Course Change Request

Date Submitted: 01/26/18 10:39 am

Viewing: BIED 614 : Bilingual Education Curriculum Development

Last edit: 01/29/18 8:33 am
Changes proposed by: gbyrns

Catalog Pages
listing this course

Facility Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
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Rationale for Course
Edit

The proposed changes are part of a routine curriculum review.

Course prefix  BIED  Course number  614
Department    Educational Psychology
College/School Education & Human Development
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term  2018-2019

Complete Course Title
Bilingual Education Curriculum Development
Abbreviated Course Title
BESI CURRICULUM DEV LANG

Catalog course description
Analysis of past and current trends in curriculum development in bilingual education; guided field experiences.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No
Crosslistings  No  Crosslisted With
Stacked  No  Stacked with

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/26/18 3:13 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 8:34 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/30/18 9:21 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:41 pm
   Beverly Irby (birby): Approved for ED College Dean GR
5. 02/13/18 3:44 pm
   Beverly Irby (birby): Approved for ED College Dean GR
6. 02/16/18 12:48 pm
   LaRhea Johnson (lrjohnson): Approved for GC Preparer
7. 03/01/18 3:13 pm
   LaRhea Johnson (lrjohnson): Approved for GC Chair
<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
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<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hour(s) (per week):</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Repeateable for credit?</td>
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<tr>
<td>Three-peat?</td>
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<td>CIP/Fund Code</td>
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<tr>
<td>Default Grade Mode</td>
<td>Letter Grade(G)</td>
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<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
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</table>

**Learning Outcomes**

*Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

*Student learning outcome equivalency is demonstrated in the non-traditional courses (online) courses through quality instruction, active instructor engagement, student participation and learning outcomes by way of interactive activities and/or assignments. Instructor delivers weekly lessons via course modules that are designed with daily activities that are by nature rigorous and provide several learning opportunities to engage students and introduce course objectives as well as learning competencies. Learning objectives are comparable to those in a face-to-face course delivery.*

**Hours**

*Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

*These student learning opportunities incorporate daily assignments and activities that are carried out via discussion boards, scholarly readings, field work assignments, interactive writing assignments, group activities, virtual presentations and action research. Instructor provides weekly feedback and virtual/face-face sessions to reinforce course material and check for comprehension with regards to course objectives and competencies. Throughout the semester the course layout (weekly lessons) account for more 48 hours of instructional time which adheres to TAMU guidelines regarding three hours of course credit. Evaluation for the online course consisted of formative and summative assessments. Formative assessments through daily assignments (interactive activities) where used to assess students’ learning growth and then instructor feedback was provided to supplement the instructional process. Summative assessments were incorporated such as a mid-term exam and final research project to evaluate student learning and mastery of course content at the midpoint and end of the semester.*

**Will this course be taught as a distance education course?**

Yes

**I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.**

Yes

**Is 100% of this course going to be taught in Texas?**

Yes

**Will classroom space be needed for this course?**

No

This will be a required course or an elective course for the following programs:
### Course Syllabus

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Syllabus:</td>
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<tr>
<td>Upload syllabus</td>
<td>[Syllabus BIED 614 summer 2018.docx](Syllabus BIED 614 summer 2018.docx)</td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
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<tr>
<td>Additional information</td>
<td>No</td>
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<tr>
<td>Reviewer Comments</td>
<td>No</td>
</tr>
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<td>Reported to state?</td>
<td>No</td>
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</table>
Bilingual Education Programs
Department of Educational Psychology
College of Education and Human Development
Texas A&M University

BIED 614: Bilingual Education Curriculum Development for Bilingual Leaders
Summer Semester 2018
Course Syllabus

Professor: Dr. Rafael Lara-Alecio
Email: a-lara@tamu.edu
Office Phone Number: 979-845-3467
Class Meets: Online Only

Office Hours: By Appointment

Alternative Instructor: Dr. David Jimenez
E-mail: david.jimenez@tamu.edu
Office Phone Number: 979-845-2599
Office Hours: By Appointment

Required Materials:
This course will be delivered web-based (online) with some field-based assignments. Readings will be online and accessible from the Evans Library. Those will be posted on the eCampus website. Students participating in the course should have direct access to Evans Library as well as a TAMU computer account (or another email account) and have access to the eCampus (http://ecampus.tamu.edu) website.

Students must have access to Adobe Acrobat for some additional readings that will be provided online. You may also need access to zip files.

Course Objectives:
Through analyzing past and current trends in curriculum development in bilingual education and guided field experiences for English language learners and bilingual students, participants will be able to discuss, describe, and analyze important characteristics of the following issues:

- The historical development of major curriculum theories and their influence in how second language learners are educated.

- The major elements of curriculum design and the importance of curriculum alignment with state and federal policies that address the needs of second language learners.

- Curriculum theory as an interdisciplinary study of the educational experiences of second language learners.

- The importance of ethnographic methods in discovering the “hidden” curriculum in
public school settings that educate second language learners.

- How curriculum in general transmits culture and power, and how it reflects a specific philosophy of what it means to be “educated.”
- The connection between curriculum and assessment and their roles educating second language learners.

Course Content:
The course will be organized around the following topics:

- General historical trends in curriculum development
- The curriculum as a tool for transmitting culture
- The influence of public policy on curriculum expectations for second language learners
- Curriculum alignment with state and federal directives for second language learners
- Evaluating instructional needs for second language learners
- Current trends in curriculum development and research addressing the needs of second language learners
- Curriculum related to assessment

Expectations:
It is expected that students will complete all assignments. No incompletes will be given in this class. All assignments will be turned in on time. Assignments turned in late will result in a lower participation grade and a lower grade for the assignment since the course is designed for sharing of fieldwork and discussing related topics. Students will share perspectives on assigned readings, topics discussed in class, and students’ professional experience, by making postings to the eCampus discussion board. All work turned in must be the student’s own.

Class Meetings:
This is a graduate course to be delivered entirely online. We expect to cover the following topics identified by Session 1, 2, 3, etc.

Session 1

TOPIC: Introduction to Curriculum for Language Minority Students
Overview of the Course/Syllabus
Curriculum Usage, Adaptations, and Pedagogical Considerations
Effective Instruction for Second Language Learners
Selected Research Topics on Curriculum Issues
Student Introductions
Student Reflections on Reading
Student Consideration of Research Review Topic

Assigned readings posted in eCampus – most weeks will require reading.
Session 2

TOPIC: Foundations of Curriculum Development for Bilingual Leaders
Curriculum Coherence for Second Language Learners

Session 3

TOPIC: Curriculum Design and Deciding What Should be Taught to Second Language Learners
Evaluating Current Curricular Choices
Conducting a Curriculum Audit and Needs Assessment

Session 4

TOPIC: The Role of Standards in Designing Curriculum for Second Language Learners
Deciding What Should be Taught
The Hidden Curriculum

Session 5

TOPIC: Integrating Academic Language in a Curriculum for Second Language Learners
Acceleration of English Language Learners
Knowledge in Second Language Learners

Research Review/Paper guidelines posted.

Post your Research Review/Paper Outline (with references) for feedback.

Session 6 (Field Work)

5 hours/Conduct a curriculum audit and align curriculum to standardized test objectives/or TEKS objectives or reassess curriculum and revise it. Meet with teachers to conduct a meeting regarding your findings. Meet with principal (or other instructional leader) to discuss findings. (More detailed guidelines will be provided.)

Curriculum Audit guidelines posted.

Session 7

TOPIC: Curriculum and Culture

Session 8

Post a draft of your Research Review/Paper for feedback.
**Session 9 (Fieldwork)**

Continue with Curriculum Alignment Project:
5 hours/Conduct a curriculum audit and align curriculum to standardized test objectives/or TEKS objectives or reassess curriculum and revise it. Meet with teachers to conduct a meeting regarding your findings. Meet with principal (or other instructional leader) to discuss findings.

**Session 10**

**TOPIC:** Special Curriculum Topics: Interventions for Second Language Learners Differentiation of Instruction for Second Language Learners with Diverse Needs

**Session 11 (Fieldwork)**

Continue with Curriculum Alignment Project:
5 hours/Conduct a curriculum audit and align curriculum to standardized test objectives/or TEKS objectives or reassess curriculum and revise it. Meet with teachers to conduct a meeting regarding your findings. Meet with principal (or other instructional leader) to discuss findings.

*Post a draft of your Curriculum Evaluation/Audit Projects for feedback.*

**Session 12 & 13**

*Post Final Research Paper/Review & PowerPoint by **add date***

**Session 14**

*Post Final Curriculum Audit by December 4.*
Course requirements and maximum score for activities assigned:

1. Attendance, assigned readings, and active participation. **Sub-total score 150 points.**

2. Curriculum Evaluation and Audit Project. **Due December 4. Sub-total score 150 points.**

3. Individual Research Paper and PowerPoint Presentation on approved topic related to the objectives of the course content (10 to 15 pages – including references, double-spaced, APA style, and 12 point font). **Due November 21. Sub-total score 150 points.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class attendance, assigned readings, active participation in class and online.</td>
<td>150</td>
</tr>
<tr>
<td>2. Curriculum Evaluation and Audit Project</td>
<td>150</td>
</tr>
<tr>
<td>3. Individual Research Paper/Presentation</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>450</strong></td>
</tr>
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</table>

A=450-425   B= 424 -374   C =373 - 249 ; Anything less than 249 is an F.

*Rubrics for grading and specific assignments are either provided herein or will be given under separate cover.*

**ALL THE ASSIGNMENTS SHOULD BE ATTEMPTED. THIS SYLLABUS IS A GUIDE AND CHANGES MAY BE MADE PER THE PROFESSOR’S REQUEST IN ORDER TO ENHANCE STUDENT LEARNING.**

**Plagiarism Statement:**

The handouts used in this course are copyrighted and may not be reproduced unless permission is granted. Specifically, “handouts” are all materials generated for the class, which include but are not limited to the syllabus, review questions, Understand Papers, matrix for curriculum evaluation and audit project, etc.

As commonly defined, plagiarism consists of passing off, as one’s own, the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarism destroys the trust among colleagues without which research cannot be safely communicated.
Special Services: Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person 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 contact Disabilities Services, currently located in the Disabilities Services building at Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit: http://disability.tamu.edu/

AGGIE HONOR CODE
An Aggie does not lie, cheat, or steal or tolerate those who do.

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/
**Additional Suggested Readings:**


Journals:
Bilingual Research Journal
Current Issues in Education (TAMU) - Electronic
Curriculum Inquiry (TAMU)
Curriculum and Teaching
Journal of Curriculum and Instruction
Language Culture and Curriculum (TAMU)