

# EDUC 175B: PEDAGOGY AND ACADEMIC LANGUAGE SKILLS IN SPANISH FOR BILINGUAL EDUCATORS (SINGLE SUBJECT)

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## In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
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9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 05 Oct 2021 23:36:29 GMT  
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 14 Oct 2021 21:45:27 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 22 Oct 2021 22:36:23 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Tue, 05 Oct 2021 21:10:57 GMT

**Viewing: EDUC 175B : Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject)**

**Last edit: Fri, 22 Oct 2021 22:36:13 GMT**

Changes proposed by: Deidre Sessoms (101023477)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Leslie Banes	l.banes@csus.edu	916-278-4267

### Catalog Title:

Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject)

### Class Schedule Title:

Pedagogy Bil Ed Spanish SS

### 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)

175B

**Course ID: (For administrative use only.)**

TBD

**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:**

This new course previously was just EDUC 175. We are proposing to split it into two courses, EDUC 175A and 175B, so that each can focus on different populations within the content area. EDUC 175A will be focused on bilingual education in Spanish in pre-K through elementary school settings, while EDUC 175B will be focused on middle school and high school settings.

The rest of this justification is copied from the justification for EDUC 175A:

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 this course into two courses - one appropriate for candidates who plan to teach in a preK - elementary school setting, and a separate course appropriate for candidates planning to teach in a middle or high school setting. The course has been divided in this way for some time (into two different sections) and it makes more sense to have these be two separate courses.

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 7th-12th 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 used at the middle and high 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 middle and high school 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 middle and high school 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 middle and high 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 175B.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 for Middle/High School Assignment (SLOs 1, 9)
6. Adapting a Lesson Plan for Middle/High School Bilingual Contexts (SLOs 1, 8)
7. Middle/High School Lesson Plan Assignment (SLOs 1, 6, 7)

**For whom is this course being developed?**

Other

**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 (2).docx

Key: 14607