

# Dual Language and English Learner Education

IN THE COLLEGE OF EDUCATION

**OFFICE:** Education and Business Administration 248

**TELEPHONE:** 619-594-5155 / **FAX:** 619-594-1183

**WEBSITE:** <http://go.sdsu.edu/education/dle>

Accredited by the California Commission on Teacher Credentialing.

## Faculty

**Emeritus:** Aste, Cadiero-Kaplan, Espinosa, Jones, Kuhlman, Ochoa

**Chair:** Machado-Casas

**Professors:** Alfaro, Machado-Casas

**Associate Professor:** Esquinca

**Assistant Professors:** Hernandez, Maldonado

**Lecturers:** Buell, Collins-Parks, Froehbrodt, Jullié, Maheronnaghsh, Ramirez, Waldron

## Offered by the Department

Master of Arts degree in education.

Concentration in dual language and English learner education

Multiple subject bilingual teaching credential.

Single subject bilingual teaching credential.

Bilingual multiple subject and special education credential (refer to the *Graduate Bulletin*).

Dual language for academic literacy certificate (refer to the *Graduate Bulletin*).

English language development for academic literacy certificate (refer to the *Graduate Bulletin*).

Bilingual added authorization with an emphasis in biliteracy for K-12 credential (refer to the *Graduate Bulletin*).

## The Major

The Dual Language and English Learner Education (DLE) Department offers programs leading toward the bilingual credential for single and multiple subject (secondary and elementary).

The Dual Language and English Learner Education Department and the College of Education is committed to the preparation of teachers for bilingual authorization as the most desirable credential in California. Furthermore, the university is committed to developing leaders in cultural, economic, educational, scientific, social, and technical fields, as well as addressing the linguistic diversity of school communities. The university is primarily responsive to the people of California, as well as to the needs of the regional, national, and international communities it serves.

## Global Learning Experience Requirement

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, one week prior to the beginning of the semester or during the first two weeks of the semester. Candidates work in small groups to create lesson plans to be implemented in Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community amongst cohort and faculty. Details for the experience will be provided upon acceptance to the program.

## Multiple Subject Bilingual 2042 Credential

(Elementary K-6 Education)

**(Credential Code: 00200)**

The Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education) is available to students interested in teaching in a bilingual Spanish, Arabic, Filipino, Japanese, or Mandarin elementary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for all the subjects commonly taught in the elementary schools. Because courses on methods of teaching subject areas are taught in Spanish, Arabic, Filipino, Japanese, or Mandarin, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

Candidates who will pursue this credential need to specify “**Multiple Subject Credential – Bilingual**” in the application for graduate admission to SDSU (Code: 00200). Students applying for admission should electronically submit the university application available at <http://www.calstate.edu/apply> along with the application fee.

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the Dual Language and English Learner Education Department.

### Graduate Admissions

The following materials should be submitted electronically or as a complete package directly to:

#### Graduate Admissions

Enrollment Services  
San Diego State University  
San Diego, CA 92182-7416

1. Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

#### NOTE:

- Students who attended SDSU need only submit transcripts for work completed since last attendance.
- Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.
- 2. TOEFL score, if medium of instruction was in a language other than English (<http://www.ets.org>, SDSU institution code 4682).

### Dual Language and English Learner Education Department

1. Complete department application at <http://go.sdsu.edu/education/apply-now.aspx>;
2. California Basic Educational Skills Test (CBEST) scores;
3. Demonstration of Language and Cultural Proficiency:
  - Arabic: Copy of CSET LOTE subtests II and V for language of emphasis;
  - Filipino: Copy of CSET LOTE subtests II and V (test codes 191 and 255 respectively) for language of emphasis;
  - Japanese: Copy of CSET LOTE subtests III and V (test codes 159 and 260 respectively) for language of emphasis;
  - Mandarin: Copy of CSET LOTE subtests III and V for language of emphasis;
  - Spanish: Completion of DLE 416 with a grade of C (2.0) or better or copies of CSET LOTE subtests III and V for language of emphasis;
  - World Languages: Copy of CSET LOTE subtest IV (test code 250) for language of emphasis;
4. TB test results;

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5. Two letters of recommendation, one of which must be from an elementary teacher if multiple subject or from a secondary teacher if single subject;
6. Verification of early field experience (30 hours for multiple subject) or completion of DLE 416L;
7. Certificate of clearance (live scan);
8. CPR that includes infant/child/adult;
9. Autobiography/Goals and Philosophy. Candidates must complete a 1-1/2 page essay of their goals and philosophy in education and a 1-1/2 page autobiography. One should be written in the language of emphasis and the other in English;
10. California Subject Examination for Teachers (CSET) scores.

### Standards for Admission

1. **CBEST.** Students must pass the California Basic Educational Skills Test prior to admission to the bilingual credential program. This examination is required by the Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at <http://www.cbest.nesinc.com>.
2. **Subject Matter Competency.** Students must verify completion of subject matter competency in diversified subjects commonly taught in self-contained classrooms prior to admission to the bilingual credential program. To be admitted to the bilingual credential program, a candidate shall have achieved a passing score on the California Subject Examination for Teachers (CSET) that is required for the credential sought. Registration information and materials for the CSET are available at <http://www.ctcexams.nesinc.com>.
3. **Prerequisite Courses.** The following courses must be completed with a grade of C (2.0) or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

#### Liberal Studies Majors.

#### Units

DLE 515	Multilingual Education: Theory and Practice for Bilingual Teachers .....	3
ED 451	Introduction to Multicultural Education.....	3
SPED 450	Classroom Adaptations for Special Populations .....	2
TE 280	Health Education for Teachers.....	1

#### Non-Liberal Studies Majors (must take the above and below prerequisite).

MATH 210**	Number Systems in Elementary Education.....	3
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\*\*With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 124, 150, 312.

4. **Grade Point Average.** Candidates must have cumulative grade point averages (GPAs) within the upper one-half of undergraduate students in the candidates' majors. GPAs vary according to discipline and graduating institution. GPA requirements are available in the Office of Student Services, EBA-259, 619-594-6320, [coeadvis@sdsu.edu](mailto:coeadvis@sdsu.edu). Candidates must have attained a grade point average of at least 2.67 overall or 2.75 in the last 60 semester or 90 quarter units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.
5. **Letter of Recommendation.** Two professional references and one letter of recommendation must be submitted attesting to the applicants following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. At least one letter should be from an elementary school teacher the student has worked with and the others may be from faculty and administrators.

6. **Tuberculin Clearance.** Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
7. **Early Field Experience.** Applicants must provide evidence of a minimum of 30 hours of experience with students in typical elementary classroom settings within the last three years or successful completion of DLE 416L. Evidence must be documented.
8. **Written Statement of Professional Goals and Philosophy and Interview.** In addition to their written statement of goals and philosophy, candidates will have an interview with the admissions and retention committee of the DLE Department.
9. **California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. A copy of the application must be provided to the DLE Department.
10. **Credential Advising Appointment.** Each applicant must attend an advising session at the Office of Student Services. Appointments can be made in EBA-259, 619-594-6320, [coeadvis@sdsu.edu](mailto:coeadvis@sdsu.edu). Afterward, we recommend applicants visit the Dual Language and English Learner Education (DLE) office in EBA-248 or call 619-594-5155 to make an appointment with a faculty adviser.
11. **Language and Culture Proficiency.** All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis to meet their specific Bilingual Authorization through DLE 416 or CSET LOTE examinations III and V.
12. **Reading Instruction Competence Assessment (RICA).** California Education Code Section 44283 requires that candidates for the preliminary or clear credential multiple subject pass this RICA requirement. The purpose of this assessment is to ensure that the candidate possess the knowledge and skills important for the provision of effective reading instruction to students. The RICA requirement applies to candidates who did not complete all credential requirements prior to October 1, 1998. Candidates must have passed the RICA in order to be able to file for the credential.
13. **Appeals Process.** Candidates who do not meet all the admission requirements may petition the DLE Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.
14. **Application.** Applicants should complete application procedures the semester prior to beginning the credential program. Check the department website for current deadline information: [http://go.sdsu.edu/education/dle/bilingual\\_credential.aspx](http://go.sdsu.edu/education/dle/bilingual_credential.aspx).

In addition to the minimum admissions standards identified above, the DLE Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

After admission, students will meet with the program coordinator to plan an appropriate program.

<b>Multiple Subject Bilingual 2042 Program</b>		<b>Units</b>
DLE 523	Psychological Foundations for Bilingual Teachers in K-6 Classrooms.....	3
DLE 532	Biliteracy Teaching in Language Arts for Elementary Students.....	3
DLE 910	Teaching Mathematics to Bilingual Students.....	3
DLE 911	Teaching Social Studies to Bilingual Students...	3
DLE 912	Teaching Science to Bilingual Students .....	3
DLE 915A	Teaching and Learning in the Content Area: English Language Development/SDAIE: Multiple Subjects .....	3
DLE 931	Skills in Teaching Reading to Bilingual Elementary Students.....	3
DLE 954	Classroom Organization for Democratic Teaching in Bilingual Classrooms .....	1-4
DLE 960	Professional Seminar for Bilingual Teacher Candidates (Cr/NC).....	1-4
DLE 961	Practicum in Elementary Bilingual Classroom (Cr/NC).....	1-12
DLE 962	Student Teaching for Elementary Bilingual Students II (Cr/NC).....	8
ED 970	Teaching Event Assessment (Cr/NC).....	3

#### **Preliminary 2042 Credential Requirements**

1. A bachelor's degree (or higher) with any major other than education.
2. Completion of an approved program of professional education. (See Department of Dual Language and English Learner Education for further information.)
3. Passage of Multiple Subject/CSET.
4. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements," IV. American Institutions Requirement.
5. Passage of California Basic Educational Skills Test (CBEST).
6. Passage of Reading Instruction Competence Assessment (RICA) Test.
7. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs: Special Education 450.
8. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
9. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of CPR competency.
10. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

**NOTE:** Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent post-baccalaureate credit as explained in the section of this catalog on "Admission and Registration."

According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

To be recommended for the bilingual authorization, candidates must meet the language and cultural proficiency requirements.

## **Single Subject Bilingual 2042 Credential (Secondary Education Grades 6 through 12): Arabic, Filipino, Japanese, Mandarin, or Spanish Emphasis**

(Credential Code: 00100)

The Single Subject Bilingual 2042 (Secondary Education) Teaching Credential is available for students interested in teaching in a bilingual middle or secondary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for teaching the given subject area.

Candidates who will pursue this credential need to specify "Single Subject Bilingual" in the application for graduate admission to SDSU (Code: 00100). Directions and links to each application are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>.

#### **Admissions Information**

Applicants who complete their applications on time and meet the standard for admission will be asked to participate in candidate interviews. Applicants should complete application procedures the semester prior to beginning the credential program. Check the department website for current deadline information: [http://go.sdsu.edu/education/dle/bilingual\\_credential.aspx](http://go.sdsu.edu/education/dle/bilingual_credential.aspx).

#### **Admission to Dual Language and English Learner Education Department**

Complete the online supplemental department application. Directions and links are available at <http://go.sdsu.edu/education/admissions/preliminary-bilingual-multiple-and-single-subject-credentials.aspx>. The following materials should be submitted online as part of the department application.

1. Appropriate California Subject Examinations for Teachers (CSET) scores or evidence of an approved waiver program.
2. California Basic Educational Skills Test (CBEST) scores.
3. California Certificate of Clearance.
4. Tuberculin clearance.
5. Two letters of recommendation.
6. Evidence of early field experience. (Credit in DLE 416L can be used to meet this requirement.)
7. Evidence of current CPR training.
8. Autobiography/goals and philosophy.

#### **Standards for Admission**

1. Completion of a bachelor's degree from an accredited institution.
2. CBEST. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. This examination is required by the California Commission on Teacher Credentialing. Registration and test information is available at <http://www.cbest.nesinc.com>.
3. Subject Matter Competency. Students must verify competency in a specified single subject area through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution or through California Subject Examinations for Teachers (CSET). Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination. Information and registration materials are available at <http://www.cset.nesinc.com>.
4. Prerequisite Courses: The following courses must be completed with a grade of C-, Cr or better prior to admission to the program but may be in progress at the time of application or taken in the term immediately prior to the program start date.

## Dual Language and English Learner Education

DLE 416*	Biliteracy Foundations for Teaching and Learning in Diverse Communities .....3
<b>AND</b>	
DLE 416L	Biliteracy Foundations for Teaching and Learning in Diverse Communities Field Experience.....1 (Cr/NC)
DLE 515**	Theories and Practices in Multilingual Education.....3
ED 451	Introduction to Multicultural Education .....3
SPED 450	Classroom Adaptations for Special Populations.....3
<b>OR</b>	
SPED 500	Human Exceptionality .....3
TE 280	Health Education for Teachers .....1

\* DLE 416 (formerly numbered DLE 415) may be waived with passage of CSET LOTE subtests III and V.

\*\* DLE 515 may be waived with passage of CSET LOTE subtest IV.

- Grade Point Average. Candidates must have a minimum 2.67 overall or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.
- Letter of Recommendation. Two letters of recommendation must be submitted attesting to the applicant's following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. Letter of recommendation should be from a school teacher with whom the student has worked and the others may be from faculty and administrators.
- Tuberculin Clearance. Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program) or X-ray showing no active tuberculosis. Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
- Early Field Experience. Applicants must provide evidence of a minimum of 30 hours of experience with adolescent students in typical classroom settings within the last five years. Evidence must be documented. Credit in DLE 416L can be used to meet this requirement.
- Oral English and Written Statement of Professional Goals and Philosophy. Have an interview with the admissions and retention committee of the DLE Department.
- California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. A copy of the application must be provided to the DLE Department.
- Credential Advising Appointment. Each applicant must meet with a faculty adviser to plan an appropriate program, which includes a minimum of 31 units as defined by the Commission on Teacher Credentialing. Appointments can be made in EBA-259, 619-594-6320.
- Demonstration of Language and Cultural Proficiency. All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis in their specific bilingual authorization.
  - Arabic: Pass CSET LOTE subtests II and V (test codes 193 and 251, respectively) for language of emphasis.
  - Filipino: Pass CSET LOTE subtests II and V (test codes 191 and 255, respectively) for language of emphasis.

- Japanese: Pass CSET LOTE subtests III and V (test codes 159 and 260, respectively) for language of emphasis.
  - Mandarin: Pass CSET LOTE subtests III and V (test codes 165 and 253, respectively) for language of emphasis.
  - Spanish: Can be met via coursework or examination.
    - Coursework: Complete DLE 416 with an 83 percent on the final examination and a minimum grade of C (2.0).
    - Examination: Pass CSET LOTE subtests III and V (test codes 147 and 258, respectively) for Spanish language emphasis.
- Appeals Process. Candidates who do not meet all the admission requirements may petition the DLE Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.
  - Application. Applicants should complete application procedures the semester prior to beginning the credential program. Call the department for DLE application deadline.
 

In addition to the minimum admissions standards identified above, the DLE Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

### Global Learning Experience Requirement

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, usually scheduled just before or after the start of the fall semester. Candidates work in small groups to create lesson plans to be implemented in transborder locations such as Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community among cohort and faculty. Details for the experience, including the registration number for the appropriate section of ED 450 Study Abroad, will be provided upon acceptance to the program. For details, contact the Department of Dual Language and English Learner Education at (619) 594-5155 or [dle@sdsu.edu](mailto:dle@sdsu.edu); or the College of Education Global Cultural Experience Coordinator at (619) 594-3266 or [coe-studyabroad@sdsu.edu](mailto:coe-studyabroad@sdsu.edu).

### Single Subject Bilingual 2042 Program

See Standards of Admission section for prerequisites for this program.

#### Credential Courses

DLE 524	Psychological Foundations for Biliteracy Teachers in Grades 7-12 ..... 1-4
DLE 653	Language Development in K-12 Multilingual Classrooms .....3
DLE 915B	Teaching and Learning in the Content Area: English Language Development/ SDAIE: Single Subjects .....3
DLE 933	Skills in Teaching Reading to Bilingual Secondary Students.....3
DLE 954	Classroom Organization f or Democratic Teaching in Bilingual Classrooms .....3
DLE 960	Professional Seminar for Bilingual Teacher Candidates ..... 1-4 (Cr/NC)
DLE 963	Practicum in Secondary Bilingual Classroom.....3-4 (Cr/NC)
DLE 964	Student Teaching for Bilingual Secondary Students II .....8-12
ED 970	Teaching Event Assessment .....3 (Cr/NC)
TE 914	Teaching and Learning in the Content Area: Major.....3

### Preliminary Credential Requirements

1. A bachelor's degree with one of the approved single subject majors listed in the single subject bilingual teaching credential General Catalog section. Credentials can be granted only in the designated single subject credential areas.
2. Completion of an approved program of professional education. (See Department of Dual Language and English Learner Education for further information about the approved programs.)
3. Major Adviser's Recommendation. Passage of subject matter examination(s) or waiver thereof through completion of one of the approved single subject credential majors listed below with a written recommendation from the Ryan major adviser.

Demonstrated subject matter competency through completion of approved waiver program in one of the California single subject areas, is through a combination of coursework and competency examinations, or through CSET examinations. Candidates should check with the College of Education, Office of Student Services, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement.

4. Successful completion of Language Proficiency and Cultural Awareness requirements for the language of emphasis.
5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements," IV. American Institutions Requirement.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).
8. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs, Special Education 450 or 500.
9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
10. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of current CPR competency.
11. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

**NOTE:** Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent postbaccalaureate credit as explained in the section of this catalog on "Admission and Registration."

According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

### Language Requirement for the B.A. Degree in Liberal Arts and Sciences

Students electing the study of American Sign Language to fulfill the language requirement for the Bachelor of Arts degree in liberal arts and sciences must successfully complete Dual Language and English Learner Education 201 or the equivalent level of achievement. The usual sequence of coursework is Dual Language and English Learner Education 101, 102, and 201. Refer to section of catalog on "Graduation Requirements" for additional ways to satisfy competency.

### High School Equivalents

High school American sign language courses may be used for purposes of placement in college courses and may be counted toward meeting the language requirement in various majors. These high school courses will not count as college credit toward graduation.

Secondary school language courses can be used as follows:

1. The first two years of high school level language count as the equivalent of the first semester of a college level course.
2. The first three years of high school level language count as the equivalent of the first two college semesters.
3. Four years of high school level language count as the equivalent of three college semesters or five college quarters, thus fulfilling the language requirement.

### Courses (DLE)

Refer to *Courses and Curricula and University Policies* sections of this catalog for explanation of the course numbering system, unit or credit hour, prerequisites, and related information.

#### LOWER DIVISION COURSES

No credit will be given for Dual Language and English Learner Education 101, 102, 201 taken out of sequence.

#### DLE 101. American Sign Language I (4) [GE]

Three lectures and one hour of discussion.

American Sign Language structure, use, literature, and deaf culture. Introductory level communication competence in ASL. Not open to students with credit in Dual Language and English Learner Education 102 or 201.

#### DLE 102. American Sign Language II (4) [GE]

Three lectures and one hour of discussion.

Prerequisite: Dual Language and English Learner Education 101.

Continuation of Dual Language and English Learner Education 101. Beginning level communication competence in American Sign Language. Not open to students with credit in Dual Language and English Learner Education 201. (Formerly numbered Speech, Language, and Hearing Sciences 102.)

#### DLE 201. American Sign Language III (4) [GE]

Three lectures and one hour of discussion.

Prerequisite: Dual Language and English Learner Education 102.

Continuation of Dual Language and English Learner Education 102. Intermediate level communication competence in American Sign Language. (Formerly numbered Speech, Language, and Hearing Sciences 201.)

## Dual Language and English Learner Education

### UPPER DIVISION COURSES

(Intended for Undergraduates)

#### **DLE 416. Biliteracy Foundations for Teaching and Learning in Diverse Communities (3)**

Prerequisite: Upper division standing.

Oral, written, and communicative competencies in Spanish through practical experiences and study of sociopolitical and sociocultural contexts impacting bilingual learners in culturally and linguistically diverse communities. Maximum credit six units. (Dual Language and English Learner Education 416 and 416L formerly numbered Dual Language and English Learner Education 415.)

#### **DLE 416L. Biliteracy Foundations for Teaching and Learning in Diverse Communities Field Experience (1) Cr/NC**

Two hours of activity.

Prerequisites: Credit or concurrent registration in Dual Language and English Learner Education 416, upper division standing, and working fluency in Spanish.

Field experience in multilingual (Spanish-English) K-12 schools and communities. Maximum credit two units. (Dual Language and English Learner Education 416 and 416L formerly numbered Dual Language and English Learner Education 415.)

#### **DLE 496. Experimental Topics (1-4)**

Selected topics. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

#### **DLE 499. Special Study (1-3)**

Prerequisite: Consent of instructor. Open only to senior and graduate students in education who have shown ability to work independently.

Individual study. Maximum credit six units.

### UPPER DIVISION COURSES

(Also Acceptable for Advanced Degrees)

#### **DLE 515. Multilingual Education: Theory and Practice for Biliteracy Teachers (3)**

Pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners. Historical and theoretical foundations of bilingual education as related to bilingual and dual language programs to include instruction, curriculum, and assessment. Taught in Spanish and English.

#### **DLE 523. Psychological Foundations for Biliteracy Teachers in K-6 Classrooms (3)**

Major theories of learning and cognition as applied to bilingual students and their relation to child development, first and second language acquisition, and approaches to teaching in bilingual classroom.

#### **DLE 524. Psychological Foundations for Biliteracy Teachers in Grades 7-12 (1-4)**

Bilingual learning theory as it affects adolescent growth, individualized instruction, classroom management and discipline, and methods of measuring and evaluating achievement. Taught in Spanish and English. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit four units.

#### **DLE 532. Biliteracy Teaching in Language Arts for Elementary Students (3)**

Prerequisite: Dual Language and English Learner Education 416 with a grade of C (2.0) or better. Recommended: Dual Language and English Learner Education 515 with a grade of C (2.0) or better.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and language of emphasis (Arabic, Mandarin, or Spanish). Taught bilingually in language of emphasis and English.

#### **DLE 553. Language Assessment and Evaluation in Multicultural Settings (3)**

Theories and methods of assessment and evaluation of diverse student populations including authentic and traditional models. Procedures for identification, placement, and monitoring of linguistically diverse students. Theories, models, and methods for program evaluation, achievement, and decision making.

#### **DLE 596. Special Topics in Bilingual and Multicultural Education (1-3)**

Prerequisite: Consent of instructor.

Selected topics in bilingual, cross-cultural education and policy studies. May be repeated with new content. See *Class Schedule* for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

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### GRADUATE COURSES

Refer to the *Graduate Bulletin*.