

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
**COURSE MODIFICATION PROPOSAL**  
**Courses must be submitted by November 2, 2009,**  
**to make the next catalog (2010--2011) production**

DATE (CHANGE DATE EACH TIME REVISED): 10.22.09

PROGRAM AREA(S): CHS/EDUC/HIST

**Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.**

**1. Course Information.**

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

**OLD**

Prefix **EDUC/HIST** Course# **445** Title **Chicano Child & Adolescent** Units (4)  
 3 hours lecture per week  
 2 hours activity per week

Prerequisites:   
 Consent of Instructor Required for Enrollment  
 Corequisites:

**Catalog Description** (Do not use any symbols): Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.

General Education  Repeatable   
 Categories **C3B, D,** CR/NC for up to  units  
**UDIGE**  
 Lab Fee Requested  A - F Total Completions   
 Course Level:  Multiple Enrollment in same semester  
 Undergraduate Optional (Student's choice)  
 Post-bac/Credential  
 Graduate

**NEW**

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 3 hours lecture per week  
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Prerequisites:   
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 Corequisites:

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**2. Mode of Instruction (Hours per Unit are defaulted)**

Hegis Code(s) \_\_\_\_\_  
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<b>3</b>	<b>1</b>	<b>30</b>	<input type="checkbox"/>	Lecture	<b>3</b>	<b>1</b>	<b>30</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<b>1</b>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<b>1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<b>1</b>	<b>2</b>	<b>30</b>	<input type="checkbox"/>	Activity	<b>1</b>	<b>2</b>	<b>30</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Course Attributes:

**x** **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)**

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

**x** C-3b Multicultural

#### **x** **D (Social Perspectives)**

##### **E (Human Psychological and Physiological Perspectives)**

**x** **UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement**

**Meets University Language Requirement**

**American Institutions, Title V Section 40404:** **Government** **US Constitution** **US History**

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

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

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

#### **OLD**

The interdisciplinary course may be an elective for a variety of majors, but especially useful for those interested in historical precedents and policies affecting this diverse ethnic group and those interested in becoming either elementary or secondary teachers in California and in a variety of culturally diverse areas in the nation. In addition, the course meets the culture of emphasis requirement for the California Multiple Subject teaching credential with a BCLAD (Bilingual Cross-Cultural Language and Academic Development) emphasis. It also serves as an initial course in the forthcoming Chicano Studies program slated for 2008. In addition, student's writing proficiency and practice will be applied through three types of writing practice (weekly reflections, historical research writing, and an analytical/evaluative piece on the chosen community service learning project, all of which meet the University writing requirements where written assignments will involve revision and multiple drafts resulting in a final written product.

The continual growth of the Chicano/Mexicano population, especially children and adolescents in California and our local service region, requires future teachers to be knowledgeable, skillful, and cognizant of critical sociocultural issues and

#### **NEW**

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The continual growth of the Chicano/Mexicano population, especially children and adolescents in California and our local service region, requires future teachers to be knowledgeable, skillful, and cognizant of critical sociocultural issues and

realities pertinent to this significant cultural population in order to be an effective educator. Important historical events, policies, and contributions of often neglected Chicano history will be brought to the forefront and analyzed.

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

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- Elective for the Major/Minor
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**Submit Program Modification if this course changes your program.**

**5. Learning Objectives.** (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

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

**OLD**

- to build an awareness of the powerful historical social experiences, realities, and cultural influences on the daily lives of Chicano/Mexicano children and adolescents.
- to construct a historical knowledge base focusing on key people, events, periods, and policies affecting children and adolescents.
- to analyze cultural manifestations within multiple social systems including migration and immigration systems, schooling practices and policies, work and health contexts, community and household structures, linguistic and communication issues, ritual and religious rites, and the arts.
- to develop knowledge of contemporary issues related to language and culture in community and schooling contexts.
- to develop students' writing proficiency by applying both expository and analytical writing skills into weekly reflective writing and summative writing projects which integrate course topics and objectives.
- to construct pertinent cultural knowledge of Chicano/Mexicano students with impact K-12 educational experiences.
- to incorporate linguistic and culturally relevant lessons into classroom practices allowing for meaningful connections to Latino students, their families, and local communities.
- to engage in a community-based setting serving Chicano/Mexicano students.

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

**NEW**

- identify the powerful historical social experiences, realities, and cultural influences on the daily lives of Chicano/Mexicano children and adolescents.
- demonstrate, through written work and discussions, knowledge of the historical base focusing on key people, events, periods, and policies affecting children and adolescents.
- analyze the cultural manifestations within multiple social systems including migration and immigration systems, schooling practices and policies, work and health contexts, community and household structures, linguistic and communication issues, ritual and religious, and the arts.
- examine contemporary issues related to language and culture of Chicano/Mexicano community and schooling contexts through K-12 educational experiences, readings and discussions.
- develop writing proficiency by applying both expository and analytical writing skills into weekly reflective writing and summative writing projects which integrate course topics and objectives.
- design relevant lessons and classroom practices that incorporate linguistic and culturally meaningful connections to Latino students, their families, and local communities.
- actively participate in a community-based setting serving Chicano/Mexicano students..

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

**OLD**

Course topics will include:

- A. Chicano/Latino cultural identity
- B. Educational equity and opportunities
- C. Bilingual education: Politics, Legalities, History, & Research
- D. Issues affecting migrant farm workers and their children
- E. Familial and cultural values impacting childhood development
- F. Economic realities and issues related to low-income children and families
- G. Using children's literature to explore cultural practices and societal issues
- H. Exploration of religious, spiritual, and ceremonial practices impacting children and adolescents
- I. Health issues affecting K-12 students
- J. Fine arts and the increase in student achievement and school involvement.

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K. Historial periods and events.  
L. Contributions and policies affecting Chicano/Mexicano youth, especially those related to educational practices, pertinent case-studies, and related educational policies, such as bilingual education, health-related issues, federal guidelines and state-minded educational practices and laws.

K. Historial periods and events.  
L. Contributions and policies affecting Chicano/Mexicano youth, especially those related to educational practices, pertinent case-studies, and related educational policies, such as bilingual education, health-related issues, federal guidelines and state-minded educational practices and laws.

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.

7. 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).
- B. List each cross-listed prefix for the course: **CHS EDUC HIST**
- C. Program responsible for staffing: **Education, Chicana/o Studies**

8. References. [Provide 3-5 references]

**OLD**

Atkin, S.B. (2000). *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*. Little Brown Co.  
Castro, Rafaela. (2001). *Chicano Folklore*. Oxford University Press.  
Contreras, Josefina M; Kerns, Kathryn A.M.; Neal-Barnett, Angela. (2002). *Latino Children and Families in the United States: Current Research and Future Directions*. Praeger Publishers.  
Gibson, M; Gondara, P. & Koyama, J. (2004) *School Connections: U.S. Mexican Youth, Peers, and School Achievement*. Teachers College Press.  
Lopez, T. (1993). *Growing Up Chicano*. William Morrow & Co.  
Stavans, Ilan (2001). *Wachale!: Poetry and Prose about Growing Up Latino*. Cricket Books.  
Valencia, Richard R. (2002). *Chicano School Failure and Success: Past, Present, and Future*. Routledge Falmer.  
Santa Ana, O. (2004). *Tongue Tied: The Lives of Multilingual Children in Public Education*.  
Gonzalez, Gilbert. *Chicano Education in the Era of Segregation*.  
Rodriguez, Luis J. *Always Running: La Vida Local Gang: Days in L.A.*  
Rodriguez, Richard. *Hunger of Memory: The Education of Richard Rodriguez*  
San Miguel, Guadalupe. *Not White: School Integration and the Chicano Movement in Houston*.  
---, *Let All of Them Take Heed: Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981*.

**NEW** same as old

Atkin, S.B. (2000). *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*. Little Brown Co.  
Castro, Rafaela. (2001). *Chicano Folklore*. Oxford University Press.  
Contreras, Josefina M; Kerns, Kathryn A.M.; Neal-Barnett, Angela. (2002). *Latino Children and Families in the United States: Current Research and Future Directions*. Praeger Publishers.  
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9. Tenure Track Faculty qualified to teach this course.

Jose Alamillo, Frank Barajas, Lillian Castaneda

10. Requested Effective Date or First Semester offered: Fal 2010

11. New Resource Requested: Yes No x

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 ( Refer to the Dean’s Office for additional processing)

E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

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

Justification: The only change is to cross-list this with Chicana/o Studies, as it meets a requirement for the CHS major, the content of the course is central to CHS, and it gives further flexibility to staffing it in CHS in addition to Education and History options.

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

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.

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

Marie Francois, Chair CHS

10/22/09

Proposer(s) of Course Modification

Date

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

# Approval Sheet

Course:           

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.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date