

EDUC 175A: PEDAGOGY AND ACADEMIC LANGUAGE SKILLS IN SPANISH FOR BILINGUAL EDUCATORS (MULTIPLE SUBJECTS)

In Workflow

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Approval Path

1. Wed, 29 Sep 2021 02:32:28 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Tue, 05 Oct 2021 15:34:12 GMT
Bitá Rivas (b.rivas): Rollback to Initiator
3. Tue, 05 Oct 2021 23:00:19 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 14 Oct 2021 21:44:58 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
5. Fri, 22 Oct 2021 22:35:02 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Tue, 05 Oct 2021 21:11:16 GMT

Viewing: EDUC 175A : Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Multiple Subjects)

Formerly known as: EDUC 175

Last edit: Fri, 22 Oct 2021 22:34:56 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Multiple Subjects)

Class Schedule Title:

Pedagogy Bil Ed Spanish MS

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

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)

175A

Course ID: (For administrative use only.)

201486

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 term only

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 EDUC 175 from the Undergraduate Studies in Education branch to the Teaching Credentials branch. The course is required for any MAT with Teaching Credentials student pursuing the Bilingual Authorization, a supplemental authorization to any of seven MAT with Teaching Credentials programs (listed below).

- * MAT with Multiple Subject Teaching Credential
- * MAT with Single Subject Teaching Credential
- * MAT with Early Childhood Special Education Teaching Credential
- * MAT with Education Specialist Mild to Moderate Support Needs Teaching Credential
- * MAT with Education Specialist Mild to Moderate Support Needs with Multiple Subjects Teaching Credential
- * MAT with Education Specialist Extensive Support Needs Teaching Credential
- * MAT with Education Specialist Extensive Support Needs with Multiple Subjects Teaching Credential

The Bilingual Authorization allows the candidate to teach public schoolchildren in a language other than English; Sacramento State has approved programs for Spanish and Hmong. The Commission on Teacher Credentialing must approve the program. Teaching Credentials faculty typically teach the course, and students who take the course are concurrently enrolled in one of the credential programs listed above, so it is 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).

We also propose to split EDUC 175 into two courses - one appropriate for candidates who plan to teach in a preK - elementary school setting (EDUC 175A), and a separate course appropriate for candidates planning to teach in a middle or high school setting (EDUC 175B). The course has been offered in this way for some time (in two different sections focused on the two separate contexts) and it makes more sense to have these be two separate courses. It will make advising and course selection more obvious to students wishing to enroll.

The course description was updated to reflect the course as it is currently taught, aligning with current CTC Bilingual Authorization standards.

Student Learning Outcomes and assessments were added.

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

This course is designed to provide opportunities to practice Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, language varieties in Spanish, issues of power and language in U.S. society, academic language use, advocacy for bilingual students, and engagement with bilingual families. In addition, students also will examine theoretical and pedagogical issues in bilingual education, learn how to apply bilingual teaching and assessment methods, analyze preK-6th grade bilingual language use, and evaluate Spanish language curriculum.

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?

Yes

Prerequisite:

Spanish fluency/literacy required.

Prerequisites Enforced at Registration?

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) Demonstrate expertise in Spanish, in its standard and colloquial linguistic forms.
- 2) Compare and contrast bilingual instructional models in use at the preK through elementary school level, including understanding how bilingual programs are initiated and extended, and current legislation affecting bilingual programs and bilingual students/parents' rights.
- 3) Apply intercultural communication and interaction practices that are linguistically and culturally responsive, including supporting the development of positive bilingual identities.
- 4) Analyze transferability between primary and target language and how Pre-K - elementary students' primary language can be used to facilitate the development of language for social and academic purposes.
- 5) Promote authentic parental participation in teaching and learning, including communicating with and engaging families in education (in English and Spanish) and supporting families in understanding goals and research behind bilingual programs, benefits of bilingualism, and supporting language development at home.
- 6) Analyze the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and language forms and functions.

- 7) Plan, develop, implement, and assess standards-aligned content instruction in the primary and target language.
- 8) Employ a variety of bilingual instructional and assessment strategies appropriate to student language proficiency levels in the PreK through elementary context that foster higher-order thinking skills, including using translanguaging research/pedagogy and instructional strategies for cross-language transfer.
- 9) Evaluate, select, use, and adapt state-board adopted/approved materials for PreK through elementary school students, as well as supplemental instructional materials, and use a variety of criteria for selection of instructional materials (in Spanish).

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

Readings & Activities EDUC 175A.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. Class Discussion & Written Responses to Reading (SLOs 1-4)
- 2. Visual Journey & Linguistic Autobiography (SLOs 1, 3)
- 3. Family Introduction & Letter (SLOs 1, 5)
- 4. Personal Bilingual Dictionary (SLO 1)
- 5. Evaluating Bilingual Resources Assignment (SLOs 1, 9)
- 6. Adapting a Lesson Plan for Bilingual Contexts (SLOs 1, 8)
- 7. Lesson Plan Assignment (SLOs 1, 6, 7)

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

No

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
- 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?

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:

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

Reviewer Comments:

Bitá Rivas (b.rivas) (Tue, 05 Oct 2021 15:34:12 GMT): Rollback: rollback requested to add substantive changes

Key: 1667