

# Dual Language and English Learner Education

IN THE COLLEGE OF EDUCATION

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## Faculty

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## Courses Acceptable for Master's Degree Programs in Education (DLE)

*Refer to Courses and Curricula and Regulations of the Division of Graduate Affairs sections of this bulletin for explanation of the course numbering system, unit or credit hour, prerequisites, and related information.*

### UPPER DIVISION COURSES

#### **DLE 515. Multilingual Education: Theory and Practice for Bilingual 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.

### GRADUATE COURSES

#### **DLE 600A. Foundations of Democratic Schooling (3)**

Prerequisite: Consent of instructor.

Analysis of relationships among ideology, culture, and power in educational context; key concepts in critical pedagogy applied to programs, curricula, and school restructuring.

#### **DLE 600B. Foundations of Dual Language Programming for Critical Biliteracy Development (3)**

Prerequisite: Bilingual authorization credential or score of 3 on SDSU Spanish examination.

Critical literacy and democratic schooling for dual language program models. Program models that apply to policies and practices that inform literacy curriculum and pedagogy in dual language-biliteracy settings.

#### **DLE 601. Language Policies and Practices (3)**

Prerequisite: Consent of instructor.

Formal and informal policies related to education of linguistically diverse students at micro/macro level and in school contexts; analysis of bilingual and cross-cultural issues in cognition and literacy.

#### **DLE 603. Community and Schools in a Diverse Society (3)**

Prerequisite: Consent of instructor.

Linguistic and cultural diversity of school and community. Development of community sociocultural scan; home and school collaboration; effects of home and school collaboration on achievement; responsibility of parent caretaker, stakeholder for student success.

#### **DLE 604. Learning and Teaching Language in a Dual Language Setting (3)**

Prerequisite: Bilingual authorization credential or score of 3 on SDSU Spanish examination.

Dual language instructional methods, modeling oral and written grammatical structures. Language acquisition strategies for English and Spanish in K-12 grades. Emphasis on written structures for academic literacy.

#### **DLE 650. Curriculum Development for Urban School Communities via Action Research (3)**

Prerequisite: Dual Language and English Learner Education 600A, 600B, or graduate standing.

Curriculum development through lens of critical theory and action research. Principles of curriculum, instruction, and programs contextualized and with regard to particular educational institutions or work sites from a social justice perspective.

#### **DLE 651. Curriculum, Teaching, and Assessment: Designated and Integrated ELD (1-3)**

Prerequisite: Dual Language and English Learner Education 915A, 915B, or graduate standing.

English language development and delivery of comprehensive instruction for English learners. Strategies for implementing state adopted standards for ELD in language and content areas.

#### **DLE 652. Literacy and Language: Critically Examining Curriculum for Teaching and Learning (3)**

Prerequisite: Dual Language and English Learner Education 650.

Research in literacy and multi-cultural curriculum theories, methods, and teaching connected to community, school, and personal literacies. Literacy practices for educating diverse students; varying definitions of literacy and social-political contexts of literacy curriculum.

**DLE 653. Language Development in K-12 Multilingual Classrooms (3)**

Prerequisite: Admission to bilingual authorization credential program.

Dual language and multilingual classrooms, universals and differences in language structure, transfer, and use (including basic linguistics). First and additional language development; related factors (political/sociocultural aspects of bilingualism). Taught in English and Spanish.

**DLE 686. Seminar in Multicultural Education (1-6)**

Prerequisite: Consent of instructor.

Topics dealing with current issues in multicultural education. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree.

**DLE 798. Special Study (1-6) Cr/NC/RP**

Prerequisite: Consent of instructor; to be arranged with department chair and instructor.

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree.

**CREDENTIAL COURSES****DLE 910. Teaching Mathematics to Bilingual Students (1-3)**

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Underlying learning theories for teaching mathematical concepts, computation, and problem-solving skills to bilingual students.

**DLE 911. Teaching Social Studies to Bilingual Students (1-3)**

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Conceptual approaches for teaching bilingual social studies curriculum, incorporating sociocultural characteristics of multicultural community, social concepts, and community social issues.

**DLE 912. Teaching Science to Bilingual Students (1-3)**

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Strategies for development of process skills and concept acquisition. Methodology for teaching activity-oriented science class bilingually.

**DLE 915A. Teaching and Learning in the Content Area: Designated and Integrated English Language Development-Multiple Subject (1-3)**

Prerequisites: Education 451 with a grade of C (2.0) or better. Admission to Multiple Subject credential program or graduate standing.

Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching or practicum. May be repeated with new content. See *Class Schedule* for specific content.

**DLE 915B. Teaching and Learning in the Content Area: Designated and Integrated English Language Development-Single Subject (1-3)**

Prerequisites: Education 451 with a grade of C (2.0) or better. Admission to Single Subject credential program or graduate standing.

Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching. May be repeated with new content. See *Class Schedule* for specific content.

**DLE 925. Intern Seminar: Teaching English Learners (1)**

Prerequisite: Admission to an internship program in dual language and English learner education, special education, or teacher education.

Research-based instruction to meet the needs of diverse language learners in a variety of classroom settings. Maximum credit six units.

**DLE 931. Skills in Teaching Reading to Bilingual Elementary Students (1-3)**

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Teaching reading in English, including methods, strategies, assessment, materials, and techniques of transition for implementing reading programs in the bilingual classroom.

**DLE 933. Skills in Teaching Reading to Bilingual Secondary Students (3)**

Prerequisites: Upper division standing. Admission to Bilingual 2042 Single Subject credential program.

Methods for developing reading skills in Spanish and English across subject areas. Includes comprehension, academic vocabulary, concept development, reading strategies, and assessment. Taught in Spanish and/or English.

**DLE 954. Classroom Organization for Democratic Teaching in Bilingual Classrooms (1-4)**

Prerequisites: Dual Language and English Learner Education 400; concurrent registration in Dual Language and English Learner Education 524 and 963; admission to single subject bilingual 2042 program.

Teaching practices to include democratic processes for classroom management in bilingual classrooms. Classroom teaching, classroom discipline, and curriculum management. Social-cultural and political contexts of teaching to include overview of teacher performance assessment tasks.

**DLE 960. Professional Seminar for Bilingual Teacher Candidates (1-4) Cr/NC**

Prerequisite: Admission to a bilingual credential program.

Lesson planning and organizing instruction for equity and access for bilingual elementary and secondary classrooms. Maximum credit eight units.

**DLE 961. Practicum in Elementary Bilingual Classroom (1-12) Cr/NC**

Prerequisite: Admission to Bilingual 2042 Multiple Subject credential program.

Field experience at two grade levels in a multicultural setting and a bilingual elementary classroom; student teacher assumes responsibility for planning and instruction for specified time to comply with State requirements. Maximum credit 12 units.

**DLE 962. Student Teaching for Elementary Bilingual Students II (1-12) Cr/NC**

Prerequisite: Dual Language and English Learner Education 961.

Field experience in a multicultural setting or a bilingual elementary classroom. Student must provide own transportation to student teaching site. Maximum credit 12 units.

**DLE 963. Practicum in Secondary Bilingual Classroom (3-4) Cr/NC**

Prerequisites: Dual Language and English Learner Education 400; concurrent registration in Dual Language and English Learner Education 524 and 954; admission to the single subject bilingual emphasis program.

On-site, part-time experience to implement bilingual teacher competencies introduced in Dual Language and English Learner Education 515, 524, and 954. Students must provide own transportation to student teaching site.

**DLE 964. Student Teaching for Bilingual Secondary Students II (8-12) Cr/NC**

Prerequisites: Dual Language and English Learner Education 524 and 963.

On-site, full-day experience in State approved bilingual and non-bilingual classes to implement teacher competencies as developed in the total professional sequence. Students must provide own transportation to student teaching site. Maximum credit 12 units.