

**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): SEPTEMBER 27, 2010; REV 11.22.10; REV 11.30.10; REV 12.16.10

PROGRAM AREA(S):

**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# 564 Title PRIMARY LANGUAGE PEDAGOGY & LITERACY 2 Units (2)  
 2 hours lecture per week  
 hours blank per week

x Prerequisites: Admission to the Multiple Subjects Credential with BCLAD Emphasis Program

Consent of Instructor Required for Enrollment  
 Corequisites:

**Catalog Description (Do not use any symbols):**  
 Instruction in language of emphasis, primary language methods across the curriculum, review curricular materials, assessment, and teaching reading and writing in Spanish..

General Education Categories   
 Lab Fee Requested  
 Course Level:  Undergraduate  
 Post-bac/Credential  
 Graduate

Graded  CR/NC  
 Repeatable for up to  units  
 Total Completions   
 Multiple Enrollment in same semester

x A - F  
 Optional (Student's choice)

**NEW**

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

X Prerequisites: Admission to the Multiple Subjects, Single Subject or Level 1 Program with Bilingual Authorization OR holds authorization in MS, SS or Level 1 credential and successful completion of EDMS 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   
 Lab Fee Requested  
 Course Level:  Undergraduate  
 X Post-bac/Credential  
 Graduate

Graded CR/NC  
 Repeatable for up to  units  
 Total Completions   
 Multiple Enrollment in same semester

X A - F  
 Optional (Student's choice)

**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>2</u>	<u>1</u>	<u>25</u>	<input type="text"/>	Lecture	<u>3</u>	<u>1</u>	<u>25</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"/>	Field Studies	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>		<input type="text"/>	<input type="text"/>	Other blank	<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

This is a required course for the Bilingual Crosscultural Language and Academic Development (BCLAD) option. Continuation of EDML 553.

#### NEW

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

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

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

- describe the nature of language and literacy teaching and learning in the primary language (e.g., content, oral, support) for Grades 3-6
- apply and demonstrate knowledge and skills related to organizing for instruction in two languages
- utilize various methods of Spanish language and literacy instruction in bilingual and monolingual settings
- model effective use of primary language and literacy curricular materials for 3-6 classroom instruction
- develop and effectively implement lessons in upper grade Spanish reading & writing & language and across the content areas
- analyze the interrelationship between various types of

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

#### NEW

- 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

- classroom/school instructional settings and instruction for Spanish speaking students in Grades 3-6
- select and use Grade 3-6 primary language materials and apply to California curricular frameworks and generalize to larger populations with dialectical differences
- adapt and use supplementary primary language materials for Grade 3-6 classroom instruction

- 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

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

**OLD**

- Language & Content Area Assessment
- Skills for teaching oral, written, and nonverbal communication in the language of emphasis (Spanish) in grades 3-6
- Reading and language theory & methods in the primary language for grades 3-6
- Reading and language across the curriculum for grades 3-6
- Introducing English Reading & Writing to Spanish speaking students
- Development of English reading and writing across the content core curricula
- Methods of teaching Spanish language & literacy in monolingual & bilingual settings in grades 3-6

**NEW**

- 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

**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)**

- 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:

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

**OLD** Freeman, Y. S. and Freeman, D. (1997). La enseñanza de la lectura y la escritura en español en el aula bilingüe. Portsmouth, NH: Heinemann.

Leyba, C. F. (1994). Schooling and language minority students: A theoretical framework. Second Edition. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

Perez, B. and Torres-Guzmán, M. E. (1996). Learning in two worlds: An integrated Spanish/English biliteracy approach. Second edition. New York, NY: Longman.

**NEW** 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.

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

Lillian Vega Castaneda  
Manuel Correia  
Kathleen Contreras  
Erik Johansen

**10. Requested Effective Date or First Semester offered: Spring 2011**

**11. 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  ( 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.]

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Course title                | <input checked="" type="checkbox"/> Course Content           |
| <input type="checkbox"/> Prefix/suffix                          | <input checked="" type="checkbox"/> Course Learning Outcomes |
| <input type="checkbox"/> Course number                          | <input checked="" type="checkbox"/> References               |
| <input checked="" type="checkbox"/> Units                       | <input type="checkbox"/> GE                                  |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other <input type="checkbox"/>      |
| <input checked="" type="checkbox"/> Prerequisites/Corequisites  | <input type="checkbox"/> Reactivate Course                   |
| <input checked="" type="checkbox"/> Catalog description         |  |
| <input type="checkbox"/> Mode of Instruction                    |  |

**Justification:** The new standards for the Bilingual Authorization require the changes indicated above. The Commission on Teacher Credentialing provides the standards that we must meet in order to receive authorization to prepare educators for and grant bilingual licensure in the state of California. The course has been updated to address the new standards.

**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>.**

Lillian Vega Castaneda

**9/27/10**

Proposer(s) of Course Modification  
Type in name. Signatures will be collected after Curriculum approval.

Date

# 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