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

In Workflow

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Approval Path

1. Thu, 06 Oct 2022 17:57:19 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:51:48 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 13 Oct 2022 22:55:14 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 25, 2022 by Deidre Sessoms (dsessoms)
2. Jun 15, 2022 by 302822325

Date Submitted: Thu, 06 Oct 2022 17:56:20 GMT

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

Last approved: Wed, 15 Jun 2022 14:02:39 GMT

Last edit: Thu, 13 Oct 2022 22:55:10 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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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 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)
170

Course ID: (For administrative use only.)
115191

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

Does this course require a room for its final exam?
Yes, final exam requires a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The only revision is to update some of the terminology in the course description to use more accurate, asset based language (emergent bilingual versus English learner), and also to emphasize the dynamic relations between language, race and power (raciolinguistics).

Previously, this course was moved out of Undergraduate Studies in Education and into Teaching Credentials; at that time, we checked "yes" that another department was affected. That was approved and so the current proposal to change the course description slightly does not affect any other departments. Departments that require this course already approved the change in learning outcomes and change in the course title last year; the course description was supposed to have been updated last year as well.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Introductory study and exploration of important themes regarding the education of emergent bi/multilingual students in the context of race, language and power. 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 mentorship of an emergent bilingual student is required.

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?
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 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	identify and analyze the historical, political, legislative, and policy development of bi/multilingual education in the United States.	-KWL (beginning and end of class) -Response Papers -EL Logs -EL Services Report -I-search paper -Two quizzes
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.	-Response Papers -EL Logs -I-search paper -Two quizzes
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).	-EL Logs -I-search paper -Two quizzes
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.	-EL Services Report -I-search paper -Two quizzes
5	analyze elements of public school curriculum and instruction that affect the achievement of linguistically diverse students.	-EL Logs -EL Services Report -I-search paper -Two quizzes
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.	-EL Logs -EL Services Report -I-search paper -Two quizzes
7	analyze and contextualize the actions and attitudes of policy makers, educators, and the public toward bi/multilingual education.	-Response Papers -EL Services Report -I-search paper -Two quizzes

8	examine and analyze personal attitudes and language ideologies toward bi/multilingual education and second language learners.	-Response Papers -EL Services Report -I-search paper -Two quizzes
9	explain how raciolinguistic ideologies and the intersections of race, language and power impact students and teachers in bi/multilingual classrooms.	-Response Papers -EL Services Report -I-search paper -Two quizzes
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).	-EL Logs -I-search paper -Two quizzes

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

EDUC 170 readings and activities.docx

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: Elementary Pre-Credential)
BA in Ethnic Studies (Teachers in Bilingual Education)
BA in Ethnic Studies (Teachers in Urban Settings)
BA in Liberal Studies (Multicultural Studies)
Master of Arts in Special Education Teaching (Early Childhood Special Education)
Master of Arts in Special Education Teaching (Extensive Support Needs)
Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject
Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)
Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with Multiple Subject
Master of Arts in Teaching (Multiple Subject)
Master of Arts in Teaching (Single Subject)
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?

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

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?
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:
NA

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

Key: 1663