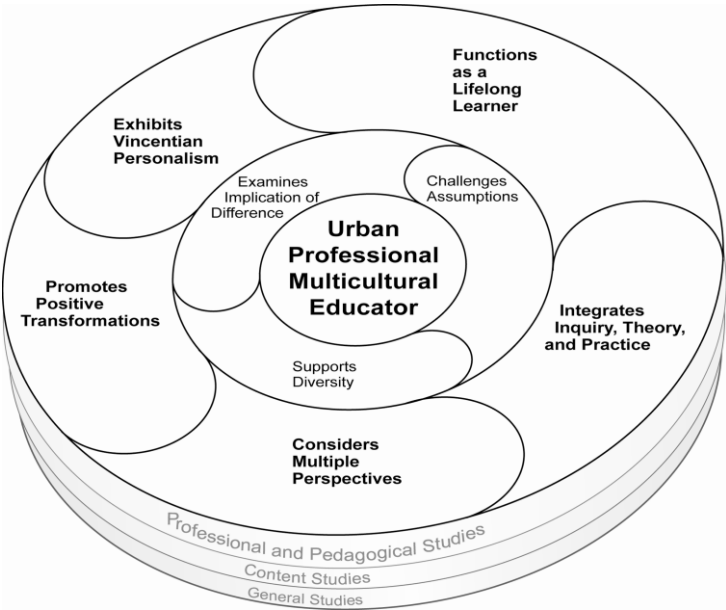




Department of  
Leadership, Language and Curriculum

# Student Handbook

## Bilingual-Bicultural Education Program



2011-2012

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# BILINGUAL-BICULTURAL EDUCATION - BBE

## Program Description and Purpose

The BBE program offers a comprehensive examination of the linguistic, academic, social, political, and cultural needs of language learners by addressing second language acquisition and bilingual/ESL educational theory, research, policy, and practice. The foundation of the program rests on the sociopolitical, linguistic, and cultural implications of approaches to language education and language policies. The program offers two concentrations for state endorsement, bilingual education (BE) and English as a second language (ESL).

The BBE program core courses aim to:

- Prepare educators who understand and implement a wide-range of learning strategies and assessments that are academically rigorous, pedagogically sound, and culturally responsive.
- Consider the sociopolitical implications of various approaches to language education and language policies.
- Examine the relationship of language, culture, and identity within social, educational, and political contexts.
- Understand the processes involved in first and second language acquisition and language and literacy development.
- Develop collegiality and collaboration among educators, programs, and schools that support activism, education, and social change of traditionally underserved students, families, and communities.

The BBE Program leads to a Master of Arts (MA) or a Master of Education (MED) degree with a state of Illinois endorsement in BE, ESL, or both. The program provides advanced multidisciplinary study in language, literacy, and culture with concentrations in BE and ESL. Students with a concentration in BE must show proficiency in a second language at the time of application for state endorsement in BE. Students with a concentration in ESL are not required to show proficiency in a second language.

## Degree/Endorsement/Certification Options

### Master of Arts (M.A.)

- with *two* endorsements in BE **and** ESL (13 courses or 52 quarter hrs)
- with *one* endorsement in BE **or** ESL (13 courses or 52 quarter hrs) [*includes core courses and a thesis course*]

### Master of Education (MED)

- with *two* endorsements in BE **and** ESL (13 courses or 52 quarter hrs)
- with *one* endorsement in BE **or** ESL (13 courses or 52 quarter hrs) [*includes core courses*]

### Master of Education or Arts with State Teaching Certification (Early Childhood, Elementary or Secondary)

- with *two* endorsements in BE **and** ESL (17-20 courses plus student teaching)
- with *one* endorsement in BE **or** ESL (17-20 courses plus student teaching) [*includes core courses, electives, certification courses and student teaching*]

### Endorsement Only

- in BE **and** ESL (8 courses or 32 quarter hrs)
- in BE **or** ESL (7 courses or 28 quarter hrs)

## **Admission Requirements**

- A bachelor's degree conferred by an accredited institution
- A previous grade point average of 3.00 or above on a 4.0 scale
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisor familiar with your academic and/or professional performance and potential
- One official transcript from all colleges and/or universities attended
- Statement of purpose indicating professional development goals and related experience (750 words)

## **Program Standards**

Bilingual-Bicultural Education has an established set of standards for candidate performance that draw from the School of Education's conceptual framework, and Illinois state standards. Candidates must demonstrate proficiency prior to program completion. \*Note: The numbers in parenthesis refer to content area standards established by the Illinois State Board of Education (ISBE). Links to ISBE content area standards may be found from the following website: <http://www.isbe.state.il.us/profprep/standards.htm>

## **Diversity & Positive Transformation**

1. **Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).
2. **Transformation.** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
3. Understands the dynamic nature of identity development and maintains the role of individual agency in bringing about personal and social transformation.
4. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

## **Multiple Perspectives & Inquiry, Theory, and Practice**

5. (1) **Content Knowledge.** Has a comprehensive command of the language of instruction, subject matter, methods of inquiry, structure of the discipline(s) and creates learning experiences that make the content meaningful to all students while building the students' linguistic and cultural diversity
6. (2) **Human Development.** Understands how individuals grow, develop, and learn and provides effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students.
7. (3) **Diverse Learners.** Understands how students differ in their approaches to learning based on their cultural background and individual experiences and creates instructional opportunities that are adapted to diverse learners
8. (4) **Planning and Instruction.** Understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals.
9. (5) **Learning Environment.** Understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe, linguistically and culturally rich community of learning.
10. (6) **Instructional delivery.** Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages.
11. (7) **Communication.** Uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom
12. (8) **Assessment.** Understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
13. **Technology I.** As appropriate for the discipline, enables students to learn about and use technology.
14. **Technology II.** Understands and uses technology to enhance his/her teaching
15. **Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

### **Personalism, Professionalism, & Life-long Learning**

16. (9) Collaborative Relationships. Understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
17. (10) Reflection and Professional Growth. Is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
18. (11) Professional Conduct and Leadership. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

### **Meeting Standards in Courses**

Students will have an opportunity to demonstrate their competence on each standard in specific courses as listed on the table below.

#### **BILINGUAL-BICULTURAL EDUCATION**

<b>Course</b>	<b>Standard</b>
SCG 403, 404, 406 Human Development	1 Disciplinary foundations 2 Transformation 3 Identity Development 4 Understanding Difference
SCG 408 Education and Society	1 Disciplinary foundations 2 Transformation 4 Understanding Difference
BBE 402 Curriculum Design and Development	8 Planning 16 Reflection and Professional Growth
BBE 404 Language, Literacy, & Culture	9 Learning Environment 15 Collaborative Relationships
BBE 406 Sociopolitical/Historical Perspectives in BE <b>OR</b> BBE 526 Theoretical Foundations of ESL	7 Diverse Students
BBE 407 Equity in Assessment	12 Assessment 13 Technology I
BBE 425 Biliteracy	5 Content Knowledge 10 Instructional Delivery
BBE 466 First/Second Language Acquisition	6 Human Development 11 Communication
BBE 520 Research Methods	17 Professional Conduct & Leadership 18 Inquiry
BBE 524 Methods of ESL	14 Technology II

## **Degree Requirements**

### **REQUIRED: Bilingual-Bicultural Education Courses**

*[8 courses for both endorsements, 7 courses for one endorsement]*

BBE 402	Bilingual-Bicultural Curriculum Development	(BE/ESL endorsements)
BBE 404	Language, Literacy and Culture	(BE/ESL endorsements)
BBE 406	Sociopolitical and Historical Perspectives in Bilingual Education	(BE endorsement)
BBE 407	Equity Issues in Assessment	(BE/ESL endorsements)
BBE 425	Biliteracy, Language, and Content in Bilingual Education	(BE/ESL endorsements)
BBE 466	First and Second Language Acquisition	(BE/ESL endorsements)
BBE 510	Advanced Language Seminar (M.Ed. only)	
BBE 520	Research Methods in Bilingual-Bicultural Education (prerequisite: SCG 410)	
BBE 524	Methods of ESL Literacy and Language Development	(BE/ESL endorsements)
BBE 526	Theoretical Foundations of Teaching ESL	(ESL endorsement)
BBE 589/	Thesis Research (M.A. only)	
BBE 608	Papers (M.Ed. only)	
BBE 097	Field Experience in Bilingual-Bicultural Education	(BBE/ESL endorsements)

### **ELECTIVES: Bilingual-Bicultural Education Courses**

#### **Social and Cultural Studies in Education [3 courses]**

SCG 408 Education and Society (student with teaching certificates or those not interested in certification can substitute this course for another course with Director's approval)

#### **SELECT ONE OF THE FOLLOWING:**

SCG 410 Introduction to Research: Purpose, Issues, and Methodologies  
SCG 610 Introduction to Research Methods

SCG 439 Philosophy and Psychology of Youth and Middle Level Education (student with teaching certificates or those not interested in certification can substitute this course for another course with Director's approval)

#### **Undergraduates pursuing BE/ESL endorsement**

Undergraduate students who pursue an endorsement in BE and/or ESL will not be able to apply BBE courses taken as an undergraduate to a graduate degree (i.e. MA or MED in BBE). A student must be classified as a graduate student in order for a DePaul course to be counted as part of a Master's degree requirement.

#### **Field Experience Hours**

To get a state endorsement in ESL and/or bilingual education, students are required by the state of Illinois to complete 100 field experience hours observing or working (for no pay) with PK-12 students under the supervision of certified and endorsed teachers. For those who have been teaching in an ESL/bilingual education classroom for more than 3 months, this requirement does not apply. However, these students are required to provide ISBE a letter, on official letter-head, documenting their employment with ELL students. For those who have been teaching in an ESL/bilingual education classroom for more than 3 months, 6 BBE courses require a total of 60 field experience hours (required to earn the degree), and no more hours are required. For those who have not been teaching in an ESL/bilingual education classroom for more than 3 months, 6 BBE courses require a total of 90 field experience

hours, and the remaining 10 hours must be completed independently in a non-salary capacity. (See Course Descriptions below for the courses requiring field experience hours.)

Students must register for BBE 097 for the quarter in which they plan to graduate in order to have their field experience hours on their transcript. Students must record their clinical hours in the Field Experience Documentation System (FEDS) located at <https://robin.depaul.edu/clinicaexp/login.asp>. All clinical hours must be recorded and approved in order for students to be allowed to register for BBE 097.

### **Frequently Asked Questions About Clinical Hours**

#### **How many clinical experience hours are required?**

100 hours are required by the state of IL. A minimum of 60 hours are required by the BBE program.

#### **Can you use the hours we are doing for certification for ESL/BE requirements?**

No. If you are seeking certification you must do 100 hours for certification and an additional 100 hours for BE/ESL endorsement.

#### **If I want to do both the BE and ESL endorsements do I have to do double the hours?**

No, you only need 100 hours whether you are doing 1 or 2 endorsements.

#### **Are there specific grade levels we need to do our observation hours in?**

For BBE you can do hours in any K-12 classroom, as long as these are with a certified and BE and/or ESL endorsed teacher.

#### **How many hours are we allowed to do at the school we work in?**

For BBE you can do all your hours in one school. But this is not recommended. The purpose of the clinical hour experience is to observe and work in multiple settings. For certification hours you need to follow the experience guidelines. Check with an advisor about this.

#### **How do I find schools in which to do my clinical hours?**

Faculty and BBE students who are presently teaching can provide contacts for clinical hours. Also, the Clinical Experience Office in the College of Education can facilitate placements.

#### **Do I need to present a letter from DePaul to the school officials where I will be doing my clinical hours?**

This is recommended. The course instructor can provide this letter explaining the purpose of the clinical hours.

## **FREQUENTLY ASKED QUESTIONS**

### **1. What is the difference between getting a master's degree in BBE and getting a master's degree in Teaching & Learning (T&L)?**

The master's degree in BBE is not a certification program. The master's degree in T&L is a teacher certification program. The primary difference between the two programs is the focus of each program. A master's degree in BBE with certification has a focus on bilingual education and ESL. A master's degree in T&L with ESL/BE endorsements has a focus on general education. Course requirements for a master's degree in BBE with certification in early childhood, elementary, or secondary education.

### **2. What is the difference between an MA and MED degree?**

The Master of Arts (M.A.) requires a master's thesis, which typically takes at least one additional year to complete. The Master in Education (M.Ed.) does not require a master's thesis but it does require an integrative paper before completing the program.

### **3. Do I have to be proficient in a second language to participate in the BBE program?**

No, you do not have to be proficient in a second language to participate in the BBE master's program.

### **4. Do I have to be proficient in a second language to be an ESL teacher?**

No, to be an ESL teacher, or to get endorsed by the state in ESL, you do not have to be proficient in a second language.

### **5. Do I have to be proficient in a second language to be a bilingual teacher?**

Yes, to be a bilingual teacher, or to get endorsed by the state in bilingual education, you have to show proficiency in a second language. You must take a state administered language proficiency test to determine whether you have sufficient competencies in the second language. The state endorses bilingual teachers in languages that have large K-12 student representation in the public schools in Illinois. For more information on the languages that are endorsed in Illinois visit the Illinois State Board of Education website (<http://www.isbe.net/>).

### **6. If I get a master's degree in BBE and I do not have K-12 state teaching certification, can I get the state endorsements in ESL/bilingual education?**

No. Although you will have the required courses for both endorsements, you cannot get the endorsements from the state without a teaching certification.

### **7. What is the difference between a transitional bilingual certificate and an endorsement?**

The transitional bilingual certificate (Type 29) is a temporary teaching certificate (for six years) awarded to bilingual teachers who have a bachelor's degree in a non-education field and who are taking education courses to get certified in Early Childhood Education (Type 04), Elementary Education (Type 03) or Secondary Education (Type 09). An endorsement is a state approval of specialization that is added to the state teaching certification.

### **8. How many courses do I have to take to get my master degree in BBE and how long will it take to finish the program?**

You have to take 13 courses toward the MA or MED in Bilingual-Bicultural Education. The length of time it will take you to finish the program depends on how many courses you can take a quarter. There are two BBE courses offered every quarter, and one in the summer session. The required SCG courses are offered every quarter.

### **9. Can I transfer courses from another university?**

You can transfer up to two graduate courses from another university based on a review of transcripts and syllabi to determine equivalency.

## Program Faculty and Academic Advisors

Each BBE student is assigned a Faculty Advisor who directs students' masters papers as well as provide academic and professional advising.

**Dr. Jason Goulah**, Assistant Professor and Director of WLE

*Second/Foreign Language and Culture Education*

Jason Goulah has a Ph.D. in Curriculum and Instruction in Foreign and Second Language Education and a M.Ed. in Teaching English to Speakers of Other Languages from the University at Buffalo, State University of New York. He also has an LL.M. in Fundamental Laws from Kwansai Gakuin University School of Law, Nishinomia, Japan. He taught elementary through adult English in Japan for four years and Japanese, ESL, and Russian for eight years at North Tonawanda High School in New York. He also co-developed and served as co-director of the school's Academy of International Studies. Dr. Goulah has served as a dean of Concordia Language Villages Japanese Credit Abroad Program and as a researcher on Buddhism and Japanese secular law for the Law and Buddhism Project in the University at Buffalo Law School's Baldy Center for Law and Social Policy. His research interests include transformative second and foreign language learning, Makiguchi and Ikeda studies, sociocultural approaches to learning and development, educating former Soviet immigrant students, and language, identity and new literacies.

Contact information: 773-325-2076 or [jgoulah@depaul.edu](mailto:jgoulah@depaul.edu)

**Dr. Sonia Soltero**, Associate Professor and Director of BBE Program

*Bilingual Education, English as a Second Language, and Biliteracy*

Sonia Soltero has a PhD in Bilingual Education and an EDS in Biliteracy Studies from the University of Arizona. She was an elementary bilingual teacher for fourteen years: in Arizona she taught Yaqui Native American children and in Chicago Public Schools she taught Latino and African American children. Her areas of expertise are in biliteracy, bilingual teacher preparation, Dual Language Education, and second language curriculum. She is also interested in language policy and the sociopolitics of minority language education.

Contact information: 773-325-4788 or [ssoltero@depaul.edu](mailto:ssoltero@depaul.edu)

**Dr. Katie VanSluys**, Associate Professor, *Teacher Education Department*

Dr. Van Sluys has a Ph. D. and M.A. from the University of Indiana. Her research interests include critical literacies, multilingual children, teacher education models, and professional development structures.

Contact information: 773-325-7668 or [kvansluy@depaul.edu](mailto:kvansluy@depaul.edu)

**Dr. Christine Tardy**, Associate Professor, *Writing Rhetoric and Discourse Department*

Professor Christine Tardy is the Graduate Director of the M.A. in WRD. Her research and teaching interests include second language writing, genre and discourse studies, teaching English as a second language, and language policies and politics. Much of her work, including her forthcoming book on genre knowledge, aims to bring together disciplinary perspectives from rhetoric and composition, applied linguistics, and TESOL. Chris has taught English as a second language in the Czech Republic, Japan, and Turkey, and she has more recently helped several M.A. students find teaching positions overseas as well.

Contact information: 773-325-4145 or [ctardy@depaul.edu](mailto:ctardy@depaul.edu)

## Program Advisor

The Program Advisors provides program advising such as course planning, as well as information on degree conferral, endorsement and certification, and other programmatic information.

Shonta Durham is the BBE Program Advisor for all BBE students. All students should make an appointment with her immediately after acceptance.

Contact information: 773-325-7634 or [sdurham@depaul.edu](mailto:sdurham@depaul.edu)

## **MA Thesis or MED Paper Requirements**

### **Master's of Arts (MA) Thesis Handbook**

As part of your preparation to write a thesis, you will need to consult the M.A. Thesis Handbook, published by the College of Education. The handbook can be obtained on the fourth floor of the Schmitt Academic Center, outside the offices of Academic Advising, or on-line at <http://education.depaul.edu/html/current/forms.asp>. Review the handbook thoroughly and make an appointment with your BBE academic advisor to discuss your and her/his responsibilities relating to research, the writing, submitting, and defending of a thesis and graduation. Preparation for the research and writing of a thesis should begin well in advance of your completion of coursework.

### **Master's of Education (MED) Papers**

To graduate with a Master's in Education, a student must write a 30-35 page (excluding references and appendices) publishable paper that adheres to the following guidelines:

The paper should reflect student interest and learning and can be:

- research or inquiry based
- a literature review of a topic or issue related to language education

The paper must provide a sound, clearly defined theoretical context and an analysis and/or implications of the data and/or literature presented. The format of the paper must adhere to the most recent publication of the American Psychological Association (APA) stylebook.

The paper must cite a minimum of 30 published academic texts, either from academic journals, monographs, books, dissertations, funded research reports, and/or book chapters.

The MED paper may be an extension or a continued exploration of a text written for previous coursework. Students are encouraged to begin developing topics of interest and initial research upon entry into the program. Criteria for successfully completing the paper requirements and the procedure and timeline for the writing and submitting of the paper will be presented in BBE 520. However, all students are encouraged to speak with their academic advisors about paper criteria and timelines as soon as possible.

## **BBE MED PAPER GUIDELINES AND EXPECTATIONS**

### ***PREPARATION AND WRITING GUIDELINES***

1. The first order of business is to develop a clear topic that you are interested in reviewing. This occurs only after some serious thought and conversation with your faculty advisor. Keep in mind that the topic you select should be one that has sufficient numbers of research and theoretical sources. Some topics are either new or have not been researched widely. If you select such a topic you may find it difficult to find enough research and theoretical sources.
2. As you prepare to write your paper set up a personal deadline. [i.e. "I want to graduate in the Spring Commencement, therefore, I will have my first completed draft by February 1<sup>st</sup>."]. Develop intermediate deadlines. Remember that this is YOUR responsibility and not your faculty advisor, who will provide feedback and suggestions about the timeline. But ultimately the timeline is yours to set and to follow.
3. The following are recommendation steps that you can take for completing the master's paper.
  - 1) Topic selection in consultation with course professors (optional) and your faculty advisor
  - 2) Collection/selection of literature
  - 4) Outline and meeting with faculty advisor for further feedback
  - 5) First draft and meeting with faculty advisor for feedback and revisions
  - 6) Revise first draft and write second draft (this could be the final draft or there may be more drafts depending on the quality of the writing and development of analysis).
4. Once you have identified your topic and have found at least 30-35 academic sources, you must submit an outline to your faculty advisor (see MED literature review paper outline below). Do not begin writing until the outline has been approved by your faculty advisor.

5. Your paper should be a synthesis of literature that reflects the best thinking about your topic by scholars in the field. As you develop your topic, you should run multiple library searches. Read the abstracts and determine which of these would be the most helpful to you. As you read, your topic will become more focused. Do not discard your previous searches. An entry that originally seemed irrelevant could become more relevant later in the process.
6. Write the paper in the third person. The style should be formal and academic since it is a paper that could potentially be published. Remember this is an analysis of research findings and theory by published scholars and not a reflection of your thoughts.
7. Neatness, correct spelling and grammar are critical. As a graduate student, you are expected to have command of the requisite skills to write a technical and academic literature review paper. If you have difficulties with formal writing, you may want to seek assistance at the Writing Center or at the SOE Student Support Center. These are a services that the university and the SOE provide to graduate students.
8. Proofread your own work, or have a knowledgeable colleague proofread it for you. Poor grammar and spelling errors distract the reader from the content. A paper that has multiple grammatical and spelling errors **will be returned unread** and you will be asked to edit and re-write. Drafts that have serious organizational and/or content flaws will also be returned unread for further revision.
9. If you are writing a Masters Thesis, you must discuss potential committee members with your major faculty advisor **before** asking the other members to serve on the committee. An MA thesis is very different from MED papers. You will need a committee of three faculty and be required to design an original research project and collect/analyze data. The process of a MA thesis takes a minimum of a year to complete, sometimes longer.

#### ***EXPECTATIONS AND RESPONSIBILITIES***

1. Students are expected to take the writing of the MED paper seriously. Faculty will not accept work that is poor, inaccurate, incorrect, or sloppy. Remember that this final requirement for graduation is equivalent to a comprehensive exam and should clearly reflect your knowledge and understanding of the concepts of the BBE program coursework.
2. Supervising MA papers requires a serious time commitment from the faculty. Therefore, a serious commitment to quality work is expected from students.
3. As you write the MA papers, be prepared to write several drafts. Do not be disappointed, but rather expect, that you will be asked to re-write entire sections, if not the entire document several times. **Do not expect to hand the first draft as the completed text.**
4. It is your responsibility to meet all deadlines for graduation, etc. Your deadline is precisely that, **your deadline**. Plan far enough in advance that the **final copy** (sometime after version 3 or 4) is completed at least one month before the deadline.
5. Reading your paper is a task that faculty take seriously, however fast turnaround times are not possible. Expect a turn around time of approximately two to three weeks in the midst of a quarter, and up to four weeks toward the end of a quarter. Think about this turn around time when organizing your deadlines and times: it takes the faculty 2-3 weeks to read a draft, 2-3 weeks for you to rewrite/reread, another 2-3 weeks for the faculty to read the second draft, 2-3 weeks for you to do edits/rewrites, another 2-3 weeks for the faculty to read the third draft, etc. The average student has to do about 3 drafts, which would take at least 3 or 4 months.
6. Keep in mind that faculty are not usually available during the summer months, so make specific and clear plans with your faculty advisor well in advance if you wish your advisor to review your paper during the summer. **Do not assume that you will be able to contact your academic advisor during the summer and do not assume that your academic advisor will be available or willing to review your paper during the summer.**

#### ***CITATIONS AND REFERENCES***

1. Articles from popular magazines or newspapers are not appropriate for graduate level research. Only use academic articles from professional and scholarly journals. If you have a question about whether a journal is scholarly, ask.
2. Make use of current and relevant research. A Review of Literature that does not have current entries is incomplete and unacceptable.

3. Use the **latest edition** of the APA style of citation. Any other citation system is not acceptable. NOTE: When citing a source that is mentioned in another source, you must find and cite the *original* source. It is important to read people's work in the original. You can't always rely on a second author to summarize the first author correctly. Perhaps something the first author wrote was taken out of context and/or misinterpreted

### ***BODY OF THE MED PAPER***

Your paper should include but not be limited to the following sections (use these subheadings):

#### **TITLE**

The title to your paper can be a question or a statement.

#### **INTRODUCTION**

Introduce the reader to the topic and its relevancy. This would include your main focus of the paper. You need to explain clearly why this issue is important and why the reader should care.

#### **THEORETICAL FRAMEWORK**

Start your paper by giving an overview of the theory or theories that support the topic at hand. Start out broadly, and then narrow the focus. Your review of the literature serves as your review of the theory and current research. So you can begin by explaining the relevancy or significance of the topic, and how/why you want to explore the topic further. A review of the literature presents what is known about a particular topic as comprehensively as possible. It does not persuade or argue a particular point of view. It is not a vehicle for giving your own experiences or opinions.

#### **RESEARCH STUDIES AND FINDINGS**

Include all relevant research studies related to the topic. You can include seminal research from the past but most of your research studies should be current, within the last 10 years. Provide the general background of the research studies, context, and the main findings that relate to the theoretical framework you discussed above.

#### **IMPLICATIONS**

Based on the theories and research you just reviewed and analyzed, delineate implication for policy, curricular and pedagogical development or application, teacher preparation, etc. Also include the conclusions you drew from your analysis. Relate these to your research question, theoretical frameworks, and other scholars' previous research findings.

#### **CONCLUSIONS**

Summarize the main points of the paper and the relevance of the topic to current issues.

### ***Deadlines and Distinction***

1. It is possible to graduate with distinction if you have a 4.00 GPA and your paper is awarded distinction by a faculty committee. The paper must stand out as exceptional in terms of the criteria for passing. In addition the paper must show:
  - potential to be presented as a model for improving education
  - potential for educational innovation(s) to be based on the study
  - creativity, originality, or divergent thinking
  - potential for being published
2. Awarding of distinction is the responsibility of the faculty. The deadlines for papers are designed to accommodate the possible need to give the faculty committee time to review your papers. Thus, if you want to graduate in June, your final paper is due to your faculty advisor on March 1.

### **Research and the Institutional Review Board (for pilot studies and thesis only)**

All research involving human subjects must be reviewed and approved by the Institutional Review Board. Students are responsible for obtaining IRB approval for all thesis and master's paper work. Approval must be obtained *before* research begins. Complete the IRB proposal form at <http://condor.depaul.edu/~irb/>. Appropriate consent forms need to be created using the template provided on the website. An on-line research seminar must be completed prior to submitting the proposal. Students should consult with their academic advisors when completing the IRB proposal.

Academic advisors must approve the proposal before it is submitted to the Local Review Board (LRB). The LRB of the College of Education reviews all IRB proposals and may request revisions before the proposal is submitted to the IRB for university review. A student should allow up to 30 days for submission of proposal to the LRB and for approval by the IRB.

**FRONT PAGE AND BINDING**

The final version of the paper must be bound and have the appropriate cover page.

**Title**

**A Paper Presented to  
The Faculty of  
The College of Education  
Bilingual-Bicultural Education Program**

**In Partial Fulfillment of the  
Requirements for the Degree of**

**MASTER OF EDUCATION**

**By**

**Name**

**Date**

**DePaul University  
Chicago, Illinois**

## BBE Schedule of Courses

Core courses for BBE (in black) are offered only once a year always on the same quarter. Typically the courses are offered on the dates shown below but are subject to change (this does not happen very often). BBE courses in WLE and ECE are mostly equivalent to the BBE core courses and would not serve to substitute them. BBE 526 in the summer is typically offered first session but sometimes changed to second session. This course is also typically on M and W but sometimes changed to T and TH.

### Fall

<b>BBE 466</b>	<b>First and Second Language Acquisition</b>	<b>M</b>	<b>5:30-8:30</b>
<b>BBE 404</b>	<b>Language, Literacy and Culture</b>	<b>T</b>	<b>5:30-8:30</b>
<b>BBE 520</b>	<b>Research Methods in BBE</b>	<b>W</b>	<b>5:30-8:30</b>
<b>BBE 570</b>	<b>Methods of Teaching Integrated World Language (WLE)</b>	<b>M</b>	<b>5:30-8:30</b>
<b>BBE 305</b>	<b>Theoretical Foundations in Bilingual EC Development (ECE)</b>	<b>T</b>	<b>5:30-8:30</b>

### Winter

<b>BBE 406</b>	<b>Sociopolitical &amp; Historical Perspectives in BE</b>	<b>M</b>	<b>5:30-8:30</b>
<b>BBE 425</b>	<b>Biliteracy Practices in BE and ESL</b>	<b>T</b>	<b>5:30-8:30</b>
<b>BBE 524</b>	<b>Methods of Teaching ESL</b>	<b>W</b>	<b>5:30-8:30</b>
<b>BBE 530</b>	<b>Latinos and Education(elective)</b>	<b>T</b>	<b>5:30-8:30</b>
<b>BBE 560</b>	<b>Second and World Language Acquisition (WLE)</b>	<b>T</b>	<b>5:30-8:30</b>

### Spring

<b>BBE 402</b>	<b>Bilingual-Bicultural Curriculum Development</b>	<b>M</b>	<b>5:30-8:30</b>
<b>BBE 510</b>	<b>Advanced Language Seminar</b>	<b>T</b>	<b>5:30-8:30</b>
<b>BBE 407</b>	<b>Equity Issues in Assessment</b>	<b>W</b>	<b>5:30-8:30</b>
<b>BBE 306</b>	<b>Foundations of ESL Instruction in EC (ECE)</b>	<b>T</b>	<b>5:30-8:30</b>

### Summer

<b>BBE 526</b>	<b>Theoretical Foundations of Teaching ESL</b>	<b>5:30-8:30</b>
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**\*\*BBE**            **World Language Ed**            **Early Childhood Ed**

\*SCG courses are offered every quarter and both summer sessions

## Course Descriptions

(Six of the following courses have clinical experience hour requirements)

### **1. BBE 402 Bilingual-Bicultural Program Design and Curriculum Development**

Reviews theory and application of curriculum development to second language instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal second language education program models are examined and analyzed. Includes a review of multi-ethnic literature and literacy that advocates for students' self-concept, acceptance and sense of identity.

*Field Experience Hours: 10-15*

### **2. BBE 404 Language, Literacy and Culture**

Examines the interdisciplinary study of language in its cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human development. Explores the social and political conditions that endorse different language doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and ethnicity, language and identity, language and social class, language and gender, among other related topics.

### **3. BBE 406 Sociocultural and Historical Perspectives in Bilingual Education**

Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical, and sociopolitical perspectives. Emphasizes issues in bilingual education related to the sociological 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 20<sup>th</sup> and 21<sup>st</sup> 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.

### **4. BBE 407 Equity Issues in Assessment**

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 topics relating 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. *Field Experience Hours: 10-15*

### **5. BBE 425 Biliteracy Practices in BE and ESL**

Analyzes and evaluates methods and materials used in bilingual education 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 acquiring language through content learning vs. 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.

*Field Experience Hours: 10-15*

### **6. BBE 466 First & Second Language Acquisition**

Addresses the relationship between language development and use and human development. Introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. Includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism.

*Field Experience Hours: 10-15*

### **7. BBE 510 Special Topics in Language Education**

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

### **8. BBE 520 Research Methods in Bilingual-Bicultural Education**

Introduces and develops research design in the fields of linguistic, sociolinguistics, psycholinguistics, education, sociology of education, among other related areas of language education. The course has an emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues.

*Field Experience Hours: 10-15*

### **9. BBE 524 Methods of Teaching ESL**

Course examines the relationship of reading and writing development to second language acquisition. Discusses various learning and teaching approaches that effectively extends English language learners' literacy and language skills. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development.

*Field Experience Hours: 10-15*

### **10. BBE 526 Theoretical Foundations of Teaching ESL**

Presents an introduction to the field of English as a second language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching.

### **12. BBE 530/BBE 330 Latinos and Education**

This course examines historical and current issues related to the education of Latinos in the US including 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.

### **12. BBE 589 Thesis Course**

Students seeking an M.A. degree must be enrolled in the thesis course (there are no contact classroom hours for this course). 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.

### **13. BBE 608 Capstone Course**

Students seeking a M.Ed. degree must be enrolled in the capstone course (there is not contact classroom hours for this course.) 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.

### **WLE Courses:**

#### **BBE 560 Second and World Language Acquisition**

This course is an introduction to the theoretical study of second or world 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, and 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 SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis.

#### **BBE 570 Methods of Teaching Integrated World Language K-12**

The purpose of this course is to provide the theoretical, research, and pedagogical foundations that underpin effective instructional practices for world language teaching and learning through the content areas. The central premise of the course is to reformulate world language instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. This methods course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. Issues surrounding integrated instruction are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 2).

### **ECE Courses:**

#### **BBE 305 Theoretical Foundations In Bilingual Early Childhood Development**

This course is designed to equip bilingual childhood teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, socio-political and legal foundations of bilingual education programs in the United States. It will examine different models of language education programs: immersion, ESL pullout, transitional bilingual education, maintenance bilingual, enrichment or dual language. It will also address psycholinguistic and sociolinguistic principles upon which they are based.

#### **BBE 306 Foundations of English as Second Language Instruction In Early Childhood**

Candidates explore English as a Second Language (ESL), theory and practice as it applies to young children and their families. Candidates also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

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