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):

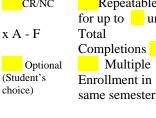
Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

1. Course Information.

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

OLD Prefix EDML Course# 564 Title PRIMARY LANGUAGE Prefix EDML Course# 564 Title Primary Language PEDAGOGY & LITERACY 2 Units (2) Schooling in the US, Grades K-12 II Units (3) 3 hours lecture per week 2 hours lecture per week hours blank per week hours blank per week Prerequisites: Admission to the Multiple Subjects X Prerequisites: Admission to the Multiple Subjects, Single х Credential with BCLAD Emphasis Program 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 Consent of Instructor Required for Enrollment Corequisites: Corequisites: Catalog Description (Do not use any symbols): Catalog Description (Do not use any symbols): Instruction in language of emphasis, primary language methods The nature of primary language teaching in the content areas across the curriculum, review curricular materials, assessment, and and relationship to literacy. Skills related to instruction in two teaching reading and writing in Spanish.. languages. Effective use of content area curricula and assessment. Graded Graded General Education General Education CR/NC Repeatable for CR/NC Repeatable up to units Categories for up to units Categories Lab Fee Requested x A - F Total Lab Fee Requested X A - F Total Completions Completions Multiple Course Level: Multiple Course Level:

Undergraduate Post-bac/Credential Graduate



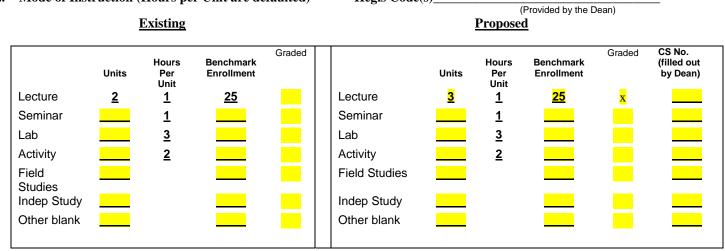
2. Mode of Instruction (Hours per Unit are defaulted)



Undergraduate

Graduate

X Post-bac/Credential



NEW

Optional

choice)

(Student's

Enrollment in same

semester

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

US Constitution American Institutions, Title V Section 40404: Government 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).

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

OLD

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

X Requirement for the Major/Minor

Elective for the Major/Minor

Free Elective

Submit Program Modification if this course changes your program.

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

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 monolngual 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 7.6.10 km2

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

	 Course Content in Outline Form. (Be as brief as possible, but us 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 	 Se as much space as necessary) 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
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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 Freeman, Y. S. and Freeman, D. (1997). La ensenanza de la lectura y la escritura en espanol 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 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.

use	e as much space as necessary.]					
X (Course title	Х	Course (Conten	t	
	Prefix/suffix	Х	Course I	earnir	ng Outcome	s
	Course number	Х	Reference	ces		
ΧŪ	Units		GE			
	Staffing formula and enrollment limits		Other			
X Prerequisites/Corequisites			Reactivate Course			
X (Catalog description					
	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.

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

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes X 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 15th.

Lillian Vega Castaneda

<mark>9/27/10</mark>

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		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for Intl Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement and Service Learning Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date