I. COURSE DESCRIPTION

The philosophical and legal foundations of bilingual schooling in the United States through a sociohistorical approach. The rationale for bilingual education is examined, as are the basic program models. An overview of bilingual education in Texas is also provided.

II. RATIONALE

BIEM 4360 is a bilingual education delivery system specialization course for Bilingual Generalist EC-6 certification.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies for teachers covered in this course follow.

Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge base of content . . . to provide relevant and meaningful learning experiences for all students.

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Generalist EC-6 program will:

• demonstrate a depth of knowledge of bilingual education;
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
• demonstrate a depth of speaking ability in Spanish;
  (BIEM 4355 and BIEM 4356 are linked to this student learning outcome.)
• effectively apply the competencies of a bilingual education teacher in their student teaching experience.
V. TExES COMPETENCY

The Bilingual Generalist EC-6 Field 192 TExES program competency covered in this course follows.

DOMAIN I - BILINGUAL EDUCATION

Competency 001

The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning teacher:

- Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.

- Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners.

- Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

- Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.

- Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
• Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.

• Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, . . .

• Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .).

• Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . ).

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to provide students with knowledge about: (1) bilingualism and the philosophical and legal foundations of bilingual education in the United States, (2) language policy movements in the United States, (3) the goal of bilingual education and ESL programs in Texas, (4) how the bilingual education program is defined in Texas, (5) the nature of language proficiency and its relationship to academic and cognitive development, (6) the origins of current misconceptions about bilingualism, (7) a theoretical position regarding the nature of bilingual proficiency, (7) the application of theoretical analysis to bilingual education, (9) bilingual education program models and their goals and outcomes, and (10) Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners].

The Bilingual Generalist EC-6 Field 192 TExES program objective for this course follows: (1) understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (V. 001).

VII. COURSE TOPICS

The major topics to be considered are the following:

• Bilingualism and bilingual education in the United States: The pre-1968 years
- United States federal bilingual education policy
- Official English/English Only and English Plus Movements
- Goal of bilingual education and ESL programs in Texas
- Definition of bilingual education in Texas
- Nature of language proficiency and its relationship to academic and cognitive functioning
- Origins of current misconceptions about bilingualism
- Theoretical position concerning the nature of bilingual proficiency
- Application of theoretical analysis to bilingual education
- Bilingual education program models and their goals and outcomes
- [Texas] State Plan for Educating [English Language Learners]

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

- Lecture/discussion approach
- Readings study questions
- In-class videos and DVDs
- In-Bell Library videos and DVDs

IX. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test I</td>
<td>30%</td>
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<tr>
<td>Test II</td>
<td>30%</td>
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<tr>
<td>Test III</td>
<td>30%</td>
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<tr>
<td>Videos and DVDs Assignment</td>
<td>10%</td>
</tr>
</tbody>
</table>

The letter grade equivalent for the cumulative percentage points is as follows:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

X. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.
Aug. 27: Provide a synopsis of the course and lecture on bilingualism and bilingual education in the United States
Crawford, pp. xiii-xxi; 80-101

Sept. 3: Labor Day Holiday

Sept. 10: Lecture on the philosophical and legal foundations of bilingual education in the United States
Crawford, pp. 105-111
Lucido & Leo - Key heritage for today’s bilingual education classroom, pp. 1-4
“Profile of effective two-way bilingual teaching: Sixth grade” (6 minutes)

Sept. 17: Continue the lecture on U.S. federal bilingual education policy
Crawford, pp. 111-117; 127-128; 161-163
“Bilingual education: The topic, the challenge” (30 minutes)

Sept. 24: Finish the lecture on U.S. federal bilingual education policy
Crawford, pp. 356-359
Lecture on language policy movements in the United States
Crawford, pp. 131-141; 319-332
P119.32.U6 E535 “English only in America?” (25 minutes)

Review for Test 1

Oct. 1: Test I

Work on study questions

Oct. 8: Lecture on the goal of bilingual education and ESL programs in Texas, how Texas defines the bilingual education program, and the nature of language proficiency and its relationship to academic and cognitive development
Crawford, pp. 182-192
Hernández - The conversational/academic language proficiency principle, pp. 84-86
http://www.elltx.org/

Oct. 15: Finish the previous discussion
Crawford, pp. 194-198
Cummins - The role of primary language development in promoting educational success for language minority students, pp. 3-20
Oct. 22: Lecture on the origins of current misconceptions about bilingualism and a theoretical position regarding the nature of bilingual proficiency
Crawford, pp. 192-194
Cummins - The role of primary language development in promoting educational success for language minority students, pp. 20-34
LC3731 .B5453 “Bilingual education” (26 minutes)

Oct. 29: Finish the previous discussion and lecture on the application of theoretical analysis to bilingual education
Crawford, pp. 198-199; 229-235
Cummins - The role of primary language development in promoting educational success for language minority students, pp. 34-45
LC3731 .B5453 “Bilingual education” (26 minutes)

Review for Test 2

Nov. 5: Test II

Work on study questions

Nov. 12: Lecture on bilingual education program models and their goals & outcomes
Crawford, pp. 35-38; 227-229; 41-52; 286-307
Roberts - Bilingual education program models: A framework for understanding, pp. 369-376
PE1128.A2 I673 "Integrating ESL students into the classroom" (22 minutes)
LC3731 .P768 “Profile of effective two-way bilingual teaching: Sixth grade” (22 minutes)

Nov. 19: Finish the previous discussion and lecture on Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners]
Crawford, pp. 38-41; 213-227
Roberts - Bilingual education program models: A framework for understanding, pp. 376-377
TEA - Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners], 89.1201 Policy; 89.1205 Required Bilingual Education and ESL Programs; 89.1207 Exceptions and Waivers (a)(1), (b)(1); 89.1250 Required Summer School Programs (1-3); 89.1235 Facilities; 89.1245 Staffing and Staff Development (a-d)
P115 .Y68 “You must have been a bilingual baby” (16 minutes)
Nov. 26: Continue the discussion on Chapter 89 Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners]

TEA - Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners], 89.1210 Program Content and Design; 89.1215 Home Language Survey; 89.1225 Testing and Classification of Students; 89.1240 Parental Authority and Responsibility

Dec. 3: Finish the discussion on Chapter 89 Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners]

TEA - Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner’s Rules Concerning [Texas] State Plan for Educating [English Language Learners], 89.1220 Language Proficiency Assessment Committee; 89.1230 Eligible Students with Disabilities; 89.1233 Participation of Nonlimited English Proficiency Students; 89.1265 Evaluation (a, c)

Review for Test 3

Dec. 10: Test III

Class attendance is essential due to the nature of this course. Make-up exams require professor approval.

XI. TEXTBOOKS

*Educating English learners: Language diversity in the classroom* (5th ed.) by Crawford and BIEM 4360 course pack are required for the course.

XII. COURSE POLICIES

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 2, 2012** is the last day to drop a class with an automatic grade of "W" this term.

Preferred Method for Scholarly Citations
The 6th edition of the *Publication manual of the American Psychological Association* is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the TAMU-CC student handbook and available through the web site [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The *Americans with Disabilities Act* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*