

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

**Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester to make the next catalog (2011-12) production**

DATE (CHANGE DATE EACH TIME REVISED): 9-18-10; REV 11.22.10

PROGRAM AREA(S): ECS

**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. Course Information.**

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

**OLD**

Prefix EDML Course# 461 Title THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION Units (3)

3 hours lecture per week  
 hours blank per week

X Prerequisites: Senior Standing  
 Consent of Instructor Required for Enrollment  
 Corequisites:

**Catalog Description (Do not use any symbols): Focuses on content, teaching methods and programming for English proficient development in young children, methods of language and content assessment, the use of Specially Designed Academic Instruction in English in content instruction, grouping configurations and application to the classroom.**

General Education Categories   
 Lab Fee Requested

Graded  CR/NC  Repeatable for up to  units Total Completions   
 X A - F

Course Level:  Optional (Student's choice)  Multiple Enrollment in same semester  
 X Undergraduate  
 Post-bac/Credential  
 Graduate

**NEW**

Prefix ECS Course# 462 Title THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION Units (3)

3 hours lecture per week  
 hours blank per week

X Prerequisites: Senior Standing  
 Consent of Instructor Required for Enrollment  
 Corequisites:

**Catalog Description (Do not use any symbols): Focuses on content, teaching methods and programming for English proficient development in young children, methods of language and content assessment, the use of Specially Designed Academic Instruction in English in content instruction, grouping configurations and application to the classroom.**

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Course Level:  Optional (Student's choice)  Multiple Enrollment in same semester  
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 Graduate

**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	<u>3</u>	<u>1</u>	<u>30</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	X	<input type="text"/>
Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	Lab	<input type="text"/>	<u>3</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Field Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Other blank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### 3. 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)**

- 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

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>

**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**

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

#### **NEW**

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

**Submit Program Modification if this course changes your program.**

### 5. Student Learning Outcomes. (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**

Upon completion of the courses, the students will be able to:

- Explain the basic theory, terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
- Explain the most important goals and the theoretical bases upon which bilingual

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

#### **NEW**

Upon completion of the courses, the students will be able to:

- Describe the basic theory, terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
- Identify the most important goals and the theoretical bases upon which bilingual

education is founded.

- Explain the interrelationships between bilingual education and English as a second language/English language development goals and methods.
- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
- Explain models of multilingual education and their resulting implications for curriculum, instruction, and educational policy.
- Explain how the current laws (Proposition 227, Education Code and State Board of Education policy etc.) affect the education of English Learners.
- Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.
- Apply developmentally appropriate teaching and learning practice in multilingual contexts, emphasis on content including process writing for EL's
- Identify and critically review curriculum and content utilized in the classroom and application for EL's
- Assess, evaluate and interpret various assessment data (qualitative and quantitative) with English Learners
- Use various scaffolding strategies for teaching reading and writing across the curriculum and engage in relevant and appropriate instructional and curricular planning for EL's

education is founded.

- Analyze the interrelationships between bilingual education and English as a second language/English language development goals and methods.
- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
- Interpret models of multilingual education and their resulting implications for curriculum, instruction, and educational policy.
- Critically analyze how the current laws (Proposition 227, Education Code and State Board of Education policy etc.) affect the education of English Learners.
- Describe the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.
- Apply developmentally appropriate teaching and learning practice in multilingual contexts, emphasis on content including process writing for ELs
- Identify and critically review curriculum and content utilized in the classroom and application for ELs
- Assess, evaluate and interpret various assessment data (qualitative and quantitative) with English Learners
- Use various scaffolding strategies for teaching reading and writing across the curriculum and engage in relevant and appropriate instructional and curricular planning for ELs

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

**OLD**

- Socio-cultural factors affecting L1 and L2 development and application to teaching, including Politics of education that is bilingual, multicultural, multilingual
- Language & Literacy Learning and Content Learning for English Learners
- Language Structure & Use - systems of language, oral and written discourse, language change
- Theory & methods of instruction through

**NEW**

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English, English as a Second Language & English Language Development

- English language learning - modern approaches and strategies that facilitate EL acquisition & academic achievement in multilingual school settings
- Program Models - Transitional Bilingual Education (TBE), Sheltered Instruction, Specially Designed Academic Instruction in English, Structured English Immersion (SDAIE), Two-Way Immersion, Dual Language, Content Based ESL, Early Exit, Late Exit.
- ELD, Content Based ESL & Traditional Sheltered Instruction
- Literacy Strategies across the content core curricula, including L2 writing connection - across the content core curricula
- Developing Cognitive Academic Language Proficiency
- Content Areas and CALLA
- Teaching Reading and Writing in ELD (And English Only Instruction for ELs
- Specially Designed Academic Instruction (SDAIE) in English - Lesson Design Utilization of English Language Development Standards in teaching and planning instruction
- Curriculum Evaluation - Recommended & Adopted Texts in CA for EL's
- Assessment and Evaluation of EL's across the curricula
- Parental and community involvement and engagement in bilingual, multicultural/multilingual schools

English, English as a Second Language & English Language Development

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Does this course content overlap with a course offered in your academic program? Yes  No  X  
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  X  
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:
- C. Program responsible for staffing:

**8. References.** [Provide 3-5 references]

**OLD**

Ada, Alma Flor & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process*. New York: Allyn & Bacon.

Buhrow, B. & Garcia, A.U. (2006). *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover their World Through Inquiry*. New York: Stenhouse Publishers.

Quintero, Elizabeth P. (2002). A Problem-posing approach to using native language writing in English literacy instruction. In Ransdell, S. and ML Barbier (Eds.) *Psycholinguistic Approaches to Understanding Second Language Writing*. The Netherlands: Kluwer Press.

**NEW** Ada, Alma Flor & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process*. New York: Allyn & Bacon.

Buhrow, B. & Garcia, A.U. (2006). *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover their World Through Inquiry*. New York: Stenhouse Publishers.

Quintero, Elizabeth P. (2002). A Problem-posing approach to using native language writing in English literacy instruction. In Ransdell, S. and ML Barbier (Eds.) *Psycholinguistic Approaches to Understanding Second Language Writing*. The Netherlands: Kluwer Press.

**9. Tenure Track Faculty qualified to teach this course.**

**Dr. Elizabeth Quintero, Dr. Manuel Correia**

**10. Requested Effective Date or First Semester offered: Spring 2010**

**11. New Resource Requested: Yes  No**

**If YES, list the resources needed.**

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

Audio visual, computer

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

Streaming media

**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

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Outcomes

References

GE

Other

Reactivate Course

**Justification:** X This course is a bilingual theory and methods course with the content specifically addressing younger learners of the Early Childhood Studies Program—children ages Birth to age 8

**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 4, 2010** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2010**.

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

Elizabeth Quintero

9-18-10

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Proposer(s) of Course Modification

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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