

**REQUEST FOR NEW COURSE APPROVAL FORM**

**Abbreviated Course Title:** Excellence in Bilingual Ed.

**Full Course Title:** Leadership Matters: Establishing Excellence in Bilingual and Multicultural Programs

**Proposed Number of Degree Credits:** 3/15 sessions

**Course Level:** 600 (Graduate Level)

**Course Components:** Course participants will meet online via virtual class meetings and discussion boards.

**Catalog Description:** This course provides current and future educational leaders with the knowledge, skills and experience needed in order to build successful bilingual and multicultural programs. Candidates will explore characteristics of successful bilingual and multicultural programs from within the United States and abroad.

**Course Prerequisite:** MCC 617 (Field Experiences in Bilingual and Multicultural Education.

**Rationale:** School districts across the state of New Jersey are currently facing a shift in educational needs based upon the current trends in demographics. As a result of this change, instructional leaders in public, private and charter schools are adopting language immersion programs at rapid speeds. In an effort to adequately prepare current and future instructional leaders it would benefit the University to establish a course that promotes the effective implementation of bilingual and multilingual programs.

**Student Learning Outcomes:**

At the end of this course, students will be able to:

A. Examine the educational effectiveness of bilingual programs from an international perspective and from within the United States and propose a model program for implementation.

B. Research the historical, legal and global contexts of bilingual education

(including the effects of demographic changes, pertinent federal and state legislation and court cases related to bilingual education.)

C. Demonstrate comprehensive knowledge of content-

area instructional strategies in both the native language and the second

language. Instructional strategies would include accommodations and

modifications suited for bilingual students with disabilities.

D. Analyze the implementation of assessment tools to maximize student

learning and increase student achievement.

E. Design a support network that includes all stakeholders (parents, teachers, families, community members, etc.) in order to sustain and nurture the valuable role schools play in promoting bilingual and multicultural programs.

**Course Content:**

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| --- | --- | --- |
| **WEEK** | **TOPIC** | **OUTCOME (S)** |
| 1 | Introduction to Bilingual and Multicultural Education | A,B, E |
| 2 | Chapter 1, The Benefits of Bilingualism | A, B |
| 3 | Chapter 2, Native Language Instruction in the Classroom | C |
| 4 | Chapter 2 (Cont.)The Linguistic, Cultural and Academic Challenges of Bilingual Students | A |
| 5 | Chapter 3, Teaching Language Arts Using Bilingual Students’ Native Language | C, D |
| 6 | Chapter 4, The Role of Native Language in the English as a Second Language Classroom | C, D |
| 7 | Chapter 6, Promoting Native Language Instruction in the Special Education Classroom | C,D |
| 8 | Chapter 7, Using Bilingual Students’ Native Language in the Content Areas | C, D |
| 9 | Chapter 8, Technology in the Native Language Classroom | C, D |
| 10 | Preparing for the Launch of Bilingual Education | D, E |
| 11 | Monitoring and Evaluating Bilingual Programs | A, D |
| 12 | The Role of Instructional and Curriculum Leaders: Building Professional Learning Communities | D |
| 13 | Data Driven Assessments and Student Achievement | D |
| 14 | Collaborating with Families and Community Members | E |
| 15 | Best Practices: Strategies for Building Successful Bilingual Programs | A,B, E |

**Graduate Course Status**: This course qualifies to be a graduate (600 level) course since it is designed for students that have completed their undergraduate coursework. The current departmental courses being offered at the University focus more on the role of the instructor. This course is unique in nature since it has been designed from the perspective of an instructional leader.

**Degree Requirements:** Elective Course

**Specialized Accreditation:** None

**Assessment/Evaluation of Student Outcomes and Determining Student Grades:**

|  |  |
| --- | --- |
| **ASSESSMENT** | **%** |
| Proposal for a Model Bilingual/Multicultural Program | 20% |
| Research Project | 20% |
| Develop a Unit of Study | 20% |
| Data Analysis Project | 20% |
| Class Participation/Discussion Board | 20% |

**Bibliography:**

***Required Texts:***

Mehisto, P. (2013). *Excellence in bilingual education: A guide for school*

*principals.* Cambridge, UK. Cambridge University Press.

Rodriguez, D., Carrasquillo, A. , Lee, K.S. (2014). *The bilingual advantage:*

*Promoting academic development, biliteracy, and native language in the classroom.* New York, NY: Teachers College Press.

# ***Supporting Bibliography:***

Ananyeva, M. (2014). 'Blogfolios' and their role in the development of

research projects in an advanced academic literacy class for ESL students. *Techtrends: Linking Research & Practice to Improve Learning*, *58*(5), 22-26. doi:10.1007/s11528-014-0783-0

\*Arzoz, X. (2012). *Bilingual higher education in the legal context:Group rights, state policies and globalisation.* Leiden: BRILL

\* Barwell, R. (2009). Multilingualism *in mathematics classrooms: Global perspectives.* Bristol: Multilingual Matters.

\*Current Situation: Fighting in Court. CQ Researcher (serial online). December 11, 2009; 19(43):1046-1047. Available from: Academic Search Premier, Ipswich, MA. Accessed December 3, 2014.

\*de Jong, E.J., & Bearse, C. I. (2014). Dual language programs as strand withing a secondary school: dilemas of school organization ant the TWI mission. *International Journal of Bilingual Education & Bilingualism,* 17(1), 15-31.doi:1080/13670050.2012.725709

\*Dooley, M., & Furtado, C. ESL Policy Reform and Student Academic Achievement. *Canadian Public Policy* (serial online). March 2013; 39 (1): 21-43. Available from: Academic Search Premier, Ipswich, MA. Accessed December 4, 2014.

\*Feinauer, E., & Whiting, E.F. (2014). Home language and literacy practices of parents at one Spanish-English two-way immersion charter school. *Bilingual Research Journal*, 37(2), 142-163. doi:10.1080/15235882.2014.934969

\*Hickey, T.M., & de Mejia, A. (2-14). Immersion education in the early years: a special issue. *International Journal of Bilingual Education & Bilingualism,* 17(2), 131-143. doi:10.1080/13670050.2013.866624

\*Pascopella, A. (2011). Successful strategies for English language learners. *District Administration*, 47(2). 29-44.

\*Martinez Agudo, J.D. (2012). *Teaching and learning English through bilingual education.* Newcastle upon Tyne, UK: Cambridge Scholars Pub.

\*Minami, M. (2011). *Telling stories in two languages: Multiple approaches to understanding English-Japanese bilingual children’s narratives.* Charlotte, N.C.: Information Age Pub.

\*Nicolay, A. & Poncelet, M. (2013). Cognitive advantage in children enrolled in a second-language immersion elementary school program for three years. *Bilingualism: Language & Cognition*, 16(3), 597-607.doi.1017/S136672891200375 (article)

\*O’Bryon, E.C., & Rogers, M.R. (2010). Bilingual school psychologists’

assessment practices with English language learners. *Psychology in the Schools, 47(10), 1018-1034.doi:10.1002/pits.20521*

\*Ramsey, P.J. (2012). *The bilingual school in the United States: A documentary history.* Charlotte, N.C.: Informative Age Pub.

\*Sani, I. (2012). The ESL secondary school student’s perceptions on the uses of computer in developing writing skills. *Advances In Bioresearch*, 3(2), 53-58.

\*Wernicke, M. (2010). Study abroad as professional development for FSL teachers. *Canadian Journal of Applied Linguistics*, 13(1), 4-18.

\*Wise, N. (2011). Access to special education for exceptional students in French immersion programs: An equity issue. *Canadian Journal of Applied Linguistics,* 14(1), 177-193.

\*Whiting, E., Feinauer, E., & VanDerwerken, D. (2012). Taking a closer look at Latino parents at one Spanish-English two-way immersion charter school. *Journal of Multilingual & Multicultural Development*, 33(5), 497-510.doi:10.1080/01434632.2012.681660

***Relevant Periodical Sources:***

* *American Journal of Education*
* *Bilingual Research Journal*
* *Educational Leadership*
* *Educational Technology Research and Development*
* *Foreign Language Annals*
* *International Journal of Applied Linguistics*
* *International Journal of Bilingual Education and Bilingualism*
* *Journal of Applied Linguistics*
* *Journal of Multilingual & Multicultural Development*
* *Learning and Leading with Technology*
* *TESOL Journal*
* *Urban Education*

***Relevant Online Materials:***

American Council on the Teaching of Foreign Languages (ACTFL) [www.actfl.org](http://www.actfl.org)

Association for Supervision and Curriculum Development (ASCD) [www.ascd.org](http://www.ascd.org)

Center for Applied Linguistics (CAL) [www.cal.org](http://www.cal.org)

International Society for Technology Education (ISTE) <http://www.iste.org/standards>