

EDUC 170: INTRODUCTION TO BILINGUAL EDUCATION: POLICIES, PRINCIPLES, PROGRAMS, AND PRACTICES

In Workflow

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Approval Path

1. Tue, 05 Oct 2021 21:49:13 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Tue, 05 Oct 2021 23:00:15 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
3. Thu, 14 Oct 2021 21:55:32 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 22:30:50 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Tue, 05 Oct 2021 21:47:09 GMT

Viewing: EDUC 170 : Introduction to Bilingual Education: Policies, Principles, Programs, and Practices

Last edit: Fri, 22 Oct 2021 22:30:43 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Deidre Sessoms	sessoms@csus.edu	916-278-4267

Catalog Title:

Introduction to Bilingual Education: Policies, Principles, Programs, and Practices

Class Schedule Title:

Intro To Bilingual Ed

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

170

Course ID: (For administrative use only.)

115191

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

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

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We propose moving this required pre-credential course (pre-requisite) from the Undergraduate Studies in Education branch to the Teaching Credentials branch. The course is a pre-requisite to the five MAT with Teaching Credentials programs, and Teaching Credentials faculty typically teach the course, so we believe it will be more appropriately housed in Teaching Credentials. The Chair of Undergraduate Studies in Education collaborated on this proposal and is in full support of the class moving (see attached email of support).

In addition to the change above, the California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet, and now also requires new Teaching Performance Expectations. This course is used to meet some of those standards and TPEs, and so it was updated to incorporate the new standards into SLOs, activities, assignments, assessments, and readings.

The course title was also updated to more accurately reflect the state of the field of bilingual education, and the focus of the course.

The course note is not needed, since EDUC 170 is a pre-req for the credential program it will already be taken prior to any credential courses (including EDMS 272 or EDSS 279 - which is the new course code for the old course EDBM 279).

Given the size and modality of the course, the faculty who teach it believe it is more appropriately a lecture course rather than a discussion course, so that is changed.

This course is required in the following degree/majors and so consultation emails were sent and some were responded to (all are attached):

1. BA in Liberal Studies (Multicultural Studies) - consultation email from Dr. Kristin Van Gaasbeck, Director of Liberal Studies
2. BA in Social Science Subject Matter Program - consultation email from Dr. Kristin Van Gaasbeck, Director of the Social Science Subject Matter Program
3. BA in History with Social Science Subject Matter Competency - consultation emails sent to Dr. Jeff Wilson, Chair of History
4. BA in Ethnic Studies (Teachers in Bilingual Education and Teachers in Urban Settings) - consultation emails sent to Dr. Annette Reed, Chair of Ethnic Studies
5. Peace Corps Prep Certification - consultation email from the program coordinator, Dr. Ajay Singh
6. BA in Art Education (Single Subject Pre-Credential Preparation) - consultation email from the department chair Dr. Carolyn Gibbs

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

Introductory study of important themes regarding the education of English Learners. Covers the history of bilingual education; relevant legal mandates and court rulings; first and second language acquisition; linguistic development; theory and practice of effective programs; and beginning methods, materials and strategies responsive to the students' primary language and assessed levels of English proficiency. A fieldwork component involving the tutoring of an English Learner is required.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

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

Lecture 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: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to ...

1. identify and analyze the historical, political, legislative, and policy development of bi/multilingual education in the United States.
2. compare and contrast first and second language acquisition, including analyzing how first language literacy connects with second language development, in the context of global and local processes of language variation, language diversity, and language standardization.
3. apply knowledge of English learner assessments, including understanding the purposes, content, and uses of the California ELD Standards and the English Language Proficiency Assessments for California (ELPAC).
4. evaluate various models of bi/multilingual education instruction, including programs for English Language Development (ELD) and their relationship to state-adopted ELD and English Language Arts content standards and framework.
5. analyze elements of public school curriculum and instruction that affect the achievement of linguistically diverse students.
6. analyze the impact of the major federal and state mandates for English learners, including California's Proposition 227 and Proposition 58, on current practices and provisions for bi/multilingual education.
7. analyze and contextualize the actions and attitudes of policy makers, educators, and the public toward bi/multilingual education.
8. examine and analyze personal attitudes and language ideologies toward bi/multilingual education and second language learners.
9. explain how raciolinguistic ideologies and the intersections of race, language and power impact students and teachers in bi/multilingual classrooms.
10. apply and reflect on first and second language acquisition principles in a semester-long field mentorship with an emerging K-12 English learner or Emergent Bi/Multilingual student in a local school district classroom (i.e., service learning activity).

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

EDUC 170 readings and activities.docx

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.

1. KWL (beginning and end of class): SLO 1
2. Response Papers: SLOs 1, 2, 7, 8, 9
3. EL Logs: SLOs 1, 2, 3, 5, 6, 10
4. EL Services Report: SLOs 1, 4, 5, 6, 7, 8, 9
5. I-search paper: SLOs 1-10
6. Two quizzes: SLOs 1-10

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:

- BA in Child and Adolescent Development (Educational Contexts)
- BA in Ethnic Studies (Teachers in Bilingual Education)
- BA in Ethnic Studies (Teachers in Urban Settings)
- BA in Liberal Studies (Multicultural Studies)
- MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential
- MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential
- MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential (Multiple Subject)
- MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential
- MA in Teaching with Education Specialist Mild to Moderate Support Needs Teaching Credential (Multiple Subject)
- MA in Teaching with Multiple Subject Teaching Credential
- MA in Teaching with Single Subject Teaching Credential
- Peace Corps Prep Certificate

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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Undergraduate Studies in Education

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

Undergraduate Learning Goals:

- Competence in the disciplines
- Knowledge of human cultures and the physical and natural world
- Integrative learning
- Personal and social responsibility
- Intellectual and practical skills

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?

Yes

Program Standards: Please include suggested language changes:

These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

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

N/A

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

No

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

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

CHAD Letter of Consultation.docx
LIBS and SOC SCI consultation 170 and 100A:B.docx
EDUC 170 history consultation.docx
EDUC 170 ETHN consultation.docx
BA Art Ed Consultation.docx
Peace Corps Prep Consultation.docx

Key: 1663