norms such as: language acquisition, academic and cognitive competence and cultural identity.
- 3) To understand the relationship between social structure, cultural norms and educational inequity.

Course Requirements (Attendance):

- Check-in starts at 8:00 a.m.
- Morning Sessions: 8:30 a.m. - 12:00 p.m.
- White House Initiative with Dr. Juan Sepúlveda: 1:00 p.m.
- Afternoon Sessions: 2:00 - 4:30 p.m.
- "Viva La Causa" Documentary Screening with Dolores Huerta: 5:30 - 7:00 p.m.
- Teaching Resources & Information Expo: All Day

Evaluation:

In all participation, I am looking for evidence of:

- understanding and application of facts, concepts, terms, and processes learned/discussed;
- demonstration of substantial knowledge and higher order thinking and analytic skills;
- critical reflexivity, i.e., “wrestling” with issues and topics;
- frequent and appropriate use of new and reconstituted knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- “reading between the lines” and “digging” into underlying assumptions about knowledge production;
- clarity of expression and logical connection among ideas expressed;

The grade assignment, based on points, is as follows:

A:	94 - 100	A-:	90 - 93	B+:	87 - 89	B:	83 - 86	B-:	80 - 82
C+:	77 - 79	C:	73 - 76	C-:	70 - 72	D:	65 -69	F:	64 and below

Policies and Rules: I hope our time together can be not only painless and informative, but also fun and

interesting. However I expect you to respect the following rules.

1) You **must** come to the LEAD summit prepared to hear and participate where appropriate the topics assigned.

2) You will lose **10** grade-points per summit session you do not attend.

3) If an emergency arises, it is **your** responsibility to advise me ASAP via voice or E-mail.

4) It is also **your** responsibility to verify attendance at each and every session, including the evening capstone event.

5) It is expected that chauvinist language (racist, sexist, etc...) be **avoided**.

6) Automatic **failure** will result from cheating, submitting attendance records that are falsified, prepared by another, or plagiarism.

7) Remain **respectful** of others, no disruptive behavior.

8) Be **advised** that the requirements for this course are very heavy. That is, it is a day-long event, and attendance is mandatory to receive full credit.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our Educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995). In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who need and requests accommodation.

Summit Program:

8:00 AM: Check-In

8:30 AM: Welcome and Opening Remarks

Dr. Enrique G. Murillo, Jr. Coordinator, Latino Education Projects, and Associate Professor of Education - Language, Literacy & Culture, CSUSB

City University of New York, National Latino/a Education Research
Agenda Project

Dr. Pedro R. Portes, The Goizueta Foundation Distinguished Chair of Latino
Teacher Education, and Executive Director of the Center for Latino
Achievement and Success in Education, University of Georgia

Dr. Angela Valenzuela, Professor, Director of the Texas Center for Education
Policy, and Associate Vice President for School Partnerships,
University of Texas at Austin

Moderator: Dr. Ruth Trinidad Galván, University of New Mexico-Albuquerque,
Associate Editor, Journal of Latinos and Education and Co-Editor,
Handbook of Latinos and Education

12 noon: Lunch

1:00 PM: Feature Presentation: “White House Initiative (WHI)”

Introductions: Dr. Art Delgado, Superintendent, San Bernardino Unified School District

Speaker: Dr. Juan Sepúlveda, Director, White House Initiative on the Educational
Excellence for Hispanic Americans

Moderator: Dr. Margarita Machado-Casas, University of Texas-San Antonio, Associate
Editor, Journal of Latinos and Education and Co-Editor, Handbook of
Latinos and Education, National Co-Coordinator, National Latino
Education Network

**2:00 PM Forum: “The Policies and Politics of Educational Access and
Opportunity”**

Introductions: Ramiro Porras, Jr., USDA-HSI Regional Director for Southern California

Participants: Dr. Antonio R. Flores, President and Chief Executive Officer of the Hispanic
Association of Colleges and Universities

Dennis López, Co-Founder, Coalition for Educational Equity & English
Learners of the Inland Empire, Moreno Valley AB 540 Organizing
Committee, and Leticia A. Network for Immigrant Access to California
Higher Education

Diana Fuentes-Michel, Executive Director, California Student Aid

Commission

Librada Murillo, Moreno Valley Parents Association

Moderator: Dr. Juan S. Muñoz, Associate Vice-Provost, Texas Tech University-Lubbock, Associate Editor, Journal of Latinos and Education and Co-Editor, Handbook of Latinos and Education

3:30 AM: Break / “Otro Cafecito”

3:45 PM Forum: “Youth Development and Future LEADers”

Introductions: Henry Yzaguirre, Student Services Coordinator, San Bernardino City Unified School District, and Doctoral Candidate, Educational Leadership Program, CSUSB

Participants: Maria García, BCLAD Multiple Subject Credential Student, CSUSB

Dr. Louie F. Rodríguez, Assistant Professor, Department of Educational Leadership & Curriculum, CSUSB

(Louie and Maria to determine 2 youth to accompany them)

Moderator: Dr. Corinne Martínez, California State University-Long Beach, Associate Editor, Journal of Latinos and Education and Co-Editor, Handbook of Latinos and Education

4:30 PM Networking Reception

Finger Food and Drinks

5:30 PM Capstone Presentation and Documentary Screening

Introductions: Sussan Ortega, Dual Immersion Teacher, Washington Elementary, Corona-Norco Unified School District
Doctoral Candidate, Educational Leadership Program, CSUSB

Speaker: Dolores Huerta, President, Dolores Huerta Foundation and Co-founder of the United Farm Workers

Documentary: “Viva La Causa (dvd 39 mins.)”

Moderator: Bobbi Houtchens, Teacher, English Language Facilitator at Arroyo Valley High School, San Bernardino Teaching Ambassador Fellow, U.S. Department of Education

7:00 PM Closing Remarks and Acknowledgments

“Reflections, Action Items, and What’s Next?”

Dr. Enrique G. Murillo, Jr. Coordinator, Latino Education Projects, and Associate Professor of Education - Language, Literacy & Culture, CSUSB

Miguel H. López, Sussan Ortega, Nori Sogomonian-Mejia, and Henry Yzaguirre
All Doctoral Candidates, Educational Leadership Program, CSUSB