

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
NEW PROGRAM PROPOSAL – P Form Signature Pages**

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File

COLLEGE/SCHOOL CoAS CoBA x CoE SoN
TITLE OF PROGRAM Dual Language Certificate

Discipline

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

- Check one: New Undergraduate Major or New Graduate Degree Attach a completed New Program Proposal Template
 New Option/Concentration/Track
 New Minor
 New Teaching Credential
 New Certificate Attach a completed New Certificate Proposal Template
- } Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template

Does this proposal impact other disciplines? Yes No
 If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #1			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #2			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #3			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #4			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #5			
_____	_____		
Signature	Date		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. **Dr. Ana M. Hernandez**
Originator (Please print)

12/04/2012
Date

1b. _____
Librarian Liaison for Library Report*

1-17-13
Date

1c. _____
IITS Liaison for IITS Report*

1-17-13
Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. _____
Program/Department - Director/Chair*

1-10-13
Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____
College/School Curriculum Committee*

12-11-12
Date

REVIEW (Signatures must be obtained by proposer)

4a. _____
Vice President for Student Affairs*

1/11/13
Date

4b. _____
Dean of Library*

1-17-13
Date

4c. _____
Dean of Information and Instructional
Technology Services*

1-17-13
Date

4d. _____
Vice President for Finance and Administrative
Services*

1-23-13
Date

4e. _____
Dean of Graduate Studies (if applicable) *

1/22/13
Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. _____
College/School Dean/Director*

12/19/12
Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. _____
University Curriculum Committee^

Date

6b. _____
Budget and Long-Range Planning Committee^

Date

FACULTY APPROVAL

7. _____
Academic Senate

Date

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost

Date

9. _____
Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.

* May attach a memo on program impact on the unit and the ability of the unit to support it.

^ Attach a memo summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CEHHS, School of Education
Proposal for Dual Language Courses/Certificate

1. **Title:** Dual Language Courses for Master's of Arts in Education – General-Option Program and Local Dual Language Certificate
2. **Contact Person:** Ana M. Hernández, Ed.D. Assistant Professor of Multilingual and Multicultural Education, School of Education, CEHHS, CSUSM. May be reached at (760) 750-8507 or ahernand@csusm.edu.
3. **Proposed Date:** Fall 2013

New classes will be offered as part of the School of Education's graduate 600 level courses. These courses will be offered as electives under the Master's of Arts (MA) in Education – General-Option Program. Also, if all four courses are taken as electives, then a local Dual Language Certificate can be issued by the School of Education. Courses are proposed for academic year 2013-2014.

The MA in Education – General-Option Program will not be affected by adding the proposed Dual Language (DL) courses as elective classes. DL classes will be listed as part of the 21 units of required coursework under the pre-approved program options. DL courses for the MA General Option program were approved by the School of Education's Graduate Program Committee on November 15, 2012. These four new DL courses will not impact existing general options for electives listed under the following MA approved programs: Schooling, Culture and Language; Literacy Education; Science, Mathematics and Educational Technology for Diverse Populations; or Special Education.

Current state and local certificate programs in the SoE's MA in Education – General Option include: CA Teachers of English Learners (CTEL) Certificate, Reading Certificate, Multicultural Specialist, Advanced Study in Science Teaching and Video Production in K-12 Education. There are no existing programs that would be affected by the proposed courses towards a Local Dual Language Certificate.

4. **Purpose for Dual Language Courses/Certificate:** California leads the nation with 80 school districts offering dual language (DL) programs (Center for Applied Linguistics, 2012), yet few universities offer courses to prepare teachers for these linguistically demanding programs and their instructional challenges. The proposed courses/local certificate will offer CSUSM students and K-12 teachers/administrators in the School of Education an opportunity to better understand the theoretical principles, research, and instructional practices of teaching and learning in dual language immersion settings. Dual language immersion programs promote "additive bilingualism," meaning that children's primary language is developed and maintained as a second language is added. These programs provide a unique environment of inclusion for linguistically diverse students, including native English speakers and English Language Learners in the same classroom, who are learning content in two languages and sometimes adding a third language option. Students in the School of Education would have a unique opportunity to learn about the program goals, instructional strategies, assessments, curriculum, and cross-cultural competencies in dual language immersion education.

In California alone there are over 1.6 million English Language Learners (ELLs) representing over 100 different native languages in schools today. Research has shown that ELL students with advanced levels of competence in their home language demonstrate superior achievement in English literacy and academic achievement when compared to ELLs who lack or have lower levels of competence in their native-language (Baker, 2011; Collier & Thomas, 2002; Lindholm-Leary & Borsato, 2006). Current ELL demographics and research on their academic achievement supports the proposed courses/local certificate in association with CSUSM's Mission to better "alignment with regional needs, and sustained

enrichment of the intellectual, civic, economic, and cultural life of our region and state.” These courses also reflect the School of Education’s Mission statement toward the “commitment to diversity, educational equity, and social justice.” The proposal for a DL Certificate advances both mission statements by expanding curriculum development into areas of great educational need in our region and state. In addition, DL education enhances the globalization of schools in the USA and prepares students for the demands in the world market today (Baker, 2011; Lindholm-Leary & Genesee, 2010).

Academic Objectives: The objectives for the new DL courses/local certificate are addressed throughout the four classes proposed in this application, which include the following:

- Understand, analyze, and reflect on the major concepts, principles, theories, and research related to Dual Language Immersion Education.
- Understand, analyze, and reflect on the central concepts, standards, research, and structures of content instruction in the primary and second language to native speakers and English Language Learners in Dual Language Immersion Education.
- Understand, analyze, and reflect on the major concepts, principles, theories, and research on curriculum development, program assessment, and inclusion of students with special needs or struggling learners in Dual Language Immersion Education.
- Understand, analyze, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment of linguistically diverse students in Dual Language Immersion Education.
- Understand, analyze, and reflect on the major concepts, principles, theories, and research related to cross-cultural competence for students in Dual Language Immersion Education and implications for educational leadership in diverse societies.

Professional Applications: Students who enroll in the DL courses will not only acquire an excellent knowledge-base of dual language immersion education, but will be highly qualified in career opportunities related to the field of education. As dual language immersion education continues to grow exponentially in the USA, so are the needs for qualified personnel to teach and administer these programs. DL programs begin in kindergarten and expand at the rate of a grade level each year. Therefore, districts are in constant need for supply and demand of well trained teachers to fill new positions or vacancies due to personnel attrition, not to mention the need for administrators who have background knowledge on DL programs.

California leads the nation in the growing numbers of dual language immersion programs (see Table 1). Table 2 demonstrates the rapid expansion of these programs at the national level. Subsequently, both of the data sets support the need to continually train educators for capacity building in K-12 settings as numbers of programs continues to increase.

Table 1: Dual Language Immersion Programs - Number of Districts and Schools by State
(Center for Applied Linguistics, 2012)

State	Number of Districts	Number of Schools
California (<i>leads nation</i>)	80	133
Texas	27	61
New York	10	31
Illinois	12	26
Oregon	11	19
New Mexico	6	19
Florida	9	12
Massachusetts	5	11
Nebraska	2	8
Arizona	6	7
North Carolina	6	7
Washington	6	7
Colorado	5	7
Wisconsin	4	7
Virginia	3	7
Connecticut	5	6
New Jersey	3	6
Michigan	5	5
Minnesota	4	5
Idaho	1	5
District of Columbia	2	4
Iowa	1	4
Utah	3	3
Georgia	2	3
Alaska	1	3
Oklahoma	2	2
Wyoming	1	2
Indiana	1	1
Maryland	1	1
Ohio	1	1
Pennsylvania	1	1
Tennessee	1	1

Table 2: National Growth of Dual Language Immersion Programs, 2000-2011
(Center for Applied Linguistics, 2012)

Year	New Programs	Existing Programs	Total
2000	32	197	229
2001	27	229	256
2002	17	256	273
2003	19	273	292
2004	23	292	315
2005	15	315	330
2006	22	330	352
2007	17	352	369
2008	9	369	378
2009	19	378	397
2010	16	397	413
2011	2	413	415 (one third of these national DL programs are in CA)

Potential Student Market: As Dual Language Immersion Programs continue to increase in our region and state there is a need for universities, such as CSUSM, to provide the adequate training necessary to prepare teachers for the demands in the local schools. San Diego State University already offers a similar program for students in South San Diego area, but a growing interest in dual language immersion is evident in North San Diego County. Therefore, establishing similar opportunities to our students at CSUSM would fill this gap in the current field of education. Table 3 demonstrates 18 schools in the San Diego area already implementing dual language immersion programs, with more than half of these county schools located in North San Diego County (Capri, Glen View, Lilac, Paul Ecke Central, VC –Lower, VC- Upper, VC – Middle, VC – Primary, Valley Elementary and Meadowbrook Middle – schools identified with an asterisk), yet we do not offer any courses to support dual language immersion education. This table only documents existing programs, nonetheless there are districts in North San Diego County calling the School of Education for support in planning and implementing new dual language programs, prompting the need to establish courses and a DL certificate program in this area.

Table 3: San Diego County Dual Language Immersion Programs, 2000-2011
(CA Department of Education, 2012)

School	County	District	Grade Level	Languages
Arroyo Vista Charter	San Diego	Chula Vista Elementary	K-2	Spanish
*Capri Elementary	San Diego	Encinitas Union Elementary	K-3	Spanish
Chula Vista Learning Community Charter School	San Diego	Chula Vista Elementary	K-6	Spanish
EJE Elementary Academy	San Diego	Cajon Valley Union	K-4	Spanish
*Glenn View Elementary	San Diego	Escondido Union	K-5	Spanish
Language Academy (Elem)	San Diego	San Diego City Unified	K-8	Spanish
*Lilac School	San Diego	Valley Center-Pauma Unified	K-5	Spanish
Nestor Language Academy	San Diego	South Bay Union Elementary	K-6	Spanish
*Paul Ecke Central	San Diego	Encinitas Union Elementary	K-1	Spanish
Rancho del Rey Middle	San Diego	Sweetwater Union High	7-8	Spanish
Salt Creek Elementary	San Diego	Chula Vista Elementary	K-2	Spanish
Southwest Middle School	San Diego	Sweetwater Union High	7-8	Spanish
Valle Lindo Elementary	San Diego	Chula Vista Elementary	K-6	Spanish
*Valley Center Elementary - Lower School	San Diego	Valley Center-Pauma Unified	2-4	Spanish
*Valley Center Elementary - Upper School	San Diego	Valley Center-Pauma Unified	5-6	Spanish
*Valley Center Middle	San Diego	Valley Center-Pauma Unified	7-8	Spanish
*Valley Center Primary	San Diego	Valley Center-Pauma Unified	K-2	Spanish
*Valley Elementary	San Diego	Poway Unified	K-5	Spanish
*Meadowbrook Middle School	San Diego	Poway Unified	6-8	Spanish

Since the DL courses will be offered as hybrid classes (face-to-face and online instruction), the potential for student participation can encompass various communities in California, as well as national and international audiences. The content for the DL courses are designed for a variety of school-based program models: One-Way (foreign/second language immersion programs), Two-Way (bilingual immersion programs), Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages programs. The content offered through these courses also amplifies the interest in the field by what is considered as dual language education.

Need for Dual Language Courses/Local Certificate: California leads the nation with one third of the nation's programs offering dual language immersion education (see Table 1, Center for Applied Linguistics, 2012), yet CSUSM does not offer any courses to prepare or support teachers/administrators currently working or planning to implement these programs. Due to the growing interest in DL programs, the San Diego County Office of Education has recently developed a *World Language Plan* to promote more dual language programs in the county and build public awareness of the need for students to develop multilingual skills. Therefore, this proposal has strong relevance to the field of education,

teacher professional development, and support for local schools. There are no related majors, minors, or Graduate programs at CSUSM that address courses for the preparation of teachers in K-12 dual language immersion settings. Dual Language Immersion/Education provides a second language to native English speakers and English Language Learners acquiring content instruction in the same classroom beginning in kindergarten and continuing their education through high school. The goal of the program is for students in K-12 program models to become bilingual, biliterate and bicultural.

The School of Education currently offers a Bilingual Authorization Program at CSUSM that is administered as a concurrent component of the teacher credential programs (California Commission on Teacher Credentialing - CCTC) as well as part of the Master of Arts (MA) program in the School of Education. Accordingly, both Bilingual Authorization content classes (EDUC 653 and EDUC 654) are offered at the MA-level, and taught completely in Spanish. The curriculum provides teacher candidates with a depth of knowledge regarding current research-based theories in the specialized instruction of bilingual education and English Language Development (ELD). Although our Bilingual Authorization Program falls under the certification of bilingual instruction, it does not address the goals and pedagogy of dual language immersion programs. Also, the courses are taught solely in Spanish and only address Hispanic/Latino populations. Hence, DL courses will address instruction in a variety of languages through multilingual and multiliteracy approaches, including the need to address the variety of students in our diverse society.

- List of the Courses:** There are four proposed hybrid DL courses (total 12 units). Table 4 below indicates the list of courses for students who are interested in learning about dual language education. Graduate students can select any of the courses depending on interest or need. Also the four DL courses can be packaged as a local Dual Language Certificate or in conjunction with a Master’s of Arts in Education – General Option Program.

It is anticipated that some students may initially enroll in one or more courses as stand-alone trainings and then seek to expand their skill sets by completing all requirements for the local certificate. This program is also viewed as a potential recruiting ground for applicants to SoE's Master of Arts in Education program. There are no prerequisites to enroll in the DL courses.

Table 4: Dual Language Courses

Dual Language Course and/or Local CSUSM Certificate Option (Total 12 units)	Master’s of Arts in Education – General Option Program (Total 30 units)
EDUC 656 - <i>Principles of Dual Language and Multilingual Education: Theory, Research and Practice</i> (3 units)	EDUC 656 - <i>Principles of Dual Language and Multilingual Education: Theory, Research and Practice</i> (3 units)
EDUC 657 - <i>Cross-Cultural Competence for Educational Leadership in Diverse Societies</i> (3 units)	EDUC 657 - <i>Cross-Cultural Competence for Educational Leadership in Diverse Societies</i> (3 units)
EDUC 658 - <i>Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development</i> (3 units)	EDUC 658 - <i>Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy/Multiliteracy Development</i> (3 units)
EDUC 659 - <i>Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education</i> (3 units)	EDUC 659 - <i>Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education</i> (3 units)
	EDUC 602 <i>Multicultural Education</i> (existing course – 3 units)
	EDUC 622 <i>Research Methods</i> (existing course – 3 units)
	EDUC 698 <i>Culminating Experience</i> (existing course – 3 units)
	Three electives of 600-level courses (existing courses – 9 additional units)

The proposed DL courses will be offered through hybrid curriculum design which offers students flexibility through a combination of face-to-face and online instructional components. Moreover, a certificate program of this nature reaches out to diverse communities among educators resulting in a more inclusive state, national, and international community. Additional courses for the General-Option MA Degree are currently offered through a face-to-face and hybrid modality.

6. **Minimum Level of Competence:** Students must demonstrate the ability to pass graduate-level courses with an overall grade of a B-. The students will need to pass all signature assignments for the courses with a minimum grade of a B-. Students earning a passing grade in all four DL courses will qualify to apply for the Local Dual Language Certificate.

7. **Waiver:** There are no assessment waivers of lower division requirements.

8. **Catalog Descriptions:**

EDUC 656, *Principles of Dual Language and Multilingual Education: Theory, Research, and Practice*
This course examines historical, theoretical, socio-political, instructional, cross-cultural, and community issues related to the foundations of dual language immersion and multilingual education in the context of a multicultural/ multilingual local and global society.

EDUC 657, *Cross-Cultural Competence for Educational Leadership in Diverse Societies*
This course equips experienced and beginning teachers in dual language and multiple language contexts on how to successfully navigate the socio-political contexts of school, society and the home. The course will provide ideas on advocacy for dual language programs and ways to address cross-cultural competence in student-to-student, parent-school, and staff interactions.

EDUC 658, *Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy / Multiliteracy Development*
This course aims to equip experienced and beginning teachers in dual language and multiple language contexts with the most effective evidence-based classroom practices and teaching strategies to meet the needs of diverse learners in today's diverse and multicultural and multilingual classroom settings.

EDUC 659, *Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education*
This course examines the importance of curriculum and assessment in dual language immersion and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

C-forms for these outlined courses accompany the proposed MA in Education – General Option electives and the Local Dual Language Certificate for curricular review.

9. **Faculty Members:**

No new faculty hires are anticipated to support these courses. Seven of the School of Education's current tenure-track faculty have the necessary expertise to offer relevant courses, and one additional lecturer also possesses the requisite backgrounds for contributing to the program. The prospective lecturer instructors for the courses have taught or directed Dual Language programs with ample experiences in adult training and professional development at district and county level. The following faculty members would be interested in teaching the proposed aggregate of courses:

- Dr. Ana M. Hernández, Tenure Track Faculty (capable of teaching all courses – EDUC 656, 657, 658, 659), Assistant Professor, Multilingual and Multicultural Education

- Dr. Patricia Prado-Olmos, Tenure Track Faculty (EDUC 657, Cross-Cultural Competence for Educational Leadership for Diverse Societies)
Professor, Multilingual and Multicultural Education
- Dr. Grace McField, Tenure Track Faculty (EDUC 659, Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education)
Associate Professor, Multilingual and Multicultural Education
- Dr. John Halcón, Tenure Track Faculty (EDUC 657, Cross-Cultural Competence for Educational Leadership for Diverse Societies)
Professor, Multilingual and Multicultural Education
- Dr. Annette Daoud, Tenure Track Faculty (EDUC 656, Principles of Dual Language and Multilingual Education: Theory, Research, and Practice, and EDUC 657, Cross-Cultural Competence for Educational Leadership for Diverse Societies)
Associate Professor, Multilingual and Multicultural Education
- Dr. Gilbert Valadez, Tenure Track Faculty (EDUC 659, Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education)
Associate Professor, Teaching, Learning and Leadership
- Dr. Elizabeth Garza, Tenure Track Faculty (EDUC 656, Principles of Dual Language and Multilingual Education: Theory, Research, and Practice, and EDUC 658, Practices and Strategies for Bilingualism/ Multilingualism and Biliteracy / Multiliteracy Development)
Associate Professor, Elementary Literacy
- Dr. Lorri Santamaría, (EDUC 657, Cross-Cultural Competence for Educational Leadership for Diverse Societies, and EDUC 659, Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education)
Lecturer, former SoE Faculty
- Laura Villalobos, (capable of teaching all courses – EDUC 656, 657, 658, 659)
Lecturer, MA & content expert in the field – former DL teacher and director of programs

10. Instructional Resources:

The four 3-unit courses are hybrid (face-to-face and online instruction). A Skype capable classroom will be required for the face-to-face classes offered three times during each course interval (beginning, middle and end of each semester) to include students who reside outside of San Diego County region. Normally, online features such a Moodle require the normal IT support as students access course materials as in regular courses. These courses will not require special features online that are not already available as part of all our Cougar Courses. Students will provide their own computers or mobile devices for the classes.

Students will purchase books required for the courses through CSUSM university bookstore or through online vendors. Additionally, no specific requests for library instruction for program courses are anticipated at this time. Faculty already has their own offices for student consultation. If a lecturer teaches one of the courses, the instructor can always use spaces designated in the SoE for conferencing with faculty or students.

DUAL LANGUAGE CERTIFICATE (CSUSM Catalog language)

The local Dual Language Certificate issued by the School of Education is designed for educators to meet the growing need of dual and multilingual education at local, national and international levels. The certificate program examines a variety of school-based models: One-Way (foreign/second language immersion programs), Two-Way (bilingual immersion programs), Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages programs. The certificate will offer candidates, teachers and school administrators an opportunity to better understand the theoretical principles, research, and instructional practices of teaching and learning in dual language immersion settings. The scope of the certificate includes 12 units of coursework (4 courses) that examines the program goals, instructional strategies, assessments, curriculum, needs of diverse populations, cross-cultural competence, leadership, and advocacy. The local Dual Language Certificate is a program within the Master's of Arts (MA) in Education – General-Option Program.

- The four (4) courses are offered at the MA-level so that candidates completing the DL program can apply their courses towards a Master's of Arts in Education – General-Option Program – a 30-unit degree program.
- Candidates can complete the local DL Certificate coursework in two to four semesters. Master of Arts classes are offered in the evenings.
- The DL Certificate courses will be offered as hybrid classes (20% face-to-face and 80% online instruction) in order to include a wider representation of candidates from various communities. Students must have access to a computer with camera and audio. Students must obtain a minimum passing grade of B- in each of the required DL courses and maintain a cumulative GPA of 3.0 in all coursework.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the DL Certificate Learning Outcomes and attach assignments and graded rubrics from the courses they completed as evidence.

Student Learning Outcomes

The learning outcomes are addressed throughout the four classes. Candidates will understand, analyze, and reflect on the major concepts, principles, theories, and research related to Dual Language Education through the following:

- content instruction in the primary and second language to native speakers and English Learners
- curriculum development, program assessment, and inclusion of students with special needs or struggling learners
- data-informed instruction and assessment of linguistically diverse students
- cross-cultural competence for students and implications for educational leadership in diverse societies

Courses Required:

EDUC 656 3 units
EDUC 657 3 units
EDUC 658 3 units
EDUC 659 3 units

Program Total: 12 units