



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Education	Academic Organization (Department): Bilingual and Multicultural Education	Date: March 18, 2009
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input checked="" type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Dr. Sue Heredia	Submitted by: Dr. Margarita Berta-Avila
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2009

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): EDBM 344A	Title: EDBM 344A: Curriculum and Instruction in (Content-Specific Area) for Multilingual And Multicultural Secondary Classrooms	Units: 2+2
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): EDBM 344	Title: Interdisciplinary Curriculum, Instruction, and Assessment ^{thru} for Multilingual and Multicultural Secondary Classrooms	Units: 5
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JUSTIFICATION:

To more efficiently meet the California Commission of Teaching Credentialing (CCTC) mandates for teacher education preparation; the enrollment mandates by College of Education Dean's office; and the Bilingual and Multicultural Education Department's (BMED) workload distribution, BMED's SB 2042 Preliminary Single Subjects Credential with English Language Arts Authorization (ELA)'s methods courses are being modified in the following ways:

- Each Content-Specific Area has had a two-semester (4 units total) methods course for each Content-Specific Area (titled EDBM 34-A: Curriculum and Instruction in (Content-Specific Area) for Multilingual And Multicultural Secondary Classrooms):
 - 344 A and B (Secondary Mathematics)
 - 345 A and B (Secondary History/Social Science)
 - 346 A and B (Secondary Science)
 - 347 A and B (Secondary English Language Arts)
 - 348 A and B (Secondary Foreign Language "Spanish")
- Five faculty members had taught the methods courses, with a total enrollment of about 20-25 students ^{between} ALL courses. With the course change, faculty time and resources will be most effectively utilized by consolidating these two-semester courses into a one-semester course offering. The two-semester courses were 4 units total (for each content-specific area). These courses also were not designed to support the Performance Assessment for California Teachers (PACT) requirements, which is an external mandate. The "new" course is a 5 unit course will merge all of the content from the former courses, allow interdisciplinary instruction and support for students, and will better support the PACT requirement.
- All of these courses are being consolidated into one 5 unit offering titled (EDBM 344: Interdisciplinary Curriculum, Instruction, and Assessment for Multilingual and Multicultural Secondary Classrooms), which will be team-taught by program faculty, and will more effectively focus on interdisciplinary methods, the integration of reading and writing across the curriculum, differentiation of instruction, and varied assessment strategies for Multilingual and Multicultural students. Though the course would be team-taught, there will be break-out sessions for individual content-specific instructional methodologies. The course consolidation will also more effectively meet the BMED Department's new workload distribution model.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/um anual/acad.htm> - Guidelines for Catalog Course Description

Foundations in developing curriculum, instruction, and assessment strategies in secondary schools (Mathematics, History/Social Science, Science, English, and Foreign Language); development of culturally-relevant and student-centered instruction that counters the systemic challenges in teaching standard-based curriculum. Special emphasis directed toward differentiation that addresses the needs of Multilingual and Multicultural students through the learning cycle – theory, application, reflection. Modules and activities will emphasize inquiry-based learning, problem-posing education, constructivist teaching principles, and the integration of multiple intelligences across the curriculum.

Note:

Prerequisite:

Enforced at Registration: Yes ___ No XX Admitted into the Teacher Preparation Program.

Corequisite:

Enforced at Registration: Yes ___ No XX

Graded: Letter XX Credit/No Credit ___

Instructor Approval Required? Yes ___ No XX

Course Classification (e.g., lecture, lab, seminar, discussion):
C04

Title for CMS (not more than 30 characters)
Inter. C and I and Assess.

Cross Listed?

Yes ___ No XX

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No XX

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Demonstrated ability to plan and deliver instruction that integrates the state-adopted academic content standards.
2. Develop the skills to deliver instruction to students with special needs, and those who are Gifted and Talented, providing access to the core curriculum and beyond.
3. Understand the purposes, content and usage of content-specific California English Language Development Standards and their relationship to teaching in the content area.
4. Understand the foundations in developing curriculum, instruction, and assessment strategies in secondary schools (Mathematics, History/Social Science, Science, English, and Foreign Language).
5. Develop culturally-relevant and student-centered instruction that counters the systemic challenges in teaching standard-based curriculum.
6. Differentiate instruction that addresses the needs of Multilingual and Multicultural students through the learning cycle – theory, application, reflection.
7. Develop instructional activities emphasize inquiry-based learning, problem-posing education, constructivist teaching principles, and the integration of multiple intelligences across the curriculum.
8. Develop and assess effective strategies aligned with subject-matter standards that are responsive to the background and knowledge students bring to the classroom.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment will include portfolios, presentations of strategies and lessons, microteaching, unit and lesson plans, written and oral presentations, examinations, reflection papers, class discussion, coaching of students, strategy demonstrations, video taped lessons.

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other XX

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes XX No ___

If yes, identify program(s): Bilingual and Multicultural Education Department

Preliminary Single Subjects Credential with English Language Arts Authorization (ELA)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No XX

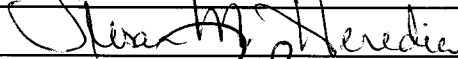
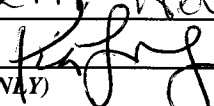
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	4-21-09
College Dean or Associate Dean: 	4/23/09
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

California State University, Sacramento Bilingual and Multicultural Education

List of Required Readings and Activities

Course Outline

Foundations in developing curriculum, instruction, and assessment strategies in secondary schools (Mathematics, History/Social Science, Science, English, and Foreign Language); development of culturally-relevant and student-centered instruction that counters the systemic challenges in teaching standard-based curriculum. Special emphasis directed toward differentiation that addresses the needs of Multilingual and Multicultural students through the learning cycle – theory, application, reflection. Modules and activities will emphasize inquiry-based learning, problem-posing education, constructivist teaching principles, and the integration of multiple intelligences across the curriculum.

Expected Outcomes

Students will be able to:

- Demonstrated ability to plan and deliver instruction that integrates the state-adopted academic content standards.
- Develop the skills to deliver instruction to students with special needs, and those who are Gifted and Talented, providing access to the core curriculum and beyond.
- Understand the purposes, content and usage of content-specific California English Language Development Standards and their relationship to teaching in the content area.
- Understand the foundations in developing curriculum, instruction, and assessment strategies in secondary schools (Mathematics, History/Social Science, Science, English, and Foreign Language).
- Develop culturally-relevant and student-centered instruction that counters the systemic challenges in teaching standard-based curriculum.
- Differentiate instruction that addresses the needs of Multilingual and Multicultural students through the learning cycle – theory, application, reflection.
- Develop instructional activities emphasize inquiry-based learning, problem-posing education, constructivist teaching principles, and the integration of multiple intelligences across the curriculum.
- Develop and assess effective strategies aligned with subject-matter standards, which are responsive to the background and knowledge students bring to the classroom.

Instructional Activities

Activities and assessment will include portfolios, presentations of strategies and lessons, microteaching, unit and lesson plans, written and oral presentations, examinations, reflection papers, class discussion, coaching of students, strategy demonstrations, video taped lessons

Suggested Readings

California State Department of Education (Subject-matter specific framework) for California public schools: *Kindergarten through grade 12*. Sacramento: Department of Education.

Van De Walle, J. A. (2007). *Elementary and Middle School Mathematics: Teaching developmentally*, 6th edition. New York: Pearson Education Inc.

Drake, F.D. and Nelson, L.R (2005). *Engagement in Teaching History: theory and practices for middle and secondary teachers*. Ohio: Pearson Education Inc.

Blasingame, J. and Bushman, J.H. (2005). *Teaching Writing in Middle and secondary schools*. New Jersey: Pearson.

Omaggio, H. A. (2001). *Teaching Language in Context*. Boston: MA: Heinle & Heinle Publishers and Thompson Learning.

Barba, R. (200). *Science in the Multicultural Classroom*. San Francisco: Allyn & Bacon.

Supplemental Reader