

EDMS 311B: LANGUAGE AND LITERACY IN DIVERSE PK-3RD CLASSROOMS B

In Workflow

1. TC Chair (jporter@csus.edu)
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Approval Path

1. Thu, 28 Sep 2023 14:59:32 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:31:07 GMT
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:28:33 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Wed, 01 Nov 2023 23:12:58 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Thu, 28 Sep 2023 03:30:15 GMT

Viewing: EDMS 311B : Language and Literacy in Diverse PK-3rd Classrooms B

Last edit: Mon, 09 Oct 2023 20:09:39 GMT

Changes proposed by: Pia Wong (101055431)

Contact(s):

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Catalog Title:

Language and Literacy in Diverse PK-3rd Classrooms B

Class Schedule Title:

LangLitPK3B

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDMS - Multiple Subject Credentials

Catalog Number: (course number)

311B

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The State of California is seeking educators with a newly approved credential: the Pre-Kindergarten through 3rd grade Early Childhood Education Instruction Specialist credential (PreK-3rd credential). To address this need, Sacramento State's College of Education has developed a new PreK-3rd credential program proposal and anticipates offering it as soon as possible after approvals are secured. This course meets several standards adopted by the Commission on Teacher Credentialing for the PreK-3rd credential.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Expands understandings, attitudes, and competencies needed for effective developmentally appropriate instruction of language and literacy for PK- 3 mainstream populations, Emergent Bilinguals, and students with special needs. Advanced instructional strategies for effective reading instruction for diverse students as well as key strategies for effective writing instruction, all aligned to current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform developmentally appropriate language and literacy planning and instruction. Lecture, discussion, field tasks.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

EDMS 311A

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDMS 424A

Corequisites Enforced at Registration?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Design and implement reading and writing instruction aligned to content standards, English Language Development framework, Social Justice Standards, and principles of effective literacy programs.	Case study Phonics lesson plan and video analysis Phonological awareness activity and video analysis
2	Design lessons and tasks that integrate student identities, backgrounds, home languages, and interests while also connecting them to informational, interdisciplinary, and multimodal texts.	Parent/Caregiver interview Phonics lesson plan and video analysis Interactive read-aloud and video analysis
3	Design tasks that engage students in critical literacy and build skills to find textual evidence to support an argument or opinion.	Literacy skills analysis
4	Create tasks that provide students with varied opportunities to demonstrate oral and written discourse skills, including narrative written or oral expression skills, and ability to listen and read purposefully.	Literacy skills analysis Case study Interactive read-aloud and video analysis
5	Create and administer assessments that provide varied opportunities for students to demonstrate their emerging knowledge of how spoken and written English works.	Literacy skills analysis Case study
6	Design tasks that engage students in meaningful and writing tasks, building their skill with the writing process and their ability to implement this process in varied contexts, for varied purposes, and with varied audiences.	Literacy skills analysis

Attach a list of the required/recommended course readings and activities:

EDMS311B_Schedule and Readings.pdf

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Master of Arts in Teaching (PK-3rd ECE Instruction Specialist)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

Yes, upon approval this program will need to be integrated into the Common Standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 15025