

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.13 ; REV 12.3.13

PROGRAM AREA(S): EDUCATION

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|---|
| ☒ Course title | ☐ Course Content |
| ☐ Prefix/suffix | ☐ Course Learning Outcomes |
| ☐ Course number | ☐ References |
| ☐ Units | ☐ GE |
| ☐ Staffing formula and enrollment limits | ☐ Other |
| ☒ Prerequisites/Corequisites | ☐ Reactivate Course |
| ☒ Catalog description | |
| ☐ Mode of Instruction | |

Justification: The title was changed to add 'I' because there are two courses with the same name (I&II). Prerequisites changed to make them clearer for students and because the course is open to students in all credentials. There was a typo in the course description.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix **EDML** Course# **563**
 Title **Primary Language Schooling in the US, Grades K-12**
 Units **(3)**
3 hours lecture per week
 hours blank per week

☒ Prerequisites: Admission to the Multiple Subject Credential with BCLAS Emphasis Program.

☐ Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols):

The nature of language and literacy teaching and learning in the language of emphasis. Skills related to instruction in two languages. Effective use of primary language, literacy and related curricular materials.

General Education Categories:

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N

Course Level:

☐ Undergraduate

☒ Post-Baccalaureate

☒ Graduate

NEW

Prefix **EDML** Course# **563**
 Title **Primary Language Schooling in the US, Grades K-12 I**
 Units **(3)**
3 hours lecture per week
 hours blank per week

☒ Prerequisites: Admission to the Multiple Subject, Single Subject or Educational Specialist Credential Program with Bilingual Authorization OR holds a California teaching credential.

☐ Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols):

The nature of language and literacy teaching and learning in the language of emphasis. Skills related to instruction in two languages. Effective use of primary language, literacy and related curricular materials.

General Education Categories:

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N

Course Level:

☐ Undergraduate

☒ Post-Baccalaureate

☒ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Provost Office)

Existing

Proposed

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>X</u>	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>X</u>	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/ge>
Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

The California Commission on Teacher Credentialing (CCTC) has phased out the current BCLAD authorization standards. As of December 31, 2010, candidates may not be admitted to the current bilingual (BCLAD) program. Therefore, we have re-designed our bilingual

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X Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

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Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

describe the nature of language and literacy teaching and learning in the language of emphasis

interpret and apply knowledge and skills related to organizing for instruction in two languages

use various methods of Spanish language and literacy instruction in bilingual and monolingual settings and across the content core curriculum

demonstrate effective use of primary language, literacy and related curricular materials for K-12

develop lesson plans specifically for primary language instruction

design effective lesson plans for primary language teaching and learning across the curriculum in K-12 classrooms

embed English language instruction, literacy and content area instruction

analyze the interrelationship between various types of bilingual programs.

Upon completion of the course, the student will be able to:

NEW

describe the nature of language and literacy teaching and learning in the language of emphasis

interpret and apply knowledge and skills related to organizing for instruction in two languages (e.g., Spanish and English)

use various methods of language and literacy instruction in bilingual and monolingual settings and across the content core curriculum

demonstrate effective use of primary language, literacy and related curricular materials for K-12

develop lesson plans specifically for primary language instruction

design effective lesson plans for primary language teaching and learning across the curriculum in K-12 classrooms

embed English language instruction, literacy and content area instruction

analyze the interrelationship between various types of bilingual programs.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- Relationship between English & literacy and content area instruction in the language of emphasis in K - 12 instructional settings - Relationship between L1 and L2 instruction across the core curriculum for K - 12 students

- Overview of bilingual, dual immersion, two-way bilingual, monolingual and multilingual education for second language learners - Connections between language, culture & literacy in

NEW

- Relationship between English & literacy and content area instruction in the language of emphasis in K - 12 instructional settings - Relationship between L1 and L2 instruction across the core curriculum for K - 12 students

- Overview of bilingual, dual immersion, two-way bilingual, monolingual and multilingual education for second language learners - Connections between language, culture & literacy in

first and second language acquisition & development

- Relationship for teaching and learning between the home and school communities - Reading and language theory & methods in the primary language for grades K – 12 education

- Literacy and primary language instruction across the curriculum for grades K - 12 - Methods of teaching Spanish language & literacy in monolingual & bilingual settings for K - 12 students

- Assessment in language, literacy and content areas in the language of emphasis

first and second language acquisition & development

- Relationship for teaching and learning between the home and school communities - Reading and language theory & methods in the primary language for grades K – 12 education

- Literacy and primary language instruction across the curriculum for grades K - 12 - Methods of teaching language & literacy in monolingual & bilingual settings (e.g. Spanish and English) for K - 12 students

- Assessment in language, literacy and content areas in the language of emphasis

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1) *Beyond three disciplines consult with the Curriculum Committee.*

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**
- B. List each cross-listed prefix for the course: ☐**
- C. Program responsible for staffing: ☐**

9. References. [Provide 3-5 references]

OLD

Garcia, Ofelia Skutnabb-Kangas, Tove Torres-Guzman, Maria E., (2006). *Imagining Multilingual Schools: Language in Education and Globalization*, Multilingual Matters Limited Publishers.

Creese, Angela Martin, Peter W. *Bilingual Education and Bilingualism*, 44 : *Multilingual Classroom Ecologies : Inter-Relationships, Interactions and Ideologies* (2003).

Fishman, Joshua., Editor. (2000). *Multilingual Matters 116 : Can Threatened Languages Be Saved? : Reversing Language Shift, Revisited : A 21st Century Perspective.*

Dewaele, Jean-Marc Housen, Alex Wei, Li *Multilingual Matters 123 : Bilingualism : Beyond Basic Principles.* (2003) Multilingual Matters Limited, Publisher.

NEW

Garcia, Ofelia Skutnabb-Kangas, Tove Torres-Guzman, Maria E., (2006). *Imagining Multilingual Schools: Language in Education and Globalization*, Multilingual Matters Limited Publishers.

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Dewaele, Jean-Marc Housen, Alex Wei, Li *Multilingual Matters 123 : Bilingualism : Beyond Basic Principles.* (2003) Multilingual Matters Limited, Publisher.

10. Tenure Track Faculty qualified to teach this course.

Lilian Castaneda, Carola Matera and Manuel Correia

11. Requested Effective Date or First Semester offered: **Fall 2014**

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☐ (Lab fee requests should be directed to the Student Fee Committee)

E. Other.

☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Manuel Correia

☐

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDML 563

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date