

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 515.)

DLE 523. Psychological Foundations for Bilingual 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 523 and 923.)

DLE 524. Psychological Foundations for Bilingual 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 524 and 924.)

DLE 532. Bilingual Teaching in Language Arts for Elementary Students (3)

Prerequisites: Dual Language and English Learner Education 415 and 515.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and Spanish, Arabic, or Mandarin. Taught bilingually in language of emphasis and English. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 532 and 932.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 553.)

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

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

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 601.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 603.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 604.)

DLE 650. Curriculum Development for Urban School Communities (3)

Prerequisites: Dual Language and English Learner 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 650.)

DLE 651. Curriculum, Teaching, and Assessment: ELD and SDAIE (1-3)

Prerequisite: Dual Language and English Learner 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 651.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 653 and 953.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 686.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 910.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 911.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 553 and 912.)

DLE 915. Teaching and Learning in the Content Area: English Language Development/SDAIE (1-3)

Prerequisites: Education 451, Dual Language and English Learner Education 515, and admission to Bilingual 2042 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 and 915.)

- A. Multiple Subjects
- B. Single Subjects
- C. Special Education

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 931.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 933.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 954.)

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

Prerequisite: Dual Language and English Learner Education 954.

Lesson planning and organization for bilingual elementary and secondary teacher candidates. Meeting needs of diverse learners in biliteracy settings. Maximum credit eight units. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 960.)

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

Prerequisites: 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 961.)

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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 962.)

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. Students must provide own transportation to student teaching site.

On-site, part-time experience to implement bilingual teacher competencies introduced in Dual Language and English Learner Education 515, 524, and 954. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 963.)

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

Prerequisites: Dual Language and English Learner Education 524 and 963. 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. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 964.)