Policy Studies in Language and Cross-Cultural Education

In the College of Education

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Courses Acceptable on Master’s Degree

Programs in Education (PLC)

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

PLC 515. Theories and Practices in Multilingual Education (3)
Theoretical, legal, and historical context for multilingual education; policies and practices in bilingual programs; school and community profiles. Fieldwork required. Some sections taught in Spanish.

PLC 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.

PLC 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

PLC 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 600.)

PLC 600B. Foundations of Dual Language Programming for Critical Biliteracy Development (3)
Prerequisite: BCLAD 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.

PLC 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 653.)

PLC 602. Culturally Responsive Pedagogy for School Communities (3)
Prerequisite: Policy Studies in Language and Cross-Cultural Education 601. Examination of diverse cultural competence values and behaviors urban and ethno-linguistically diverse students bring to school. Status equalization, sociolinguistic repertoire within learning situations, how curriculum, policy, and practices impact diverse individuals and institutions.

PLC 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.

PLC 604. Learning and Teaching Language in a Dual Language Setting (3)
Prerequisite: BCLAD 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.

PLC 612. Qualitative Inquiries in Communities and Schools (3)
Prerequisites: Policy Studies in Language and Cross-Cultural Education 600A and Education 690. Examination and application of qualitative tools of analysis for developing and implementing action research, ethnographic inquiries, case studies, and other qualitative research in classrooms, schools, and communities.

PLC 613. Organizational Strategies and Professional Development for the Multicultural School Community (3)
Prerequisite: Policy Studies in Language and Cross-Cultural Education 601. Leadership and change strategies for designing and implementing instructional programs, professional development approaches, effective organizational school climate that promotes a democratic society and schooling.

PLC 650. Curriculum Development for Urban School Communities (3)
Prerequisites: Policy Studies in Language and Cross-Cultural Education 600A and 601. Curriculum development through lens of critical theory. Principles of curriculum and instruction contextualized and with regard to particular educational institutions or work sites from a social justice perspective.
PLC 651. Curriculum, Teaching, and Assessment: ELD and SDAIE (1-3)
Prerequisite: Policy Studies in Language and Cross-Cultural Education 915A or 915B.
English language development and delivery of comprehensive instruction for English learners. Strategies for implementing state adopted instruction programs for ELD in language and content.

PLC 652. Literacy and Language: Critically Examining Curriculum for Teaching and Learning (3)
Prerequisite: Policy Studies in Language and Cross-Cultural 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.

PLC 688. 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.

PLC 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
PLC 902. Professional Portfolio (1) Cr/NC
Prerequisite: Admission to BCLAD multiple subject credential program.
Portfolio development: Components on reflective teaching; models for teaching approaches, strategies, and methodologies in all subject areas. Maximum credit three units.

PLC 903. Bilingual Secondary Student Teacher Seminar (3-4) Cr/NC
Prerequisites: Policy Studies in Language and Cross-Cultural Education 924, 954, and concurrent registration in Policy Studies in Language and Cross-Cultural Education 964.
Planning and organizing instruction for Spanish/English bilingual and nonbilingual student teaching assignments. Focus on role of the bilingual teacher and discipline specific methods in English, ESL, mathematics, science, social science, and foreign language. Course taught in Spanish and/or English.

PLC 910. Teaching Mathematics to Bilingual Students (1-3)
Prerequisite: Admission to B/CLAD multiple subject credential program.
Underlying learning theories for teaching mathematical concepts, computation, and problem-solving skills to bilingual students. Taught in Spanish.

PLC 911. Teaching Social Studies to Bilingual Students (1-3)
Prerequisite: Admission to B/CLAD multiple subject credential program.
Conceptual approaches for teaching bilingual social studies curriculum, incorporating sociocultural characteristics of multicultural community, social concepts, and community social issues. Taught in Spanish.

PLC 912. Teaching Science to Bilingual Students (1-3)
Prerequisites: Geology 412 or Natural Science 412.
Strategies for development of process skills and concept acquisition. Methodology for teaching activity-oriented science class in English and Spanish. Taught in Spanish.

PLC 915. Teaching and Learning in the Content Area: English Language Development/SDAIE (1-3)
Prerequisites: Education 451, Policy Studies in Language and Cross-Cultural Education 515, and admission to B/CLAD or CLAD single subject credential program.
Teaching strategies in content specific fields from second language acquisition perspective taken concurrently with student teaching. See Class Schedule for specific content. May be repeated with new content. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 914.)
A. Multiple Subjects
B. Single Subjects
C. Special Education

PLC 923. Psychological Foundations of Education and Bilingual Students (3)
Prerequisite: Admission to B/CLAD multiple subject credential program.
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. Taught in Spanish and English.

PLC 924. Behavioral and Psychological Aspects of Teaching in the Bilingual Classroom (1-4)
Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 954 and 963; admission to the single subject bilingual emphasis program.
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.

PLC 931. Skills in Teaching Reading to Bilingual Elementary Students (1-3)
Prerequisite: Admission to B/CLAD 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.

PLC 932. Teaching Spanish Language Arts to Bilingual Elementary Students (3)
Prerequisite: Admission to B/CLAD multiple subject credential program.
Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop Spanish and English language arts. Taught in Spanish.

PLC 933. Skills in Teaching Reading to Bilingual Secondary Students (3)
Prerequisites: Upper division standing. Admission to single subject bilingual emphasis 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.

PLC 953. Language Development in Bilingual Secondary Classrooms (3)
Prerequisite: Admission to B/CLAD single subject credential.
Political, sociocultural, and linguistic aspects of language development in bilingual secondary classrooms. Taught in English and Spanish.

PLC 954. Classroom Organization for Democratic Teaching (1-4)
Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 924 and 963; admission to the single subject bilingual emphasis program.
Classroom organization and democratic processes of education for secondary classrooms; skills and knowledge for bilingual teachers in maintaining effective environments for student learning in the areas of teaching, discipline, management, and curriculum.

PLC 960. Student Teaching Seminar for Bilingual Elementary Students (1-3) Cr/NC
Prerequisites: Policy Studies in Language and Cross-Cultural Education 923 and admission to B/CLAD multiple subject credential program.
Bilingual instructional practices, classroom management, curricular discipline, micro-teaching in Spanish and English, legal liability, and daily problems encountered in the bilingual classroom. Taught in English and Spanish. Maximum credit six units.
PLC 961. Student Teaching for Bilingual Elementary Students (1-12) Cr/NC
Prerequisites: Admission to B/CLAD multiple subject credential program. Student must provide own transportation to student teaching site.
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.

PLC 962. Student Teaching for Elementary Bilingual Students II (1-12) Cr/NC
Prerequisite: Policy Studies in Language and Cross-Cultural Education 961.
Field experience in a multicultural setting or a bilingual elementary classroom. Maximum credit 12 units.

PLC 963. Student Teaching for Bilingual Secondary Students I (3-4) Cr/NC
Prerequisites: Policy Studies in Language and Cross-Cultural Education 400; concurrent registration in Policy Studies in Language and Cross-Cultural Education 924 and 964; admission to the single subject bilingual emphasis program. Students must provide own transportation to student teaching site.
On-site, part-time experience to implement bilingual teacher competencies introduced in Policy Studies in Language and Cross-Cultural Education 515, 924, and 954.

PLC 964. Student Teaching for Bilingual Secondary Students II (9-12) Cr/NC
Prerequisites: Policy Studies in Language and Cross-Cultural Education 924 and 963; concurrent registration in Policy Studies in Language and Cross-Cultural Education 903. Students must provide own transportation to student teaching site.
On-site, full-day experience in State approved bilingual and non-bilingual classes to implement teacher competencies as developed in the total professional sequence. Maximum credit 12 units.