

NEW COURSE PROPOSAL

Courses must be submitted by November 5, 2007, to make the next catalog production

DATE (*Change if modified*) 11.21.07
 PROGRAM AREA(S) EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **EDML Course No. 461**

Title: THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION Units: 3

- Prerequisites senior standing
- Corequisites
- Consent of Instructor Required for Enrollment

Description (Do not use any symbols): **Focuses on young children’s content learning using academic English, teaching methods, assessment, and programming regarding multilingual language acquisition and English language development in the classroom.**

Grading Scheme:

- A-F Grades
- Credit/No Credit
- Optional (Student Choice)

Repeatability:

- Repeatable for a maximum of units
- Total Completions Allowed
- Multiple Enrollment in Same Semester

Lab Fee Required:

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

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other Blank	_____	_____	_____	<input type="checkbox"/>	_____

The following two lines will be filled out internally based on the Mode of Instruction data directly above.
 3 hours lecture per week (*Use 2nd line only if necessary*)
 _____ hours blank per week

Course Attributes:

General Education Categories: All courses with GE categories notations (including deletions) must be processed at 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

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: This is a required course for students completing the Bachelor of Arts in Early Childhood Studies and the CLAD certificate at CSUCI. Content from two two unit courses, EDMC 550 and EDMC 560 was combined into this three unit course to more effectively serve the needs of Early Childhood Studies Majors. EDMC 550 and EDMC 560 will be deleted from the Early Childhood Studies major.

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

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

4. Learning Objectives. (*Bullets, will occur upon carriage return*)

Upon completion of the course, the student 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 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.
- Assess, evaluate and interpret various assessment data (qualitative and quantitative) with English Learners
- 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
- 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

5. Course Content in Outline Form. [*Be as brief as possible, but use as much space as necessary*]

Course Outline

- Socio-cultural factors affecting L1 and L2 development and application to teaching, including Politics of education that is bilingual, multicultural, multilingual
- Language Learning and Content Learning for English Learners

Language & Literacy

- Language Structure & Use - systems of language, oral and written discourse, language change
- Theory & methods of instruction through 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

Does this course overlap a course offered in your academic program? YES NO

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

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap? EDML 561 builds upon the knowledge learned in ENGL 475 and extends it to working with younger children, children's families and to students in elementary school population with a greater emphasis on bilingual education and the implications of second language learning on all parts of the curriculum. Yes language acquisition is included in EDML 561 but only as a small part of this course. Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

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).
Prefix for cross-listed discipline(s):

B. Department responsible for staffing: Education: Early Childhood Studies

7. References. [Provide 3 - 5 references on which this course is based and/or support it.]

Cross-cultural Language and Academic Deveopment Competencies (California Commission on Teacher Credentialing), 1991, Sacramento, CA

Castaneda, Lillian., Rios, Francisco., Ulanoff, Sharon., Whitehorse, David and Jennie Spencer Green. (2002). Designing Programs for the 21st Century: Practice and Research Informing Program Development for English Learners, Preservice Teachers, and Teacher Educators. In Examining Practices in Multicultural Education, Edited by Patricia J. Larke and Norvella P. Carter.

Cummins, Jim. (1992). Primary Language Instruction and the Education of Language Minority Students: A Theoretical Framework. Los Angeles, CA: EDAC.

Giroux, Henry A. (1992). Border Crossings: Cultural Workers and the Politics of Education. New York, routledge.

Cross-cultural Language and Academic Deveopment Competencies (California Commission on Teacher Credentialing), 1991, Sacramento, CA.

8. List Faculty Qualified to Teach This Course.

- Lillian Vega Castaneda, Kathleen Contreras, Elizabeth Quintero

9. Effective Date

A. First semester offered: Fall 08

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

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

B. Library needs

C. Facility/space needs
classroom

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

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

Catalog deadline for New Minors and Programs (including modifications): October 15, 2007, preceding year.

Catalog deadline for Course Proposals and Modifications: November 9, 2007, of preceding year.

Last day to submit any work to be considered for the academic year: April 15th.

Elizabeth Quintero and Lillian Castaneda

Proposer of Course

11/5/2007

Date

Approval Sheet

Program/Course: EDML 561

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Service Learning Center Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date