

BILINGUAL-BICULTURAL EDUCATION (BBE)

BBE 96 | 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED | 0 quarter hours

(Undergraduate)

Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. (0 credit hours)

BBE 97 | 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED | 0 quarter hours

(Graduate)

Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. (0 credit hours)

BBE 300 | TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE | 4 quarter hours

(Undergraduate)

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL) in the Elementary grades: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, appropriate instructional materials and assessments are examined. Family/ community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

BBE 301 | TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM | 4 quarter hours

(Undergraduate)

This course provides educators across disciplines in the middle and high school grades foundational knowledge for teaching and assessing English learners (ELs) and speakers of non-dominant varieties of English. The course focuses on fundamental concepts of second language acquisition in various language learning contexts, teaching and assessing English as a second language, policy and law relating to ELs' education, and the importance of maintaining ELs' home language(s) and culture(s). The course analyzes factors that influence the acquisition of first and second languages, including linguistic, cognitive, political, social, cultural and affective dimensions. Interdisciplinary perspectives of second language development in classroom practice is also addressed.

TCH 302 or SEC 364 is a prerequisite for this class.

BBE 302 | MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES | 4 quarter hours

(Undergraduate)

This course situates bilingual education, ESL, and world and heritage language education as necessarily intersecting and promotes multilingual programming and advocacy. It cultivates candidates' understanding of the many elements of effective language learning in schools and communities as interlocking and interdependent and recognizes language learners and professionals as dynamic and inherently transdisciplinary. It recognizes cultures as embedded in language and communities and considers policies, standards, and sociopolitical histories in advancing holistic approaches that leverage family and community engagement to promote multilingual acquisition, academic success, and social integration.

BBE 304 | LANGUAGE, LITERACY AND CULTURE | 4 quarter hours

(Undergraduate)

This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the US. The course also aims to examine educators: roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages. Includes clinical hour requirement.

BBE 307 | EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS | 4 quarter hours

(Undergraduate)

Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined. Includes clinical hour requirement.

BBE 310 | SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE | 4 quarter hours

(Undergraduate)

This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

BBE 311 | FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION | 4 quarter hours (Undergraduate)

This introductory course offers candidates a foundation in the critical elements in the education of ELLs: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

BBE 316 | SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION | 4 quarter hours (Undergraduate)

Presents theoretical constructs of bilingual schooling from early childhood through adult in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 320 | ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION | 4 quarter hours (Undergraduate)

Introduces students to, and engages them in reading, research design within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. (Includes 15 clinical hour requirement.)

BBE 310 and at least 4 BBE courses (or equivalent) is a prerequisite for this class.

BBE 324 | METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE | 4 quarter hours (Undergraduate)

This course introduces instructional methods, approaches, strategies and materials for teaching English language learners. Particular importance is placed on the relationship of reading and writing development to second language acquisition, teaching language and content, and fostering cognitive development through the four domains of reading, writing, speaking and listening. Includes clinical hour requirement.

BBE 325 | BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL | 4 quarter hours (Undergraduate)

Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues (includes 15 clinical hour requirement).

BBE 326 | THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE | 4 quarter hours (Undergraduate)

This course introduces key foundational theories of English as a second language and world language education that form the basis of our development as language education practitioners and professionals. The course explores theories of language, theories of learning and learners from early childhood to adult, and theory-driven teaching, as well as the philosophical paradigms that inform them. Foundational theories are introduced as problem-solving tools that provide interdisciplinary perspectives of English as a second language and world language education, and as frameworks for critically reading literature on language education theory, research, and methods.

BBE 330 | LATINOS AND EDUCATION | 4 quarter hours (Undergraduate)

This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 350 | ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES | 4 quarter hours (Undergraduate)

Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. ***This course counts toward ESL endorsement. Co-requisites for this course are MGE 301 and MGE 311. In this course, students will: 1.

MGE 300 and Junior standing are prerequisites for this class.

BBE 355 | HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS | 4 quarter hours (Undergraduate)

This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 360 | SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION | 4 quarter hours (Undergraduate)

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

BBE 366 | FIRST AND SECOND LANGUAGE ACQUISITION | 4 quarter hours (Undergraduate)

This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

BBE 370 | LANGUAGE, LITERACIES AND CULTURES | 4 quarter hours (Undergraduate)

This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating for students' sense of identity as global citizens. Includes clinical hour requirement.

BBE 400 | TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE | 4 quarter hours (Graduate)

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL) in the Elementary grades: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, appropriate instructional materials and assessments are examined. Family/ community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

BBE 402 | MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES | 4 quarter hours**(Graduate)**

This course situates bilingual education, ESL, and world and heritage language education as necessarily intersecting and promotes multilingual programming and advocacy. It cultivates candidates' understanding of the many elements of effective language learning in schools and communities as interlocking and interdependent and recognizes language learners and professionals as dynamic and inherently transdisciplinary. It recognizes cultures as embedded in language and communities and considers policies, standards, and sociopolitical histories in advancing holistic approaches that leverage family and community engagement to promote multilingual acquisition, academic success, and social integration.

BBE 404 | LANGUAGE, LITERACY AND CULTURE | 4 quarter hours**(Graduate)**

This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the US. The course also aims to examine educators' roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages. Includes clinical hour requirement.

BBE 406 | SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION | 4 quarter hours**(Graduate)**

Presents theoretical constructs of bilingual schooling from early childhood through adult in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 407 | EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS | 4 quarter hours**(Graduate)**

Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, and cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined. Includes clinical hour requirement.

BBE 411 | FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION | 4 quarter hours**(Graduate)**

This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL): second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students' backgrounds and experiences. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. Family/community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are also addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

Status as a Graduate Education student is a prerequisite for this class.

BBE 425 | BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL | 4 quarter hours**(Graduate)**

Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues. Includes clinical hour requirement.

BBE 450 | ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES | 4 quarter hours**(Graduate)**

Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. ***This course counts toward ESL endorsement. Co-requisites for this course are MGE 401 and MGE 411. In this course, students will: 1.

MGE 400 is a prerequisite for this class.

BBE 451 | TEACHING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD: THEORY, POLICY AND PRACTICE | 4 quarter hours (Graduate)

This introductory course is designed for early childhood educators and leaders, and covers the academic, linguistic, and socio-emotional needs of young dual language learners (English Learners). This course builds the foundation for the effective learning and teaching of dual language learners (DLLs) in the early childhood context. The course covers: second language acquisition, culture and diversity, policies and law, family involvement, state required second language development standards, advocacy, and assessment. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. The consequences of additive and subtractive bilingualism for dual language learners' cognitive development, academic progress, linguistic processing, and metalinguistic abilities are addressed. Cross-cultural aspects are addressed in the contexts of integrating and celebrating their cultural diversity in school/center contexts. Family/community relations and partnerships, as well engagement of advocacy are also explored. Current federal and state policies related to ELLs are addressed.

BBE 466 | FIRST AND SECOND LANGUAGE ACQUISITION | 4 quarter hours (Graduate)

This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

BBE 490 | MULTICULTURAL AND MULTILINGUAL CHILDREN'S LITERATURE | 4 quarter hours (Graduate)

This course will use multicultural and multilingual children's books to survey pluralism and linguistic diversity. Students will analyze folk and modern literature, including application of literary and culturally responsive criteria to these selections. Students will explore means of teaching using multicultural literature to encourage diverse learners and learning styles. Students will evaluate literature for its literary value as well as cultural acceptability. Students will read a broad variety of current multicultural literature for children and young adults. Students interested in specializing in one specific age group or grade level may focus their literature selections on literature appropriate for specific ages. Genres of children's and young adult literature will be examined and criteria for selection and renewing collections for school and public libraries will be discussed. Notable authors, poets, and illustrators of children's and young adult literature will be studied with an emphasis on those who contribute to bilingual, multilingual, and multicultural, and multiethnic collections. The use of children's and young adult literature to develop literacy, particularly for ELLs will be studied and the use of children's and young adult literature in meeting national, state, and district standards will be discussed. Children's and young adult literature will be examined from diverse perspectives in particular literature reflecting African American, Asian, Latino, and Native American cultures. However, students will read literature from all cultural groups including traditional children's and young adult literature.

BBE 501 | TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM | 4 quarter hours (Graduate)

This course provides educators across disciplines in the middle and high school grades foundational knowledge for teaching and assessing English learners (ELs) and speakers of non-dominant varieties of English. The course focuses on fundamental concepts of second language acquisition in various language learning contexts, teaching and assessing English as a second language, policy and law relating to ELs' education, and the importance of maintaining ELs' home language(s) and culture(s). The course analyzes factors that influence the acquisition of first and second languages, including linguistic, cognitive, political, social, cultural and affective dimensions. Interdisciplinary perspectives of second language development in classroom practice is also addressed. **TCH 402 or T&L 425 is a prerequisite for this class.**

BBE 510 | SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE | 4 quarter hours (Graduate)

This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

BBE 520 | ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION | 4 quarter hours (Graduate)

Introduces students to, and engages them in reading, research designed within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. For many students, this paper forms the beginning stages of their BBE Masters thesis or M.Ed. paper. (Includes 15 clinical hour requirement.)

SCG 410 or SCG 610 and at least 5 BBE courses (or equivalent) is a prerequisite for this class.

BBE 524 | METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE | 4 quarter hours (Graduate)

This course introduces instructional methods, approaches, strategies and materials for teaching English language learners. Particular importance is placed on the relationship of reading and writing development to second language acquisition, teaching language and content, and fostering cognitive development through the four domains of reading, writing, speaking and listening. Includes clinical hour requirement.

BBE 526 | THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE | 4 quarter hours (Graduate)

This course introduces key foundational theories of English as a second language and world language education that form the basis of our development as language education practitioners and professionals. The course explores theories of language, theories of learning and learners from early childhood to adult, and theory-driven teaching, as well as the philosophical paradigms that inform them. Foundational theories are introduced as problem-solving tools that provide interdisciplinary perspectives of English as a second language and world language education, and as frameworks for critically reading literature on language education theory, research, and methods.

BBE 530 | LATINOS AND EDUCATION | 4 quarter hours (Graduate)

This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 550 | SPEECH-LANGUAGE PATHOLOGY AND THE BILINGUAL LEARNER EXPERIENCE | 2 quarter hours (Graduate)

The course is designed for future speech pathologists who will be serving bilingual/multilingual learners (English Learners) with speech and language disorders in the PK-12 school context to attain foundational understanding of the theories, research, policies, law, cultural factors, and instructional contexts of bilingual learners' education. The course will emphasize the nature of students' simultaneous and/or sequential bilingual development, literacy and academic development and the implications for specialized instructional and learning practices, culturally relevant curriculum, and family engagement as it pertains to PK-12 school-aged children with disabilities.

BBE 555 | HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS | 4 quarter hours (Graduate)

This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 560 | SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION | 4 quarter hours (Graduate)

This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and second language acquisition; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second, world and heritage language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences. Includes clinical hour requirement.

BBE 570 | LANGUAGE, LITERACIES AND CULTURES | 4 quarter hours (Graduate)

This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating for students' sense of identity as global citizens. Includes clinical hour requirement.

BBE 588 | INDEPENDENT STUDY IN BILINGUAL BICULTURAL EDUCATION | 1-4 quarter hours (Graduate)

Permission required. (1 credit hour)

BBE 589 | THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION | 4 quarter hours (Graduate)

A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and writing of the thesis are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

BBE 599 | LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS | 4 quarter hours (Graduate)

The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards.

**BBE 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours
(Graduate)**

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

**BBE 608 | CAPSTONE IN BILINGUAL-BICULTURAL EDUCATION | 0 quarter hours
(Graduate)**

Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required. (0 credit hours)

**BBE 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours
(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

**BBE 699 | LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS | 4 quarter hours
(Graduate)**

The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards.

Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.