

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA EDUCATION

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

Prefix EDMC Course# 550 Title THEORY AND METHODS OF BILINGUAL EDUCATION Units (2)

2 hours 1x per week

☐ Prerequisites Admission to the Special Education Teacher Education Program or Holder of Valid Teaching Credential

☐ Corequisites

Description This course increases the ability of participants to work and communicate cross-culturally and effectively with students and parents from diverse cultural and socio-economic backgrounds. to identify and apply basic cross-cultural, language and academic development competencies, to participate in culturally and linguistically effective programs, and to develop and use appropriate and responsive teaching strategies for multilingual/multicultural populations. This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms.

☐ Gen Ed ☐ CR/NC

☐ Repeatable for up to units

Categories

☐ Lab Fee Required

☒ A - Z

Total Completions Allowed

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>30</u>	<input checked="" type="checkbox"/>	<u> </u>
Seminar	<u> </u>	<u> </u>	<u> </u>	<input type="checkbox"/>	<u> </u>
Laboratory	<u> </u>	<u> </u>	<u> </u>	<input type="checkbox"/>	<u> </u>
Activity	<u> </u>	<u> </u>	<u> </u>	<input type="checkbox"/>	<u> </u>

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for students completing the CLAD certificate at CSUCI. 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.
- Demonstrate understanding of the most important goals of bilingual education.
- Explain and apply the theoretical framework upon which bilingual education is founded.
- Demonstrate understanding of the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
- Identify the interrelationships between bilingual education and English as a second language/English language development goals and methods.
- Demonstrate understanding of the five 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.
- Demonstrate and use the basic competencies and methods related to language acquisition and language development that are necessary to possess CLAD certification.

4. Is this a General Education Course YES ☐

NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

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	<input type="checkbox"/>
B-3 Mathematics – Mathematics and Applications	<input type="checkbox"/>
B-4 Computers and Information Technology	<input type="checkbox"/>
C (Fine Arts, Literature, Languages & Cultures)	
C-1 Art	<input type="checkbox"/>
C-2 Literature Courses	<input type="checkbox"/>
C-3a Language	<input type="checkbox"/>
C-3b Multicultural	<input type="checkbox"/>
D (Social Perspectives)	<input type="checkbox"/>
E (Human Psychological and Physiological Perspectives)	<input type="checkbox"/>
UD Interdisciplinary	<input type="checkbox"/>

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

Abbreviated Course Outline

- English language and literacy learning for speakers of English as a Second Language in multilingual school settings;
- Theory & methods of instruction through English, English as a Second Language & English Language Development;
- ESL & ELD Curriculum - Critical Review and Analysis;
- 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;
- Language Structure & Use - systems of language, oral and written discourse, language change;
- L2 writing across the content areas;
- Politics of education that is bilingual, multicultural, multilingual;
- Socio-cultural factors affecting L1 and L2 development and application to teaching;
- 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?

Signature of Academic Chair of the other academic area is required on the consultation sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the consultation sheet below

Department responsible for staffing:

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.

Faltis, Christian J., and Hudelson, Sarah. (1998). Bilingual Education in Elementary and Secondary School Communities: Toward Understanding and Caring. Allyn and Bacon: Boston, 1998.

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

McLaren, P. (1994). Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education. New York, Longman.

8. List Faculty Qualified to Teach This Course.

Lillian Vega Castaneda
Maria Denny
Kathleen Contreras

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☒

10. New Resources Required. YES ☐ NO ☒

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

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

b. Library needs
N/A

c. Facility/space needs
Classroom space

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.

Lillian Vega Castaneda

Proposer of Course

Date

Approvals

Program Chair

Date

Curriculum Committee Chair

Date

Dean

Date

California State University Channel Islands
New Course Proposal Consultation Sheet

1. Course Title: _____

2. Program Area: _____

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				