

Bilingual/Bicultural Education (BLBC)

Courses

BLBC-328A. Clinical Experiences. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required to complete the program.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

Corequisite: BLBC-339.

BLBC-328B. Clinical Experiences. 3 Hours.

BLBC-328 B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. The course involves supervised and graduated teaching interactions with children in literacy in grades 1-6 and includes weekly seminars. The seminars will provide intensive preparation and practice with edTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C and Illinois Content Area Test with a score of P.

Corequisite: ELED-306.

BLBC-329. Student Teaching In Elementary Grades. 7.5 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions. Teacher Candidates must submit a completed edTPA portfolio.

Requirements: completion of Blocks 1, 2 and 3; and all remaining required program courses

Prerequisite: Illinois Content Area Test with a score of P and ELED-306 with a minimum grade of C and BLBC-328B with a minimum grade of C and ELED-320 with a minimum grade of C and ELED-342 with a minimum grade of C.

Corequisite: EDFN-308.

BLBC-329B. Student Teaching In Elementary Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

BLBC-338. Bilingualism And Education. 3 Hours.

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations.

BLBC-339. Culturally Responsive Teaching in Diverse Classrooms. 3 Hours.

This course will explore the social and educational issues faced by teachers in diverse classrooms. Students will examine the different cultural groups to which students and their families belong, paying special attention to issues of race, ethnicity, gender, class, language, sexual orientation, religion, ability, geography and age. This course will explore instructional strategies and culturally responsive practices for diverse learners.

BLBC-340. Teaching English Learners In Diverse Classrooms. 3 Hours.

This course presents candidates with the necessary academic and pedagogical preparation for teaching culturally and linguistically diverse (CLD) students in elementary classrooms who are limited English proficient (English learners). The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and literacy skills. Requisite: Admission to the College of Education.

BLBC-341. Methods of Teaching in Bilingual Classrooms. 3 Hours.

This course provides the necessary academic, pedagogical, sociocultural, and clinical preparation for teaching in diverse classrooms that serve culturally and linguistically diverse (CLD) students who are learning through the medium of the first (L1) and second languages (L2). A primary focus is on analyzing, evaluating, and developing the most appropriate materials, approaches, methods, and strategies that foster an effective learning environment in which CLD students acquire literacy, content knowledge and essential academic skills as well as respect for diverse languages and cultures.

BLBC-342. Assessment In The Bilingual Classroom. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

BLBC-429. Student Teaching In Bilingual Classrooms - Elementary. 6 Hours.

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting.

Requirement: Permission from Office of Student Teaching; Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, and the successful completion of all program courses with no more than two Cs and a minimum grade of B in both clinical courses

Prerequisite: Illinois Content Area Test with a score of P.

BLBC-429B. Student Teaching In Bilingual Classrooms-Elementary. 3 Hours.

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting. In this course, candidates complete their edTPA Illinois licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

BLBC-438. Foundations Of Bilingual Education. 3 Hours.

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations.

BLBC-439. Cultural Diversity In Our Schools. 3 Hours.

This course explores various aspects of social and cultural diversity. It focuses on the development of richer and more systematic interpretations of the foundations of multicultural educational history, philosophy, policy and practice. The course aims to develop the ability to understand and describe how educational problems are often rooted in and are symptomatic of social issues. These challenges extend well beyond the classroom into families, communities, and local, national, and global economics and politics.

BLBC-440. Methods For Teaching English Learners In Diverse Classrooms. 3 Hours.

This course prepares candidates with the necessary academic and pedagogical preparation for teaching linguistically and culturally diverse students in elementary classrooms. The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and content knowledge.

BLBC-441. Methods For Teaching Content In Bilingual Classrooms. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan and evaluate program models, materials, instruction, and assessments for culturally and linguistically diverse (CLD) students who are learning English as a new language. Candidates will apply curricular models and pedagogical skills for meeting the needs of English learners (ELs) in the native language and in English. Candidates will teach students literacy skills through the content areas in both languages to foster biliteracy. Candidates will evaluate content area instructional materials for bilingual students.

BLBC-442. Assessment In Multilingual Classrooms. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

BLBC-443. Methods For Teaching Reading And Writing In Bilingual Classrooms. 3 Hours.

This course is designed to enable teacher candidates to plan and implement a content based, balanced, comprehensive biliteracy program for elementary students who are learning to read and write in two languages. Components of the course include understanding research on biliteracy instruction as it relates to first and second language acquisition in a diverse society. This course also addresses advanced methods for teaching reading and writing and the use of materials, including traditional print and digital media. Attention is given to reading and writing across content areas.

Requirement: Admission to the Graduate College.