

EDUC 172: PEDAGOGY AND ACADEMIC LANGUAGE SKILLS IN HMONG FOR BILINGUAL EDUCATORS

In Workflow

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Approval Path

1. Wed, 06 Sep 2023 20:32:27 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Mon, 11 Sep 2023 20:29:46 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
3. Thu, 21 Sep 2023 22:12:42 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Thu, 21 Sep 2023 22:41:33 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

Date Submitted: Wed, 06 Sep 2023 20:11:01 GMT

Viewing: EDUC 172 : Pedagogy and Academic Language Skills in Hmong for Bilingual Educators

Last edit: Thu, 21 Sep 2023 22:41:11 GMT

Changes proposed by: Leslie Banes (223011477)

Contact(s):

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Catalog Title:

Pedagogy and Academic Language Skills in Hmong for Bilingual Educators

Class Schedule Title:

Pedagogy Bilingual Ed Hmong

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)

EDUC - Education

Catalog Number: (course number)

172

Course ID: (For administrative use only.)

115201

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Commission on Teacher Credentialing has adopted new standards for the Bilingual Authorization, a statewide authorization that allows K-12 school teachers to teach in a language other than English. EDUC 172 is a course that comprises a major portion of the Bilingual Authorization program for Hmong speakers.

1. The course title and description were updated to highlight the course focus on pedagogies specifically for bilingual school contexts, and align with the newly released CTC Bilingual Teaching Performance Expectations (BTPEs), which are part of the new Bilingual Authorization standards and requirements. The BTPEs are the performance expectations that all candidates must meet in order to earn the Bilingual Authorization.
2. The Student Learning Outcomes have also been adapted to align with the new BTPEs that are covered and assessed in this course, and reflect a focus on multiple subject teaching contexts (TK-8th grade).
3. Assignments and readings have been modified to align with these new standards and expectations.
4. This proposal will affect the Undergraduate Studies in Education branch because we were proposing to move the course from UGSE to Teaching Credentials. The consultation email is attached.
5. The Bilingual Authorization is not a university-approved program because it is simply an additional Commission on Teacher Credentialing authorization. Therefore, we checked "no" that this course is not required in a degree major, minor, certificate, etc.
6. Updated where the previous form was missing information: pre-reqs enforced at registration
7. A note was added to specify that this course meets the requirements of the bilingual authorization for students who want to pursue a bilingual teaching credential in Hmong.
8. The term was updated because the course is only offered in the fall.
9. The Bilingual Teacher Performance Expectations (BTPEs) are numbered in the expected learning outcomes. Please leave the numbered standards. Language is taken directly from the external accrediting body's standards document.

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

This course provides opportunities to improve Hmong language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, research, and program models, language varieties in Hmong, issues of power and language, advocacy for bilingual students, and engagement with bilingual families, specifically for TK-12th grade dual language contexts. Students also will examine theoretical and pedagogical issues in bilingual education, learn to apply bilingual teaching and assessment methods, analyze TK-12th grade language use, and evaluate Hmong curricular materials.

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

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Meets requirements for K-12 bilingual teaching authorization in Hmong.

Does this course have prerequisites?

Yes

Prerequisite:

Fluent in Hmong

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 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	Apply increasing expertise in reading, writing, and communicating in Hmong, in its standard and colloquial forms, including the range of linguistic repertoires and registers across content areas, and explain how students' primary language (e.g., dialectical differences, use of vernacular forms) can be used to facilitate the development of language for social and academic purposes in bilingual school contexts (BTPE 6.6, 2.4, 3.1).	Class Discussion & Written Responses to Reading, Personal Bilingual Dictionary, Visual Journey & Linguistic Autobiography, Leading a Literature Circle Assignment
2	Explain and evaluate features of effective bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices (BTPE 4.3), including a) exploration of local and state-wide and national bilingual programs in the target language b) analysis of bilingual program models and their impact on student identity and development c) explaining how bilingual programs are initiated and extended	Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview

3	<p>Design lessons that apply knowledge of students' backgrounds, assets, and needs to create welcoming classroom cultures establish and maintain clear expectations for safe and respectful translanguaging, maintain high expectations for content and language learning, and develop culturally/linguistically responsive learning activities in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural, and support development of positive bilingual identities (BTPE 1.2, 2.1-2.7).</p>	<p>Hmong Lesson Plan Assignment Class Discussion & Written Responses to Reading, Reflections on Observation in Bilingual Classroom & Bilingual Teacher Interview, Leading a Literature Circle Assignment,</p>
4	<p>Prioritize authentic family/community engagement and leadership in education contexts, identify family and community resources as primary language supports, and mitigate racist practices, biases, and stereotypes BTPE 1.7, 6.1-6.7 IPA) a) including communicating with and engaging families in education (in English and Hmong) b) supporting families in understanding the goals and research behind bilingual programs, the benefits of bilingualism, and how to support language development at home</p>	<p>Family Introduction & Letter Class Discussion & Written Responses to Reading</p>
5	<p>Plan, develop, implement, and assess standards-aligned content instruction (in the focal content area) in Hmong that includes: (BTPE 1.1, 3.2, 3.3 4.1-4.4, 5.1-5.5) a) selecting and applying the state adopted ELD and ELA standards for both English and Hmong Language Development and Language Arts and the Social Justice Standards b) selecting and applying state-adopted content standards for the focal content area and developing target language objectives that support the content objectives. c) applying pedagogies that align with how biliteracy develops and instructional strategies unique to literacy development in the target language d) designing instruction to increase transferability between primary and target language vocabulary, grammatical, and linguistic conventions/constructions and how to provide students with practice integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions e) applying strategies for translanguaging research/pedagogy, transliteracies, and instructional strategies for cross-language transfer between target language and English f) applying a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills, including authentic assessment of language and content in target language and bilingual assessment methods</p>	<p>Hmong Lesson Plan Assignment Class Discussion & Written Responses to Reading, Adapting a Lesson Plan for Bilingual Contexts Assignment,</p>
6	<p>Evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in Hmong that are appropriate for local bilingual contexts (BTPE 1.5, 3.4, 3.5) a) applying criteria for selection of instructional materials b) including culturally relevant texts c) instruction/exploration of a variety of text types and genres in the target language d) applying knowledge of importance/appropriateness of transadapted vs. translated materials and materials originally written in the target language</p>	<p>Selecting and Evaluating Bilingual Instructional Resources Assignment</p>

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

EDUC 172 Assignments & Readings .docx

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
Intellectual and practical skills
Personal and social responsibility

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:

EDUC 172 Consult.pdf

Key: 1665