NEW COURSE PROPOSAL

Courses must be submitted by November 2, 2009, for priority catalog review.

DATE (Change if modified and redate file with current date) 11/2/2009; REV 12.14.09; REV 1.21.10

PROGRAM AREA(S) EDUCATION

1. Course Information. [Follow accepted catalog format.]

Prefix(es) (Add additional prefixes if cross-listed) and Course No. EDUC 538

Title: K-12 LITERACY: MULTICULTURAL AND MULTILINGUAL Units:

XXX Prerequisites Admission to a Credential Program
XXX Corequisites SPED 562, SPED 570, SPED 580 or SPED 585
Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Topics include developmental theory and practice of the reading and writing process through the school years K-12; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children, literacy in the content areas; technology for teaching and learning is integrated.

Grading Scheme: A-F Grades Repeatable for a maximum of Undergraduate
Credit/No Credit
Optional (Student Choice)

Course Level Information: Total Completions Allowed Post-Baccalaureate/Credential
Multiple Enrollment in Same Semester Graduate

Mode of Instruction/Components (Hours per Unit are defaulted).

<table>
<thead>
<tr>
<th>Course Level Information:</th>
<th>Course Level Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F Grades</td>
<td>Repeatable for a maximum of Undergraduate</td>
</tr>
<tr>
<td>Credit/No Credit</td>
<td>Total Completions Allowed</td>
</tr>
<tr>
<td>Optional (Student Choice)</td>
<td>Multiple Enrollment in Same Semester</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of Instruction/Components (Hours per Unit are defaulted).</th>
<th>Mode of Instruction/Components (Hours per Unit are defaulted).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
</tr>
<tr>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Activity</td>
<td>2</td>
</tr>
<tr>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Indep Study</td>
<td></td>
</tr>
<tr>
<td>Other Blank</td>
<td></td>
</tr>
</tbody>
</table>

Leave the following hours per week areas blank. The hours per week will be filled out for you.

4 hours lecture per week
4 hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval 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)

9.15 08 km2
3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)
   A. Justification: This course is required to meet the new standards for the Education Specialist Credential program. These standards are set by the California Commission on Teacher Credentialing. This course will replace EDMS 522 and EDSS 540 in the Education Specialist Level 1 program. The course covers literacy across K-12 and covers the entirety of the literacy standards for the Education Specialist program. It also prepares students to pass the RICA examination (all K-8 credential students must pass). This course is written as an EDUC not a SPED course because it covers general education material that is not specific to students with disabilities but necessary for special education teachers to know.

   B. Degree Requirement: xx Requirement for the Major/Minor

   Note: Submit Program Modification if this course changes your program.

4. Learning Objectives. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm)

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

   Teacher candidate will:
   1. Explain the multiple factors affecting literacy development in English at the primary and secondary levels.
   2. Plan a balanced language arts program based upon in-depth knowledge of reading research.
   3. Apply foundational models of teaching reading and writing in culturally and linguistically diverse classrooms which also include students with special needs.
   4. Compare and contrast how 1st and 2nd language acquisition impacts children’s ability to learn to read, write and speak.
   5. Use common diagnostic assessments to determine instructional needs of school-aged students.
   6. Translate the results of formal and informal assessments of reading and writing behaviors into instructional plans.
   7. Give a demonstration of instructional strategies necessary in the development of reading and writing for all students.
   8. Design a classroom which provides a rich environment that enhances literacy development in self-contained and content area classrooms.
   9. Acquire an in-depth knowledge of RICA domains that are correlated to the teaching of reading and writing.
   10. Identify and use specific California Language Arts Standards in the development of lesson plans and long term planning.
   11. Identify methods and strategies to help students access content-area texts.
5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Introduction to contemporary theory and practice in the teaching of Literacy to All Students

Language and Literacy Connections to State Frameworks, ELA Framework, Content Standards and Statewide Testing

Assessment and recording keeping strategies, with attention to English learners and Special needs students.

Critical concepts in the development of 1st and 2nd language proficiency: structure of English Language, developing oral language skills including building vocabulary

Critical concepts in the teaching of reading: stages in the development of reading skill acquisition: emergent literacy, concepts about print, phonemic awareness, phonics, fluency, vocabulary and comprehension

Critical concepts and stages in the development of fluent writers

Developing fluency and comprehension skills to help produce independent readers

Identifying reader factors versus text factors in the reading process

Designing and planning a balanced literacy program within the elementary setting and secondary content areas

Infusing appropriate learning and instructional technologies

Classroom organization and instructional techniques for effective literacy programs

Relating course content to the elements of the Reading Instruction Competency Assessment (RICA) – the required examination for recommendation for the Education Specialist and Multiple Subjects Teaching Credential

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. This course is designed to look at literacy across the K-12 school years. It overlaps with two EDMS courses that look at literacy in K-3 EDMS 522 and literacy in the upper elementary years 4-6. This course needs to cover K-12 because Education Specialist are credentialed to teach K- age 23.

Overlapping courses require Chairs’ signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. 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: 

B. Program responsible for staffing: 

7. References. [Provide 3 - 5 references]


8. Tenure Track Faculty Qualified to Teach This Course.

Jill Leafstedt

Mary Adler

Manuel Correia
9. Requested Effective Date:
   First semester offered: Fall 2010

10. New Resources 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 (please refer to Dean’s Office for additional processing) Yes  No
    E. Other

11. Will this new course 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 5, 2009 of preceding year.
    Priority deadline for Course Proposals and Modifications: November 2, 2009 of preceding year.
    Last day to submit forms to be considered during the current academic year: April 15th.

Jill Leafstedt, Manuel Correia and Mary Adler
Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)  Date

9.15 08 km2
Approval Sheet

**Program/Course:** Educ 538

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.

<table>
<thead>
<tr>
<th>Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for International Affairs Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Integrative Studies Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Multicultural Engagement Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Civic Engagement Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>