

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL**

DATE: 12.16.06

PROGRAM AREA EDUCATION AND HISTORY

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit a form for each prefix being modified)

OLD

Prefix EDUC Course# 451 Title Chicano Child & Adolescent Units (4)
3 hours lecture/ 2 hrs (lab)service learning per week
 Prerequisites
 Corequisites
Description Examines the socio-cultural experiences and political/economic realities pertinent to the daily lives of Chicano and Mexican-origin children and adolescents. Emphasis will be on contemporary issues and effective educational and cultural practices for working with children and their families within Chicano/Mexicano communities. Field study requirement involves making connections and working in a child-centered setting or related service project.

NEW

Prefix EDUC Course# 445 Title Chicano Child & Adolescent Units (4)
3 hours lecture/ 2 hrs. lab service learning per week
 Prerequisites
 Corequisites
Description
EDUC 445 Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.

HIST 445
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Gen Ed Categories C3b; D
 Lab Fee Required
 Graded CR/NC
 Repeatable for up to
 A - F units
 Multiple Enrollment in same semester choice

Gen Ed Categories C3B, D, UDIGE
 Lab Fee Required
 Graded CR/NC
 Repeatable for up to
 A - F units
 Multiple Enrollment in same semester choice

2. Mode of instruction

	<u>Existing</u>				<u>Proposed</u>			
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	_____	_____	Lecture	<u>3</u>	<u>1</u>	_____
Seminar			_____	_____	Seminar			_____
Laboratory	<u>1</u>	<u>2</u>	_____	_____	Laboratory	<u>1</u>	<u>2</u>	_____
Activity			_____	_____	Activity			_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

Course topics will include:

- A. Chicano/ Latino cultural identity
- B. Educational equity and opportunities
- C. Bilingual education: Politics, Legalities, History, & Research
- D. Issues affecting migrant farm workers and their children
- E. Familial and cultural values impacting childhood development
- F. Economic realities and issues related to low-income children and families
- G. Using children's literature to explore cultural practices and societal issues
- H. Exploration of religious, spiritual, and ceremonial practices impacting children and adolescents
- I. Health issues affecting K-12 students.
- J. Fine arts and the increase in student achievement and school involvement.

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- H. Exploration of religious, spiritual, and ceremonial practices impacting children and adolescents
- I. Health issues affecting K-12 students.
- J. Fine arts and the increase in student achievement and school involvement.
- K. Historical periods and events
- L. Contributions, and policies affecting Chicano/Mexicano youth, especially those related to educational practices, pertinent case-studies, and related educational policies, such as bilingual education, health-related issues, federal guidelines and state-mandated educational practices and laws.

4. 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]*

OLD

This course is an elective for students in any major. It is especially useful to students preparing to become teachers. These may be students who are in Liberal Studies or in any of the majors that prepare for subject matter knowledge such as English, mathematics and science. It can be a part of a Chicano Studies program.

The expanding Chicano/Mexicano population, especially children and adolescents in both California and our local service region, requires future educators to be knowledgeable, skillful, and cognizant of critical sociocultural issues and realities pertinent to this significant cultural population in order to be an effective educators.

Learning Objectives:

- To build an awareness of the powerful social experiences, political/historical realities, and cultural influences on the daily lives of Chicano/Mexicano children and adolescents.
- To construct pertinent cultural knowledge of Chicano/Mexicano students which impact K-12 educational experiences.
- To make personal connections to K-12 students, their families, and community-based personnel.
- To engage in a community-based setting serving Chicano/Mexicano students.
- To develop knowledge of contemporary issues related to language and culture in community and schooling contexts.

NEW

The interdisciplinary course may be an elective for a variety of majors, but especially useful for those interested in historical precedents and policies affecting this diverse ethnic group and those interested in becoming either elementary or secondary teachers in California and in a variety of culturally diverse areas in the nation. In addition, the course meets the culture of emphasis requirement for the California Multiple Subject teaching credential with a BCLAD (Bilingual Cross-Cultural Language and Academic Development) emphasis. It also serves as an initial course in the forthcoming Chicano Studies program slated for 2008. In addition, student's writing proficiency and practice will be applied through three types of writing practice (weekly reflections, historical research writing, and an analytical/evaluative piece on the chosen community service learning project, all of which meet the University writing requirements where written assignments will involve revision and multiple drafts resulting in a final written product.

The continual growth of the Chicano/Mexicano population, especially children and adolescents in California and our local service region, requires future teachers to be knowledgeable, skillful, and cognizant of critical sociocultural issues and realities pertinent to this significant cultural population in order to be an effective educators. Important historical events, policies, and contributions of often neglected Chicano history will be brought to the forefront and analyzed.

Learning Objectives

- To build an awareness of the powerful historical social experiences, realities, and cultural influences on the daily lives of Chicano/Mexicano children and adolescents.

- To construct a historical knowledge base focusing on key people, events, periods, and policies affecting children and adolescents.
- To analyze cultural manifestations within multiple social systems including migration and immigration systems, schooling practices and policies, work and health contexts, community and household structures, linguistic and communication issues, ritual and religious rites, and the arts.
- To develop knowledge of contemporary issues related to language and culture in community and schooling contexts.
- To develop students' writing proficiency by applying both expository and analytical writing skills into weekly reflective writing and summative writing projects which integrate course topics and objectives.
- To construct pertinent cultural knowledge of Chicano/Mexicano students which impact K-12 educational experiences.
- To incorporate linguistic and culturally relevant lessons into classroom practices allowing for meaningful connections to Latino students, their families, and local communities.
- To make personal connections to K-12 students, their families, and community-based personnel.
- To engage in a community-based setting serving Chicano/Mexicano students.

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

OLD

Atkin, S.B. (2000). *Voices from the Fields : Children of Migrant Farmworkers Tell Their Stories.* Little Brown & Company.

Castro, Rafaela. (2001). *Chicano Folklore.* Oxford University Press.

Contreras, Josefina M.; Kerns, Kathryn A. M. Neal-Barnett, Angela. (2002). *Latino Children and Families in the United States: Current Research and Future Directions.* Praeger Publishers.

Gibson, M; Gandara, P. & Koyama, J. *School Connections: U.S. Mexican Youth, Peers, and School Achievement.* (2004) New York: Teachers College Press.

Lopez, T. (1993). *Growing Up Chicano.* New York: William Morrow & Co.

Stavans, Ilan (2001). *Wachale! : Poetry and Prose about Growing Up Latino.* Cricket Books.

Valencia, Richard R. (Ed.) (2002). *Chicano School Failure and Success: Past, Present, and Future.* Routledge Falmer.

NEW Those above, plus:

Santa Ana, O. (2004). *Tongue Tied: The Lives of Multilingual Children in Public Education*

Gilbert Gonzalez, *Chicano Education in an Era of Segregation.*

Luis J. Rodriguez, *Always Running: La Vida Loca Gang: Days in L.A.*

Richard Rodriguez, *Hunger for Memory: The Education of Richard Rodriguez*

Guadalupe San Miguel, Brown, *Not White: School Integration and the Chicano Movement in Houston.*

_____, *Let All of Them Take Heed: Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981.*

6. 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.]*

- Course title
- Prefix/suffix
- Course number
- Units

- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other Interdisciplinary

Justification The cross-listing of the course with History requires new prefix, course number (the old number is already taken in History), and expanded course description, course content, learning objectives, and references. Also, the course number needed to change to reflect the UDI range as well.

7. If this modification results in a GE-related change indicate GE category affected and Attach a 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
 - 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)**
- UD Interdisciplinary**

8. 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)
- b. Library needs
- c. Facility/space needs

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

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

Kathleen Contreras and Frank Barajas
Proposer of Course Modification

11/3/06
Date

Request for GE Approval

Course Title EDUC 445 Chicano Child & Adolescent

Units 4

Lab No

New No

GE Category UDIGE Upper Division Interdisciplinary GE

Submitter Contreras, Kathleen

Submission Date 10-31-2006

Status Approved

Criteria Justifications

- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

In order to address historical and sociocultural practices of Mexican origin youth and their families, this course will infuse a historical perspective coupled with the field of Chicano Studies. This interdisciplinary approach is required to analyze key historical and contemporary sociocultural realities of Chicana/o and Latina/o youth demographics and their respective communities. Using a historical perspective, the course will focus on how past patterns of transborder interactions through systems of migration and immigration, schooling practices and policies, cultural and familial perspectives, work and health contexts, community and household structures, linguistic and communication issues, ritual and religious rites have impacted contemporary sociocultural practices of Chicano and Mexicano youth.

- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

Students' writing proficiency and practice will be applied through three types of writing practice (weekly reflections, historical research writing, and an analytical/evaluative piece on the chosen community service learning project, all of which meets and exceeds University writing requirements.

Approvals

Program/Course:

EDUC/HIST

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date