



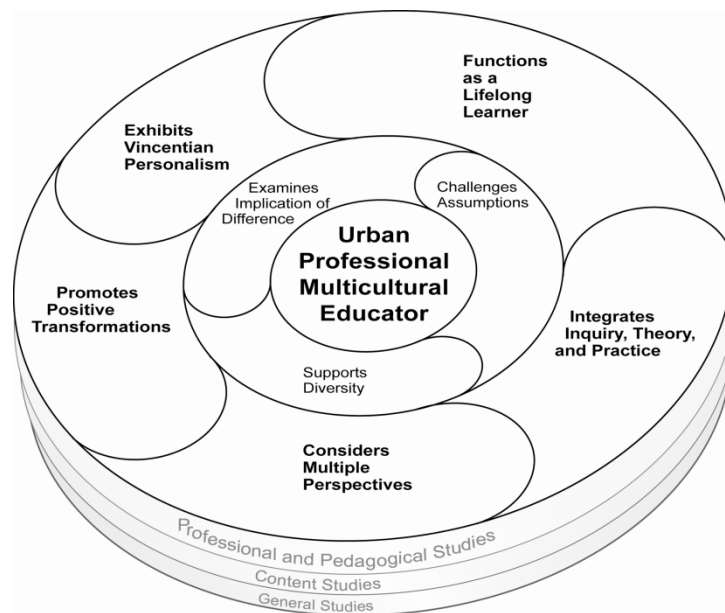
DEPAUL UNIVERSITY

College of Education

Department of Leadership, Language and Curriculum

Student Handbook

Bilingual-Bicultural Education Program



2014-2015

GRADUATE STUDENTS

All BBE students **MUST** subscribe to *BBEnews*
(send email to bbenews@depaul.edu).
Inform bbenews when your email address changes.

BBEnews provides up-to-date information and
announcements that are critical for students in the
program.

It is the responsibility of all BBE students to subscribe and
read *BBEnews* on a regular basis.

MINOR STUDENTS

All BE-ESL minor students **MUST** subscribe to
BE-ESLminornews
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BE-ESLminornews provides up-to-date information and
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program.

It is the responsibility of all BE-ESL minor students to
subscribe and read *BE-ESLminornews* on a regular basis.

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The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University College of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time.

MASTERS 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-LICENSURE OPTIONS

Master of Arts (MA) with Thesis

- 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 Master's Capstone Paper

- 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*]

MA or MED with State Teaching Licensure (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, licensure 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)

BE-ESL Minor

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

ADMISSION REQUIREMENTS for MED/MA

- 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 goals and related experience (750 words)

PROGRAM STANDARDS

Bilingual-Bicultural Education has an established set of standards for candidate performance that draw from the College of Education's conceptual framework, and Illinois state standards. Candidates must demonstrate proficiency prior to program completion. *Note: The numbers below 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

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.
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.
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.
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.
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.

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.
7. Communication. Uses knowledge of effective written, verbal, nonverbal, visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
8. Assessment. Understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. Technology I. As appropriate for the discipline, enables students to learn about and use technology.
10. Technology II. Understands and uses technology to enhance his/her teaching.
11. Inquiry. Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process.

Personalism, Professionalism, & Life-long Learning

1. 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.
2. 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.
3. 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.

PROGRAM DISPOSITIONS

DISPOSITIONS

The dispositions are linked to success in the program and in the professional field and are evidenced by the conduct that students demonstrate during courses, clinical settings, and advising sessions. Failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his/her program, the College of Education, or University.

Dispositions for BBE

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

MASTERS 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 Ed	(BE endorsement)
BBE 407	Equity Issues in Assessment of Language Learners	(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	Special Topics in Language Education and Culture	
BBE 520	Analyzing Research on Identity, Culture & Language Ed	
BBE 524	Methods of ESL Literacy and Language Development	(BE/ESL endorsements)
BBE 526	Theoretical Foundations of Teaching ESL and WLE	(ESL endorsement)
BBE 599	Schoolwide Approaches to Educating ELLs	
BBE 589	Thesis Research (M.A. only)	
BBE 608	Papers (M.Ed. only)	
BBE 097	Field Experience in Bilingual-Bicultural Education	(BE/ESL endorsements)

Social and Cultural Studies in Education [2 courses]

SCG 408	Education and Society (students with teaching certificates or uninterested in obtaining licensure can substitute this course for another course with the BBE Director's approval)
SCG 439	Philosophy and Psychology of Youth and Middle Level Education (students with teaching certificates or uninterested in obtaining licensure can substitute this course for another course with the BBE Director's approval)

ELECTIVE AND SUBSTITUTION OPTIONS: (all substitutions must be approved by BBE Director)

BBE 530	Latinos and Education
BBE 555	How English Works: English Syntax for ESL and Bilingual Education Teachers

- CS 489 Creativity & Critical Thinking: Vygotsky, Bakhtin, Makiguchi and Ikeda
- CS 794 Special Topics: Faith, Dialogue and the Curriculum
- SCG 527 Global Issues in Education
- WRD 507 Global Englishes
- WRD 543 Teaching ESL Writing -for adult learners
(and other selected WRD courses)

SUBSTITUTIONS: for WLE students in BBE

- Substitutions: BBE 524 for T&L 449/WLE349 (field experience hours must be done in ESL classrooms)
- BBE 404 for BBE 570/WLE 370 (field experience hours must be done in ESL classrooms)
- BBE 466 for BBE 560/WLE 360 (field experience hours must be done in ESL classrooms)

NOTE!

Masters in BBE with Elementary Education (MED)

DO NOT TAKE T&L 413 or 422 (these substitute with BBE 407 and 425/404)

T&L Elementary Licensure Program has clinical hours in LABs that are connected to certain T&L courses. Please check with your advisor regarding these LABs and how they integrate with BBE clinical hours and courses.

FIELD EXPERIENCE HOURS

To receive an IL 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 licensed 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 ELLs. For those who have been teaching in an ESL/bilingual education classroom for more than 3 months, 6 BBE courses require a total of 30 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 100 field experience hours. (See Course Descriptions below for the courses requiring field experience hours.)

Students must register for BBE 097 (graduate) / BBE 096 (undergraduate) for the quarter in which they plan to graduate in order to have their field experience hours on their transcript. Students must have their cooperating teachers complete and sign the ESL/Bilingual Education Field Experience Evaluation form (Appendix A) for all completed field experience hours, and record their field experience hours the quarter completed in the Field Experience Documentation System (FEDS) located at:

<https://robin.depaul.edu/clinicalexp/login.asp>

NOTE!

T&L Elementary Licensure Program has clinical hours in LABs that are connected to certain T&L courses. Please check with your advisor regarding these LABs and how they integrate with BBE clinical hours and courses.

Frequently Asked Questions about Field Experiences**How many field experience hours are required?**

100 hours are required by the state of IL to earn the state endorsement in ESL and/or bilingual education. A minimum of 30 hours are required by the BBE program.

Can I use the hours I am doing for licensure (formerly known as certificate) for ESL/BE requirements?

No. If you are seeking licensure you must do the required hours for licensure 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 licensed BE and/or ESL endorsed teacher.

How many hours am I allowed to do at the school I work?

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

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

Faculty as well as BBE students who are presently teaching can provide contacts for field hour placements. 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?

Yes. The course instructor will provide this letter explaining the purpose of the field experience hours.

**BBE MINOR FOR UNDERGRADUATES
WITH DEPAUL CERTIFICATE IN ESL INSTRUCTION**

This minor in ESL and/or Bilingual Education includes the DePaul University Certificate in ESL Instruction (TEFL/TESL) is for undergraduates who are, or will be, working with second language learners. Students enrolled in this minor, will learn how to address the linguistic, academic, social, and cultural needs of second language learners. Students completing the 7/8 courses will receive a DePaul University Certificate in ESL Instruction (TEFL/TESL) that will also appear on their transcripts. The minor is a good option for Elementary, WLE, and PE COE undergraduate students and any other program students interested in additional endorsements.

This minor with certificate is open to all undergraduates across the University, and is differentiated for two types of students:

1. Undergraduates who are not pursuing ISBE licensure but are interested in teaching English abroad or in private schools, or are interested in working with NGOs or agencies that service immigrants, refugees, and various language communities.
2. Undergraduates in the COE who are pursuing ISBE teaching licensure and are also interested in obtaining ISBE endorsements in ESL and/or bilingual education to become more marketable and strengthen their teaching skills.

IMPORTANT

Bilingual Education endorsement requires proficiency in one of the 27 ISBE-approved languages.

ESL endorsement does not require proficiency in another language.

The minor requires 7 courses for one endorsement and 8 courses for both endorsements.

The minor requires 100 field experience hours for those pursuing ISBE endorsement (regardless of whether pursuing one or both endorsements. Hours must be done with a PK-12 licensed and endorsed teacher in ESL or BE). For students not pursuing licensure, 5 clinical hours per course are required. Students must enroll in non-credit BBE 096 on their last quarter before graduating. Courses with H below have field experience hours.

ESL/BE MINOR COURSE SCHEDULE

FALL

BBE 370 (H)*	World Language Literacies & Cultures (or 304)	ESL and BE endorsements
BBE 304 (H)*	Language, Literacy & Culture (or 370)	ESL and BE endorsements
BBE 366 (H)*	First and Second Language Acquisition (or 360)	ESL and BE endorsements

WINTER

BBE 360 (H)*	Second, World & Heritage Language Acquisition K-12 (or 366)	ESL and BE endorsements
BBE 325 (H)*	Biliteracy Practices in BE and ESL	ESL and BE endorsements
BBE 324 (H)*	Methods of Teaching ESL	ESL and BE endorsements
BBE 316	Sociopolitical & Historical Perspectives in BE	BE endorsement - <i>do not take if only want ESL endorsement</i>

SPRING

BBE 307 (H)*	Equity Issues in Assessment of Language Learners	ESL and BE endorsements
BBE 310 (H)*	Special Topics in Language Education and Culture	ESL and BE endorsements
BBE 326	Theoretical Foundations of ESL and WLE	ESL endorsement - <i>do not take if only want BE endorsement</i>

SUMMER

BBE 326 Theoretical Foundations of Teaching ESL and WLE ESL endorsement - *do not take if only want BE endorsement*

BBE 096 Field Experience in Bilingual-Bicultural Education (BBE/ESL endorsements)

*(H): Field experience hours are required in these courses. For the Illinois State ESL or BE endorsement, students do 17 hours. Students not interested in the endorsements are required to do 5 hours. Students must have their cooperating teachers complete and sign the ESL/Bilingual Education Field Experience Evaluation form (Appendix A) for all completed field experience hours. Students pursuing the endorsement(s) must record their field experience hours in the Field Experience Documentation System (FEDS) located at <https://robin.depaul.edu/clinicalexp/login.asp>.

DEPAUL CERTIFICATE IN ESL INSTRUCTION

Graduate students in the BBE Masters Program who are not pursuing a PK-12 teaching certificate and state endorsements but who are interested in adult language education are eligible to receive a DePaul Certificate in ESL Instruction. This certificate is **not** an IL state teaching licensure or IL state endorsement. It is a DePaul issued certificate that can be used for teaching abroad or to adults.

PROGRAM FACULTY AND ACADEMIC ADVISORS

Each BBE student is assigned a Faculty Advisor who directs students' master's papers as well as provides content and professional advising.

Dr. Jason Goulah, Associate Professor and Director of BBE and WLE
Second/Foreign Language and Culture Education

Jason Goulah holds a PhD in second and foreign language education from the State University of New York and an LLM in fundamental laws from Kwansai Gakuin University (Japan). He is a former high school teacher of Japanese, Russian and English as a second language, and former Dean of Japanese Credit Abroad with Concordia Language Villages, Concordia College. He has served as a research fellow at the Center for Latino Research, at Soka University (Tokyo), and in the Baldy Center for Law and Social Policy in the Law School at the University at Buffalo. His research interests include transformative world language learning; Makiguchi and Ikeda studies in education; and language, culture, identity and multiple literacies.

Contact information: 773-325-2076 or jgoulah@depaul.edu

Dr. Sung Park-Johnson, Research and Clinical Professor
Linguistics, Applied Linguistics

Sung Park-Johnson has a Ph.D. in Linguistics from Purdue University with a focus on bilingualism and language acquisition. She has worked extensively with bilingual preK-5 classrooms in the U.S. and in Hong Kong, and has taught adult ESL. She worked as a research technician associate developing standardized assessments for language proficiency at the University of Michigan English Language Institute. Research interests include bilingual language acquisition, child second language acquisition, heritage language maintenance and attrition, code-switching, and language testing and assessment design.

Contact information: 773-325-7835 or sparkjoh@depaul.edu

Dr. Sonia Soltero, Associate Professor and Chair Department of Leadership, Language and Curriculum
Bilingual Education, English as a Second Language, and Biliteracy

Sonia W. Soltero has a PhD in bilingual education from the University of Arizona and former Director of the Bilingual-Bicultural Education Graduate Program at DePaul University in Chicago. She has written articles, books, and handbooks on bilingual and ELL education as well as current Latino education issues and has written two books: *Dual Language: Teaching and Learning in Two Languages* and *School-Wide Approaches to Educating English Language Learners*. She has been involved with dual and bilingual education for over twenty five years as a dual language teacher, professor, professional developer, and researcher. Soltero has extensive background in the design and implementation of dual language and bilingual programs and has worked with school districts across the US as well as bilingual universities. She is herself a product of bilingual education having attended bilingual schools in Latin America. Contact information: 773-325-4788 or ssoltero@depaul.edu

ACADEMIC ADVISOR

The Academic Advisor provides program advising such as course planning, information on degree conferral, endorsement and licensure, and other programmatic information.

Brandon Washington is the BBE Academic Advisor for all BBE students. All students should make an appointment with him immediately after acceptance.

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 licensure program. The master's degree in T&L is a teacher licensure program. The primary difference between the two is the focus of each program. A master's degree in BBE with licensure 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 licensure in early childhood, elementary, or secondary education have courses focused on language learners.

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

The Master of Arts (MA) requires a master's thesis, which typically takes at least one additional year to complete. The Master in Education (MED) 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 licensure, 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 licensure.

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 licensed 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 licensure.

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. Transfer of courses must be requested and approved prior to beginning the BBE program. Transfer of courses that are taken at the same time as a student is completing the BBE Program are not allowed.

MA THESIS AND MED PAPER REQUIREMENTS

MA Thesis Handbook

As part of your preparation to write a thesis, you will need to consult the MA College of Education Thesis Handbook. 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.

MED Papers

To graduate with a Master's in Education, a student must write a 35-40 page (excluding references and appendices) publishable paper. The paper is a literature review on a topic or issue related to language education and of interest to the student. The paper must provide a sound, clearly defined theoretical framework, a critical review and analysis of the empirical literature, implications of the literature reviewed, and a conclusion. The format of the paper must adhere to the most recent edition of the American Psychological Association (APA) stylebook. The paper must review 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 searches for literature 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 faculty content 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 select a clear topic about which you are interested in reviewing the literature. This occurs only after 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 a personal deadline [i.e. "I want to graduate in the Spring, therefore, I will need to have my first completed draft by February 1st."]. Remember that setting and meeting deadlines is YOUR responsibility and not that of 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 required steps for completing the master's paper.
 - 1) Select topic in consultation with course professors (optional) and your faculty advisor
 - 2) Collect, read, and select theoretical and empirical literature to include
 - 3) Prepare an annotated outline (in APA format with headings, 30+ sources and summary/annotation for each under respective headings, and full list of sources in References) and meet with faculty advisor for further feedback
 - 4) Receive approval of outline from your faculty advisor: Required for BBE 608 registration
 - 5) Upload approved outline to BBE 608 D2L dropbox.
 - 6) Submit complete first draft in BBE 608 D2L dropbox and meet with faculty advisor for feedback and revisions.
 - 7) Submit revised draft in BBE 608 D2L dropbox (this could be the final draft or there may be more drafts depending on the quality of the writing and development of analysis. Each required subsequent draft must be submitted in BBE 608 D2L dropbox).
4. Once you have identified your topic and found at least 30-35 academic sources, you must submit an outline to your faculty advisor (see MED literature review paper outline below) and make an appointment to discuss the outline. **Do not begin writing until the outline has been approved by your faculty advisor.**
5. Your paper should be a synthesized, critical review of literature that reflects the best thinking about your topic by scholars in the field. As you narrow your topic, you should run multiple library searches. Read the abstracts and determine which sources are most relevant to your topic. Sources should focus mainly on that topic, not address it only tangentially. 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, academic and adhere to the most recent edition of the American Psychological Association (APA) stylebook. Remember this is a review and analysis of research findings and theory by published scholars, and not a reflection or defense of your thoughts.
7. Neatness, correct spelling and grammar are critical. If you have difficulties with formal writing, you may need to seek assistance at the Writing Center or at the COE Student Support Center.
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 Master's 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 members and be required to design an original research project and collect/analyze data. The process of an 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 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 submit the first draft as the completed text.**
4. It is your responsibility to meet all deadlines for graduation, etc (Please confirm graduation requirements and deadlines with your academic advisor). Your deadline is precisely that, **your deadline**. Plan far enough in advance that the **final copy** (sometimes 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 turnaround 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 turnaround time when organizing your deadlines and times: it takes the faculty two to three weeks to read a draft, two to three weeks for you to rewrite/reread, another two to three weeks for the faculty to read the second draft, two to three weeks for you to do edits/rewrites, another two to three weeks for the faculty to read the third draft, etc. The average student has to do about three drafts, which would take at least three or four 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 faculty advisor during the summer and do not assume that your faculty 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 an academic literature review. 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 headings and appropriate subheadings):

TITLE

The title should be phrased as 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 and inform research on the topic at hand. The theoretical framework is not just something you choose or a theory you like, or even a context for the issue/topic. Rather, the theoretical framework should come from the literature on that topic; it should be the one or two major theories informing the empirical literature, the theories that scholars themselves draw on and explicitly cite when framing their articles.

EMPIRICAL STUDIES AND FINDINGS

Include all relevant empirical studies related to the topic (not just the ones you like or echo your preferred view). You can include seminal research from the past but most of your empirical studies should be current, within the last 10 years. Provide a brief, well-crafted summary of the article, review the research aspect and, based on that, analyze the study's findings in relation to other empirical studies and theories reviewed in your paper.

IMPLICATIONS

Based on the theories and research you just reviewed and analyzed, delineate implications of the entire body of literature—as a single, collected body—for policy, curricular and pedagogical development or application, teacher preparation, etc. Also include the conclusions you drew from your analysis. Relate these to your 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 FOR MED PAPER

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

Title of Paper

**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 COURSE SCHEDULE*

Core courses for BBE (in black) are offered only once a year always in the same quarter, except for BBE 526/326, which is offered in spring and summer (typically offered first session but sometimes changed to second session).

BBE courses in WLE and ECE are mostly equivalent to the BBE core courses and would not serve to substitute them.

BBE 301/501 is for general education teachers in the secondary licensure program in T&L.

Fall

BBE 466 /366 First and Second Language Acquisition

BBE 404/304 Language, Literacy and Culture

BBE 408/305 Theoretical Foundations in Bilingual EC Development (ECE)

BBE 520/320 Analyzing Research on Identity, Culture & Language Education

BBE 570/370 World Language Literacies and Cultures (WLE)

Winter

BBE 406/316 Sociopolitical & Historical Perspectives in BE

BBE 425/325 Biliteracy Practices in BE and ESL

BBE 524/324 Methods of Teaching ESL

BBE 560/360 Second, World and Heritage Language Acquisition K-12(WLE)

Spring

BBE 402/302 Bilingual-Bicultural Curriculum Development

BBE 407/307 Equity Issues in Assessment of Language Learners

BBE 409/306 Foundations of ESL Instruction in EC (ECE)

BBE 510/310 Special Topics in Language Education and Culture

BBE 526/326 Theoretical Foundations of Teaching ESL and WLE

Summer

BBE 526/326 Theoretical Foundations of Teaching ESL and WLE

SCG courses are offered every quarter and both summer sessions

BBE CORE COURSE DESCRIPTIONS

(Nine of the following courses have field experience hour requirements)

1. BBE 402/302 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: 17 (endorsement)

2. BBE 404/304 Language, Literacy and Culture

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.

Field Experience Hours (undergraduate only): 17 (minor with endorsement); 5 (minor without endorsement)

3. BBE 406/316 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 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.

4. BBE 407/307 Equity Issues in Assessment of Language Learners

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: 17 (endorsement); 5 (without endorsement)

5. BBE 425/325 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: 17 (endorsement); 5 (without endorsement)

6. BBE 466/366 First & Second Language Acquisition

Addresses acquisition of one or more first languages by children, from initial sound perception to complex sentence production from a linguistic and developmental perspective. The course also

focuses on the acquisition of a second language at childhood, adolescence, and adulthood, with emphasis on major theoretical frameworks on second language acquisition and their connections to empirical studies and teaching practices. Includes introduction to linguistics for language teachers.

Field Experience Hours: 17 (endorsement); 5 (without endorsement)

7. BBE 510/310 Special Topics in Language Education and Culture

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.

Field Experience Hours: 17 (endorsement); 5 (without endorsement)

8. BBE 520/320 Analyzing Research on Identity, Culture & Language 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.

9. BBE 524/324 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: 17 (endorsement); 5 (without endorsement)

10. BBE 526/326 Theoretical Foundations of Teaching ESL and WLE

Presents an introduction to the field of English as a second language, with attention to basic world 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.

11. BBE 530/ 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 355/555 How English Works: English Syntax for ESL and Bilingual Education Teachers

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.

13. 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.

14. BBE 599 Schoolwide Approaches to Educating ELLs

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.

15. 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 560/360 Second, World and Heritage Language Acquisition K-12

This course is an introduction to the theoretical study of second, 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.

Field Experience Hours: 17 (endorsement); 5 (without endorsement)

BBE 570/370 World Language Literacies and Cultures

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. Special focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in the WLE licensure language communities, as well as in the literature, art, music, and popular culture of those communities as means of advocating students' sense of identity as global citizens

Field Experience Hours: 17 (endorsement); 5 (without endorsement)

ECE Courses:

BBE 408/305 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 409/306 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.

ESL/Bilingual Education Field Experience Evaluation

 DePaul Student (Please print)

 DePaul ID

 Cooperating Teacher's Name (Please print)

 School

4 Outstanding 3 Appropriate 2 Needs Improvement 1 Serious Concern N/A Can't Judge

PROMOTES DIVERSITY & POSITIVE TRANSFORMATION

4 3 2 1 N/A

Values and respects diversity

**EXHIBITS PERSONALISM, PROFESSIONALISM, & FUNCTIONS AS A LIFE-LONG LEARNER
 OBSERVATION**

Cooperates with peers, faculty, and staff

Forms positive relationships in clinical experiences

Reflection/Professional Growth

Exhibits ability to critically analyze and reflect upon clinical experiences

Professional Conduct

Exhibits dependability and timeliness

Takes Initiative

Appears professional in clinical experiences

CONSIDERS MULTIPLE PERSPECTIVES & INTEGRATES INQUIRY, THEORY& PRACTICE

Content Knowledge

Displays command of content area(s).

INSTRUCTION (Select either A or B)

A. Level I Candidate assists teacher, tutors, works with small groups, etc.

Uses sound judgment when working with children or youth

Shows interest and enthusiasm for teaching and learning

B. Level II Candidate teaches a lesson

Demonstrates appropriate instructional skills when teaching a lesson

Uses assessment to evaluate what students learned from lesson

Seeks feedback on how to adjust lesson to improve student learning

***THIS STUDENT COMPLETED _____ HOURS OF FIELD EXPERIENCE IN MY CLASSROOM. ***

 Cooperating Teacher's Signature

 Date

 E-Mail address

 Phone