

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: This class is open to students in all credential programs.

2. Course Information.

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

OLD

Prefix EDML Course# 564
 Title Primary Language Schooling in the US, Grades K-12 II
 Units (3)
 3 hours lecture per week
 hours blank per week

☒ Prerequisites: Admission to the Multiple Subjects, Single Subject or Educational Specialist Program with Bilingual Authorization OR holds authorization in MS, SS or Education Specialist credential and successful completion of EDML 563.

☐ Consent of Instructor Required for Enrollment
 Corequisites: ☐

Catalog Description (Do not use any symbols):

The nature of primary language teaching in the content areas and relationship to literacy. Skills related to instruction in two languages. Effective use of content area curricula and assessment.

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 II
 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 primary language teaching in the content areas and relationship to literacy. Skills related to instruction in two languages. Effective use of content area curricula and assessment.

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	3	1	25	X	Lecture	3	1	25	X	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
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

This is a required course for the new Bilingual Authorization as per the California Commission on Teacher Credentialing

☒ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

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☒ Requirement for the Major/Minor
☐ 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

- demonstrate appropriate primary language methods across the curriculum
- review curricular materials appropriate for content area instruction in the language of emphasis
- describe the nature of teaching and learning across the content curriculum
- apply the knowledge, skills and abilities to organizing instruction in two languages - explain the process of embedding English language learning and the basis for the transfer of skills between Spanish and English - plan and assess instruction for content area instruction in the L1 and in the context of the L2
- identify and apply appropriate grade level content materials to the California curricular frameworks - describe the nature of content area teaching and learning in the language of emphasis
- develop and effectively implement lessons in the content areas in the language of emphasis

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

NEW

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- review curricular materials appropriate for content area instruction in the language of emphasis
- describe the nature of teaching and learning across the content curriculum
- apply the knowledge, skills and abilities to organizing instruction in two languages - explain the process of embedding English language learning and the basis for the transfer of skills between Spanish and English - plan and assess instruction for content area instruction in the L1 and in the context of the L2
- identify and apply appropriate grade level content materials to the California curricular frameworks - describe the nature of content area teaching and learning in the language of emphasis
- develop and effectively implement lessons in the content areas in the language of emphasis

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

OLD

- Content area instruction in the language of emphasis
- Pedagogy for teaching content in the language of emphasis - Theory of primary language instruction and literacy across the content areas - Assessment of content area knowledge in the language of emphasis - Lesson design for content area instruction - Curricular Frameworks and Content Area Standards for ELL's learning in the language of emphasis - Transferability, transfer and contrastive analysis - Adding content area instruction in English and assessment

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- Pedagogy for teaching content in the language of emphasis - Theory of primary language instruction and literacy across the content areas - Assessment of content area knowledge in the language of emphasis - Lesson design for content area instruction - Curricular Frameworks and Content Area Standards for ELL's learning in the language of emphasis - Transferability, transfer and contrastive analysis - Adding content area instruction in English and assessment

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.

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course: ☐
- 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: [REDACTED]

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