COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 9-20-12; REV 10.19.12

PROGRAM AREA(S) : ECS

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.

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1. **Indicate Changes and Justification for Each.** *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

x Course title	Course Content
Prefix/suffix	x Course Learning Outcomes
Course number	References
Units	GE
Staffing formula and enrollment limits	Other
Prerequisites/Corequisites	Reactivate Course
x Catalog description	
Mode of Instruction	

Justification: Changes in title, catalog description, and course learning outcomes are required due to updated research in field of dual language learners. More accurately reflects course content.

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

OLD	NEW
Prefix ECS Course# 462	Prefix ECS Course# 462
Title Theory, Methods, and Applications in Bilingual Education Units (3)	Title Supporting Dual Language Learners: Context and Approaches Units (3)
3 hours lecture per week	3 hours lecture per week
hours blank per week	hours blank per week
x Prerequisites: senior standing	x Prerequisites: senior standing
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)**:**

OLD	NEW
Focuses on content, teaching methods and programming for English proficient development in young children, methods of language and content assessment, the use of Specially Designed Academic Instruction in English in content instruction, grouping configurations and application to the classroom.	Prepares current and future educational professionals to teach and work in multicultural and multilingual early learning programs focused on infancy to third grade. The course responds to a growing need for teachers and early learning professionals to develop skills and knowledge to implement developmentally, culturally and linguistically responsive practices. The focus is on current theory, research, and development for young dual language learners in different programs, models, approaches, initiatives and classroom configurations.

OLD	NEW
General Education Categories:	General Education Categories:
Grading Scheme (Select one below):	Grading Scheme (Select one below):
x A – F	x A – F
Credit/No Credit	Credit/No Credit
Optional (Student's Choice)	Optional (Student's Choice)
Repeatable for up to units	Repeatable for up to units
Total Completions	Total Completions
Multiple Enrollment in Same Semester Y/N	Multiple Enrollment in Same Semester Y/N

Course Level:
  x Undergraduate
      Post-Baccalaureate
      Graduate

Course Level:
  x Undergraduate
      Post-Baccalaureate
      Graduate

3. Mode of Instruction (Hours per Unit are defaulted)   **Hegis Code(s)**_____

Existing

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	**3**	**1**	**25**	x
Seminar		**1**		
Lab		**3**		
Activity		**2**		
Field Studies				
Indep Study				
Other blank				
Online				

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	**3**	**1**	**25**	x	
Seminar		**1**			
Lab		**3**			
Activity		**2**			
Field Studies					
Indep Study					
Other blank					
Online					

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).

☐ Online Course (Answer YES if the course is ALWAYS delivered online).

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

OLD	**NEW**
☐	☐
x Requirement for the Major/Minor	x Requirement for the Major/Minor
☐ Elective for the Major/Minor	☐ Elective for the Major/Minor
Free Elective	Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

OLD

Explain the basic theory, terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.

• Explain the most important goals and the theoretical bases upon which bilingual education is founded.

• Explain the interrelationships between bilingual education and English as a second language/English language development goals and methods.

• Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.

• Explain 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.

• Explain the basic competencies related to

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

NEW

• Describe the theoretical frameworks and policy related to the education of children who are dual language learners in California, the United States and other countries.

• Explore multicultural and multilingual programs, approaches, models, initiatives and CA's Seal of Biliteracy.

• Examine the effects of the current US system to support young dual language learners throughout their schooling to ensure long-term success and analyze the history and current challenges faced by CA's classification system and Long Term English Learners

• Identify the benefits for learning more than one language in culturally diverse settings and examine the myths and concerns confronted by families and educators.

• Analyze approaches to teaching and learning through a planned language approach to embrace systems-based instruction to support all languages and cultural backgrounds represented by students and teachers in classroom settings.

• Describe children's first and second language

language acquisition and language development that are necessary to possess CLAD certification.

- Apply developmentally appropriate teaching and learning practice in multilingual contexts, emphasis on content including process writing for EL's

- Identify and critically review curriculum and content utilized in the classroom and application for EL's

- Assess, evaluate and interpret various assessment data (qualitative and quantitative) with English Learners

- Use various scaffolding strategies for teaching reading and writing across the curriculum and engage in relevant and appropriate instructional and curricular planning for EL's

-

development and the implications for assessment, individualizing instruction and following children's developmental progress over time.

- Examine the rationale for language proficiency assessment in both languages to fully comprehend children's learning and development, sharing data with families and building partnerships to ensure collaboration in supporting children's home language development.

- Identify and critically review developmentally, culturally and linguistically appropriate teaching and learning practices (curriculum and assessments) in multilingual contexts, with emphasis on evidence-based teaching and learning strategies.

- Identify key practices that promote culturally inclusive learning environments.

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

OLD

- Socio-cultural factors affecting L1 and L2 • development and application to teaching, including Politics of education that is bilingual, multicultural, multilingual

- Language & Literacy Learning and Content • Learning for English Learners

- Language Structure & Use - systems of • language, oral and written discourse, language change

Theory & methods of instruction through English, English as a Second Language &

English Language Development

- English language learning - modern *approaches* and strategies that facilitate EL acquisition & academic achievement in multilingual school settings

- Program Models - Transitional Bilingual

NEW

- Theoretical foundations, research and policy for supporting dual language learners in early childhood programs

- Multicultural and multilingual programs, models, approaches and initiatives

- Bilingual education and current approaches in ECE

- Long Term English Learners

- Myths and benefits for teaching and learning more than one language

- Culturally inclusive learning environments

- Systems-based and Planned Language Approach in ECE contexts

- First and second language development and implications for assessment, individualizing instruction and following children's

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, Content Based ESL & Traditional Sheltered Instruction

- Literacy Strategies across the content core curricula, including L2 writing connection - across the content core curricula

- Developing Cognitive Academic Language Proficiency

- Content Areas and CALLA

- Teaching Reading and Writing in ELD (And English Only Instruction for ELs

- Specially Designed Academic Instruction (SDAIE) in English - Lesson Design Utilization of English Language Development Standards in teaching and planning instruction

- Curriculum Evaluation - Recommended & Adopted Texts in CA for EL's

- Assessment and Evaluation of EL's across the curricula

- Parental and community involvement and engagement in bilingual, multicultural/multilingual schools

developmental progress over time

- Developmentally, culturally and linguistically appropriate teaching and learning practices (curriculum and assessments) in multilingual contexts, with emphasis on evidence-based teaching and learning strategies.

- Parental and community involvement and engagement in bilingual, multicultural/multilingual schools

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.

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

Ada, Alma Flor & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process.* New York: Allyn & Bacon.

Buhrow, B. & Garcia, A.U. (2006). *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover their World Through Inquiry.* New York: Stenhouse Publishers.

Quintero, Elizabeth P. (2002). A Problem-posing approach to using native language writing in English literacy instruction. In Ransdell, S. and ML Barbier (Eds.) *Psycholinguistic Approaches to Understanding Second Language Writing.* The Netherlands: Kluwer Press.

NEW

Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices—Nuevas voces: Guide to cultural and linguistic diversity in early childhood.* Baltimore, MD: Brookes.

Cross, C. T., Woods, A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity.* Washington, DC: National Academies Press.

Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development, 82*(3), 870-886.

Espinosa, L. M., Matera, C., & Magruder, E. (2011). *Personalized oral language(s) learning.* Los Angeles, CA: Los Angeles Unified School District.

10. Tenure Track Faculty qualified to teach this course.
   Dr. Carola Matera, Dr. Elizabeth Quintero

11. Requested Effective Date or First Semester offered: Fall 2013

12. 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** x **(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** x
    If, YES attach a program update or program modification form for all programs affected.
    Priority deadline for New Minors and Programs: October 1, 2012 of preceding year.
    Priority deadline for Course Proposals and Modifications: October 15, 2012.
    Last day to submit forms to be considered during the current academic year: April 15th.

Elizabeth Quintero   9-20-12

Proposer(s) of Course Modification   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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

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

AVP		
	Signature	Date

8.29.11 km2