

AMERITAS HISPANIC PATHWAYS

DEVELOPING A DUAL LANGUAGE CONTENT MANAGEMENT SYSTEM TO DELIVER CURRICULUM TAILORED TO HISPANIC LEARNERS

“ Our country needs an innovative collaboration representing the best from both the non-profit and for-profit sectors to eliminate the barriers and break the cycle of Hispanic under-education. ”

SARA MARTINEZ TUCKER, FORMER U.S. UNDER SECRETARY OF EDUCATION

AT A GLANCE:

Targeted Degree Program:

Associate of Arts or Bachelor's Degree at Partner Institution

Organization: Ameritas Educational Services, LLC

Opening Date: Fall 2013

First-Year Enrollment: 500

Anticipated Students Served in First Five Years: 5,000

Tuition Model: \$180.00 per credit (First 30 credits)/\$360.00 per credit (Second 30 credits)

Geographies Served: Nationwide

Targeted Students: Working Hispanic adults for whom college readiness, cost, and language proficiency are major barriers to a college degree

Project Partners: Brandman University and University Ventures Fund

Ameritas Hispanic Pathways' Course Management System will provide for a more integrated discipline-specific language scaffolding and learning experience that will allow students to be more successful.

Using Brandman University's Instructional Design for Engaged Adult Learning (iDEAL), Ameritas Hispanic Pathways has already re-designed courses that integrate Dual Language English Immersion (DLEI) instruction. Ameritas will use grant funds from Next Generation Learning Challenges for early-stage development of the enhanced DLEI model and its platform components.

The DLEI platform will provide an essential academic and student support framework for students who are not proficient in English at the college level, at an affordable price. Ameritas

Hispanic Pathways will partner with other higher education institutions to assist in providing meaningful access for the Hispanic community.

The Ameritas Hispanic Pathways DLEI model's goal, unlike other models of bilingual instruction, is to provide students an environment where they develop the confidence to work in an English-dominant workplace.

The DLEI model allows students to leverage their culture and Spanish language skills to support their learning.

Discipline-specific instruction to support vocabulary and concept development is incorporated in both languages. The instructional framework maintains equal focus on college-level content and language learning, without sacrificing program learning outcomes.

HALLMARKS:

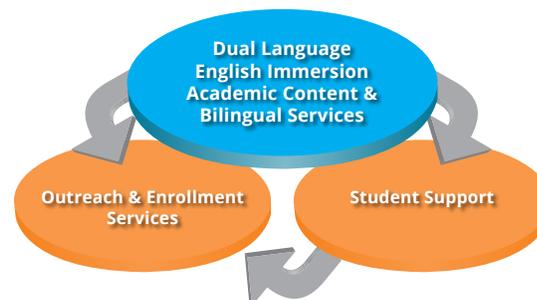
Students develop subject matter and college-level language proficiency simultaneously during their first year of college instruction

Dual Language Content Management System (CMS) delivers curriculum tailored to provide Hispanic learners with academic and student support

Language assessment decoupled from content, with a more integrated and individualized learning experience

Program enriched with cultural supports and mentorships to promote relevant and successful learner experience

PROGRAM OVERVIEW



At the center of the program is a series of degree and course outcomes developed to align with common standards and a unique Dual Language English Immersion environment that ensures that a student's language skills never impede learning, but rather provide an advantage, while continuously improving throughout his or her course of study during their first year of college instruction.

Students will receive student services enriched with cultural supports and mentorships to promote a successful learner experience.

Degree and course outcomes are grounded in the Lumina Foundation's Degree Qualifications Profile, the Center for Applied Linguistics (CAL) standards, and the Common European Framework of Reference (CEFR) standards for language learning, instruction, and assessment.

The first set of courses was directly derived from Brandman's successful academic framework and curricular materials, expertly converted to a dual-language English immersion format. For example, in the Psychology course, students learn research methods in the behavioral science field, accompanied by dual language instruction in comprehension of scholarly journals. See <http://ameritas.brandman.edu/> for more information about the instructional framework. Building upon this instructional framework, the courses are modularized and created in such a way that can easily be re-purposed with future partner institutions.

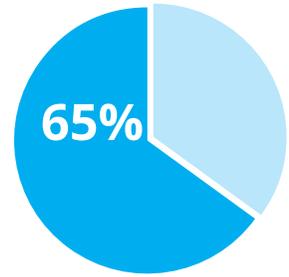
The DLEI CMS will provide the framework and core functionality through a Drupal profile that creates a custom learning environment that will lead to high levels of achievement by personalizing student supports.

The model incorporates contextualized teaching and learning, leverages an array of instructional strategies that personalize learning, and instills a high degree of relevancy into the curriculum. These strategies include accelerated learning models, linked course design, learning community environments, modularized learning, and tailored placement testing. Language tools are also uniquely personalized to each student's needs.

The Drupal profile will provide a way to decouple assessment of language outcomes from content learning outcomes, integrate discipline-specific language scaffolding, and provide a more integrated and individualized learning experience.

Through the development of the DLEI platform, Ameritas hopes to inspire further innovation by providing other institutions with its self-evaluative research. An important result of this initiative is the potential for partnering with other institutions, establishing a national model, and affecting a dramatic increase in the development of expanded postsecondary opportunities for the Hispanic population.

PELL-ELIGIBLE STUDENTS:



PRICE TO STUDENTS PER 30 CREDITS:

\$5,400

COST PER FTE PER YEAR:

\$4,320

DELIVERY:

online and in person

USING LANGUAGE TO DRIVE LEARNING

SPANISH LANGUAGE OUTCOMES			DUAL-LANGUAGE TOOLS	
LISTENING 	SPEAKING 	INTERACTING 	<ul style="list-style-type: none"> • Integrated translation • Online writing labs with automated feedback • Synchronous web conferences • Interactive discipline-specific glossaries with audio • Embedded graphic organizers and recording tools • Language assessed separately from content 	
ENGLISH LANGUAGE OUTCOMES				
LISTENING 	SPEAKING 	INTERACTING 	READING 	WRITING

For Ameritas students, simply learning English is not the goal. Dual Language English Immersion, unlike other models of bilingual instruction, provides students an environment where they develop the confidence to work in an English-dominant workplace.

The integrated experience is designed to guide and support students as they work through courses in both languages. It includes easily accessible glossaries, feedback in their native language, and resources to engage with materials by listening, speaking, or working with interactive texts.

FOR MORE INFORMATION:

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