

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): OCTOBER 9, 2010; REV 11.22.10; REV 2.24.11

PROGRAM AREA(S): EDUCATION – MULTIPLE SUBJECT

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. Indicate Changes and Rationale for the Change. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|---|
| <input type="checkbox"/> Course title | <input checked="" type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | <input 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 type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| <input checked="" type="checkbox"/> Catalog description | |
| <input type="checkbox"/> Mode of Instruction | |

Rationale: Recently, multiple subject teachers have been employed in middle schools as reading specialists. As reading support teachers, they work with State adopted language arts intervention programs. The course needs to reflect the need that middle schools have for MS graduates as reading support teachers. Course content needs to be extended to include English/Language Arts content and standards for middle schools.

2. Course Information.

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

OLD

Prefix EDMS Course# **523**
 Title **Literacy 2: Multicultural/Multilingual** Units **(3)**
3 hours lecture per week
☐ hours blank per week

☒ Prerequisites: **EDMS 522**
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Differentiated literacy instruction and scaffolding for English learners, special education (including gifted) and English only students. Topics include reading and writing skills, literature-based instruction for native English speakers and English learners in English-only, Multilingual and Bilingual contexts. Appropriate technologies for teaching and learning are integrated.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☒ Post-Baccalaureate

☐ Graduate

NEW

Prefix **EDMS** Course# **523**
 Title **Literacy 2: Multicultural/Multilingual** Units **(4)**
4 hours lecture per week
☐ hours blank per week

☒ Prerequisites: **EDMS 522**
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Differentiated literacy instruction and scaffolding for English learners, special needs children (including gifted) and English only students. Topics include reading and writing skills and literature-based instruction in multicultural and multilingual contexts; State-adopted reading intervention programs; and integrating appropriate technologies for teaching and learning. Focuses on the English/Language Arts needs of children in grades 3-8.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate

☒ Post-Baccalaureate

☐ Graduate

3. 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>25</u>	A-F	Lecture	<u>4</u>	<u>1</u>	<u>25</u>	XX	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

4. 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).

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

OLD

This course is a required course in the Multiple Subject Teacher Credential Program It meets the standards set by the California Commission on Teacher Credentialing.

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

NEW

This course is a required course in the Multiple Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

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

Submit Program Modification if this course changes your program.

6. 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

Students who successfully complete this course will be able to:

- Describe how first and second language is acquired
- Give an account of current approaches to the teaching of reading and writing in culturally and linguistically diverse upper grade elementary classrooms and the theoretical bases of such approaches
- Demonstrate some of the current approaches used to teach reading and writing across the curriculum with attention to English learners and special populations
- Use classroom diagnostic techniques, assessment and evaluation procedures with all students including English learners and children with special learning needs
- Use instructional practices that promote English Language Development (ELD), and show appropriate management of first and second language curriculum and instruction and effective classroom organization
- Prepare a case study of selected students that describes home and community literacy practices, provides an analysis of assessment results and indicates appropriate instructional goals
- Develop strategies, methods and materials for ELD, based on students' levels of proficiency
- Demonstrate adaptive assistance for students from special populations, including gifted and talented.

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

NEW

Students who successfully complete this course will be able to:

- Explain how first and second language is acquired
- Describe an account of current approaches to the teaching of reading and writing in culturally and linguistically diverse upper grade elementary classrooms and the theoretical bases of such approaches
- Demonstrate some of the current approaches used to teach reading and writing across the curriculum with attention to English learners and special populations
- Use classroom diagnostic techniques, assessment and evaluation procedures with all students including English learners and children with special learning needs
- Use instructional practices that promote English Language Development (ELD), and show appropriate management of first and second language curriculum and instruction and effective classroom organization
- Prepare a case study of selected students that describes home and community literacy practices, provides an analysis of assessment results and indicates appropriate instructional goals
- Develop strategies, methods and materials for ELD, based on students' levels of proficiency
- Demonstrate adaptive assistance for students from special populations, including gifted and talented.
- Use instructional practices that promote ELD, and management of first and second language curriculum and instruction
- Integrate home and community literacy practices
- Incorporate State-adopted intervention programs in ELD and English/Language Arts in grades 3-8

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

OLD

- A. State-adopted academic content standards for Language Arts for 3-8 students
- B. Equity and access issues in teaching reading, writing, and language across the core curriculum content areas
- C. Research based theories and principles of human learning and development and instruction for English language acquisition, English language development and literacy for English learners
- D. School and classroom structures for the organization, management and evaluation of reading instruction English Only and English Learners in 3-8 grades
- E. Entry level assessment, progress monitoring and summative assessment of reading for English learners
- F. Writing theory, practice and assessment for English Only and English Learners

NEW

- A. State-adopted academic content standards for English /Language Arts for 3-8 students
- B. Equity and access issues in teaching reading, writing, and language across the core curriculum content areas
- C. Research based theories and principles of human learning and development and instruction for English language acquisition, English language development and literacy for English learners
- D. State-adopted reading intervention programs for struggling students (English learners and English only students)
- E. Integrating reading intervention programs with the English/Language Arts curriculum
- F. School and classroom structures for the organization, management and evaluation of reading instruction English Only and English Learners in 3-8 grades
- G. Entry level assessment, progress monitoring and summative assessment of reading for all students
- H. Writing theory, practice and assessment for all students

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☐

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 ☐

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

Overlapping courses require Chairs' signatures.

8. 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:

9. References. [Provide 3-5 references]

OLD

Fountas, I., & Pinnell, L. (2002). Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann

Fry, E., Kress, J., & Fountoukidis, D. (2006). The Reading Teacher's Book of Lists. San Francisco. Jossey-Bass

Muschla, G. (2004). The Writing Teacher's Book Of Lists With Ready To Use Activities And Worksheets. San Francisco, CA. Jossey-Bass

Munoz, P.R. (2002). Esperanza Rising. Blue Sky Press

NEW

Beers, Kaylene G. (2003). *When Kids Can't Read, What Teachers Can Do: A Guide for Teachers, 6-12*. Portsmouth, NH: Heinemann.

Curtis, C. (1999). *Bud, not Buddy*. New York: Scholastic.

Fountas, I., & Pinnell, L. (2002). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann

Fry, E., and Kress, J. (2006). *The Reading Teacher's Book of Lists*. San Francisco. Jossey-Bass

Munoz, P.R. (2002). *Esperanza Rising*. New York: Scholastic.

Keene, Ellin & Zimmerman, Susan. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.

Opitz, M. and Ford, M. (2001). *Reading Readers: Flexible and Innovative Strategies for Guided Reading*. Portsmouth, NH: Heinemann.

10. Tenure Track Faculty qualified to teach this course.

Mary Adler, Lillian Castaneda & Manuel Correia

11. Requested Effective Date or First Semester offered: Fall 2011

12. 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.

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 15th**.

Manuel Correia & Marilyn Buchanan

10.10.10

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: EDMS 523

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