



DEPAUL UNIVERSITY

## **College of Education**

Department of Leadership, Language and Curriculum  
Department of Teacher Education

# **Student Handbook**

## **World Languages Education Program**

**2016-2017**

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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

## WLE PROGRAM DESCRIPTION AND PURPOSE

The WLE Program is designed for pre-service educators seeking licensure who are or will be working with world language learners at the K-12 level and in other educational contexts. The program offers undergraduate and graduate students a comprehensive and in-depth understanding of theory, research and practice relative to second language learning and instruction, assessment, methodology, theory and practice. The WLE Program prepares educators to address the linguistic, academic, social and cultural needs of world language learners and to advocate for world language programs that foster multilingualism and global citizenship. The program will help students develop an understanding of the sociocultural and political aspects of, as well as curricular and pedagogical approaches to, language, literacies and culture learning:

- 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 WLE Program leads to a Bachelor of Arts (BA), a Master of Arts (MA) or a Master of Education (MEd) degree with a state of Illinois K-12 licensure. WLE candidates may also pursue endorsements in teaching English as a second language (ESL), bilingual education (BE), or both. Given the growing number of English learners in Illinois and the U.S., these endorsements have become highly desirable by prospective employers.

## DEGREE-LICENSURE-ENDORSEMENT OPTIONS

### **Bachelor of Arts (BA)**

- with K-12 licensure (Chinese, French, German, Italian, Japanese, Spanish)

### **Master of Arts (MA) / Master of Education (MEd) with Thesis**

- with K-12 licensure (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish)

### **ESL and/or Bilingual Education Endorsement**

- in BE **and** ESL (8 courses, FOUR of which are already included in the WLE Program)
- in BE **or** ESL (7 courses, FOUR of which are already included in the WLE Program)

### **BE-ESL Minor (Undergraduates)**

- in BE **and** ESL (8 courses, FOUR of which are already included in the WLE Program)
- in BE **or** ESL (7 courses, FOUR of which are already included in the WLE Program)

## PROGRAM STANDARDS

The World Languages Education Program prepares candidates to meet the Illinois Professional Teaching Standards, established by the Illinois State Board of Education. Links to ISBE content area standards may be found from the following website: [http://www.isbe.net/peac/pdf/il\\_prof\\_teaching\\_stds.pdf](http://www.isbe.net/peac/pdf/il_prof_teaching_stds.pdf)

## 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 WLE

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

## BACHELORS DEGREE COURSE REQUIREMENTS

DePaul University offers bachelors degrees in World Language Education (Chinese, French, German, Italian, Japanese, Spanish).

### Major Requirements

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

## Language Content Courses

The undergraduate degree requires 48 quarter hours, with a grade of C or better, in the language of specialization. These required hours include a combination of Advanced Core Language courses and Elective Core courses. Please see the specific by-language major requirements at the links below:

Chinese: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-chinese-ba/Pages/major-requirements.aspx>

French: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-french-ba/Pages/major-requirements.aspx>

German: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-german-ba/Pages/major-requirements.aspx>

Italian: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-italian-ba/Pages/major-requirements.aspx>

Japanese: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-japanese-ba/Pages/major-requirements.aspx>

Spanish: <https://www.depaul.edu/university-catalog/degree-requirements/undergraduate/education/world-language-education-spanish-ba/Pages/major-requirements.aspx>

## Teaching Culture Core: 4 quarter hours required, grade of C or better required

- WLE 370 Second & World Language Literacies and Cultures

## Education Courses: 40 quarter hours required, grade of C or better required

- SCU 207 Social and Historical Issues in Education
- SCU 337 Human Growth and Development
- SEC 364 Methods: Curriculum and Instruction Secondary Schools (candidates interested in teaching solely at the elementary school level may instead take EE 281 Introduction to Educational Practice – Elementary; MUST be approved by WLE Director)
- BBE 307 Equity Issues in Assessment of Language Learners
- LSI 346 Strategies for Mainstreaming and Inclusion
- WLE 326 Theoretical Foundations of ESL and WLE
- WLE 349 Standard and Content-Based Methods of Teaching World Languages K-12
- WLE 360 Second, World and Heritage Language Acquisition K-12
- WLE 375 WLE History, Policy and Curriculum Development
- SCU 338 The Process and Evaluation of Learning **OR** SCU 339 Philosophy and Psychology of Youth and Middle Level Education

## Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. *WLE candidates are strongly encouraged to pursue the ESL/Bilingual Education minor and endorsements, the courses for which count toward open electives (see details in the section below).* The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. **Electives must be approved by the WLE Program director.**

## Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience

hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

- WLE 385 Student Teaching in World Languages\_ (12 credit hours)
- EDU 95 Clinical Experience with Children and Youth\_(non-credit, non-tuition, PA grade required)

**Required Licensure Tests** ([See below](#))

## MASTERS DEGREE COURSE REQUIREMENTS

DePaul University offers masters degrees in World Language Education (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish).

### Content Area Courses

All students need to have sufficient knowledge of the subject (language) they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Modern Languages Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor (Hilary Ozog). Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

### Language Content Course Requirements for World Language Education

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced (*insert language here*) I
- Advanced (*insert language here*) II
- Advanced (*insert language here*) III
- Advanced High (*insert language here*) I
- Advanced High (*insert language here*) II
- Advanced High (*insert language here*) III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

For graduate content courses from Modern Languages, two simple solutions are available to provide graduate credit in language courses:

1. MOL creates a 400-level number to use as a graduate cross-listing for any 300-level course (for example, SPN 450 for SPN 350). We have already done this for many language courses.
2. The student simply attends a course, but registered under an appropriate 499 “independent study” number (CHN 499, FCH 499, SPN 499, etc.); the student and instructor must complete the usual form for independent study registration.

See language program specifics below:

Arabic: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-arabic-ma/Pages/degree-requirements.aspx>

Chinese: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-chinese-ma/Pages/degree-requirements.aspx>

French: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-french-ma/Pages/degree-requirements.aspx>

[learning-world-language-french-ma/Pages/degree-requirements.aspx](https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-french-ma/Pages/degree-requirements.aspx)

German: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-german-ma/Pages/degree-requirements.aspx>

Italian: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-italian-ma/Pages/degree-requirements.aspx>

Japanese: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-japanese-ma/Pages/degree-requirements.aspx>

Latin: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-latin-ma/Pages/degree-requirements.aspx>

Russian: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-russian-ma/Pages/degree-requirements.aspx>

Spanish: <https://www.depaul.edu/university-catalog/degree-requirements/graduate/education/teaching-and-learning-world-language-spanish-ma/Pages/degree-requirements.aspx>

### **Education Course Requirements**

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 Human Development and Learning: Secondary
- T&L 425 Curriculum and Instruction in Secondary Education (candidates interested in teaching solely at the elementary school level may instead take T&L 404 Introduction to Elementary Education; MUST be approved by WLE Director)
- Choose one course from the following list:
  - SCG 408 Education and Society
  - SCG 409 Sociology of Education
  - SCG 411 Philosophy of Education
- BBE 560 Second, World and Heritage Language Acquisition K-12
- BBE 570 Second & World Language Literacies and Cultures
- BBE 526 Theoretical Foundations of ESL and WLE
- T&L 449 Standard and Content-Based Methods of Teaching World Languages K-12
- T&L 575 WLE History, Policy and Curriculum Development
- BBE 407 Equity Issues in Assessment of Language Learners
- LSI 446 Psychology and Education of the Exceptional Child

### **Education Elective Course: 4 quarter hours are required, grade of C or better required (Courses must be approved by the WLE Director)**

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. *WLE candidates are strongly encouraged to pursue the ESL/Bilingual Education endorsements, the courses for which count toward electives (see details in the section below).* Choose an Education course in consultation with the Academic Advisor or Content Advisor. *Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.*

### **Content Elective Course**

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in the candidate's language of licensure at the graduate level or a language education course is required; either course must be approved by the WLE Program director. *WLE candidates are strongly encouraged to pursue the ESL/Bilingual Education endorsements, the courses for which count toward electives (see details in the section below).* Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the

WLE Program Director prior to registration and requires graduate level registration.

- 300-600 level language course

### **Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 World Languages Student Teaching (6 credit hours, grade of B- or better required)
- T&L 593 World Languages Seminar (2 credit hours)
- EDU 95 Clinical Experience with Children and Youth (non-credit, non-tuition, PA grade required)

### **Master of Arts (MA) Option Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required. See the WLE Director for specific directions and requirements

- T&L 589 Thesis Research in Teaching and Learning

### **Optional Recommended Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 Philosophy and Psychology of Youth and Middle Level Education

## **REQUIRED GRADUATE / UNDERGRADUATE LICENSURE TESTS: COMPLETE BEFORE STUDENT TEACHING**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education majors must complete the following tests:

**Test of Academic Proficiency (TAP) (test #400)** - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). \*Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.

**Foreign Language Content Area Test** – assesses knowledge of the language and culture of specialization. Test is required before Student Teaching (deadlines apply).

- Arabic Content Area Test (test #137) – assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- Chinese Content Area Test (test #126) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- French Content Area Test (test #127) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- German Content Area Test (test #128) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Italian Content Area Test (test #130) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- Japanese Content Area Test (test #131) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- Latin Content Area Test (test #133) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- Russian Content Area Test (test #134) – assesses knowledge of the Russian language and culture.



Test is required before Student Teaching (deadlines apply).

- Spanish Content Area Test (test #135) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).

### Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program. The OPI is:

- A standardized procedure for the global assessment of functional speaking ability
- A telephonic interview between a certified ACTFL tester and an examinee
- A criterion referenced test that compares an individual’s performance of specific oral communication tasks with the criteria of each of 10 proficiency levels.

The OPI is a structured conversation between a trained and certified Interviewer and the person whose speaking proficiency is being assessed. The interview is interactive and adapts to the speaking ability of the individual being tested. There is no script or prescribed set of questions; the topics are based on the interests and experiences of the speaker.

Please do not leave the OPI applications for the end of the quarter. **For registration & information,** visit: <http://education.depaul.edu/student-resources/licensure/pages/oral-proficiency-exam.aspx> AND contact Karlee Johnson ([kjohn140@depaul.edu](mailto:kjohn140@depaul.edu)) to schedule time and **BE SURE TO COPY** Dr. Jason Goulah on your email ([jgoulah@depaul.edu](mailto:jgoulah@depaul.edu)).

**EdTPA** - is a required assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment. You should receive a copy of the *World Language Education edTPA Handbook* in SEC 364/T&L 425 (or EE 281/T&L 404). If you do not, please contact the WLE Director for a copy.

## ESL-BE ENDORSEMENTS / ESL-BE MINOR

WLE candidates at both the undergraduate and graduate levels are encouraged to pursue endorsements in teaching English as a second language (ESL), bilingual education (BE), or both. **Given the growing number of English learners in Illinois and the U.S., these endorsements have become highly desirable by prospective employers.** We have made these endorsements particularly easy for WLE candidates to obtain:

- Eight (8) courses are required for both endorsements, seven (7) for one endorsement—FOUR (4) of these courses are *already* required for the WLE degree.
- By completing endorsement courses for the required electives, WLE candidates can earn the ESL and/or BE endorsement(s) with only **ONE** to **THREE** additional courses.
- Fieldwork in the endorsement-required courses **MUST** be completed in ESL/BE classrooms. These fieldwork hours **COUNT** toward the WLE degree requirements; **HOWEVER**, fieldwork completed in a foreign language classroom for these courses **DO NOT COUNT** toward the endorsement requirements. Therefore, please consider pursuing the ESL/BE endorsement from the beginning, so fieldwork hours are not wasted. Please contact the WLE Director if you have questions about accommodations for ISBE-mandated 100 hours of fieldwork for the endorsements.

The following courses are required for the ESL and/or BE endorsements. Please note the WLE course substitutions where applicable.

BBE 404	Language, Literacy and Culture	(BE/ESL endorsements)
BBE 304	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
<b>OR</b>		
BBE 570	Second & World Language Literacies and Cultures	
BBE 370	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
WLE 370		
BBE 406	Sociopolitical and Historical Perspectives in Bilingual Ed	(BE endorsement)
BBE 316	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 407	Equity Issues in Assessment of Language Learners	(BE/ESL endorsements)
BBE 307	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 425	Biliteracy, Language, and Content in Bilingual Education	(BE/ESL endorsements)
BBE 325	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 466	First and Second Language Acquisition	(BE/ESL endorsements)
BBE 366	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
<b>OR</b>		
BBE 360	Second, World and Heritage Language Acquisition K-12	
BBE 560	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 510	Special Topics in Language Education	(BE/ESL endorsements)
BBE 310	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 524	Methods of ESL Literacy and Language Development	(BE/ESL endorsements)
BBE 324	<i>(field experience hours <b>must</b> be done in ESL classrooms)</i>	
BBE 526	Theoretical Foundations of Teaching ESL and WLE	(ESL endorsement)
BBE 326		
WLE 326		
BBE 097	Field Experience in Bilingual-Bicultural Education	(BE/ESL endorsements)
BBE 096		

### **SUBSTITUTIONS: for WLE students pursuing ESL-BE Endorsements**

Possible Substitution with WLE Director Permission: BBE 524 for T&L 449/WLE349 (field experience hours **must** be done in ESL classrooms).

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

For undergraduate WLE students, the above-indicated endorsement courses also constitute a Minor in ESL and/or Bilingual Education, which includes the DePaul University Certificate in ESL Instruction (TEFL/TESL) that will appear on their transcripts. This minor is ideal for undergraduates who are, or will be, working with second language learners in the U.S. or abroad. **It is NECESSARY for you to declare**

**this minor in Campus Connect.** Please contact Dr. Sung Park-Johnson ([sparkjoh@depaul.edu](mailto:sparkjoh@depaul.edu)), Director of the BE-ESL Minor.

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 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 097/096 on their last quarter before graduating.**

**Fieldwork in the endorsement-required courses MUST be completed in ESL/BE classrooms. These fieldwork hours COUNT toward the WLE degree requirements; HOWEVER, fieldwork completed in a foreign language classroom for these courses DO NOT COUNT toward the endorsement requirements. Therefore, please consider pursuing the ESL/BE endorsement from the beginning, so fieldwork hours are not wasted. Please contact the WLE Director if you have questions about accommodations for ISBE-mandated 100 hours of fieldwork for the endorsements.**

Field experience hours are required for the minor. 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 for all completed field experience hours. Student 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>. (see below)

## GRADUATE DEPAUL CERTIFICATE IN ESL INSTRUCTION

Graduate students in the WLE 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.

## FIELD EXPERIENCE HOURS

### Basic Information

- Each teacher education program requires supervised field experiences with students in schools. These field experiences are included as course assignments in specific courses in the academic program.
- The minimum number of required hours varies by program.
- Students are required to complete Level I and Level II Field Experiences prior to student teaching.
- Examples of field experiences include: assisting teachers, administering assessments, tutoring individual students, or teaching in small and large group settings. As part of the field experiences training, students are expected to practice in a variety of settings and grade levels.
- Please see Fieldwork for the ESL/Bilingual Education Endorsements section below for specific directions and requirements.

### Basic Requirements

- Field experiences must be completed in at least three different schools, with a minimum of fifteen hours within each grade level/program category for which licensure is being pursued.
- Students are required to complete a specified number of hours with exceptional children and in a multicultural setting.
- Field experiences must be completed in a classroom setting while school is in session and students are present.
- Field experiences must be unpaid and supervised by a fully licensed educator. Professional behavior and dress are expected at all times.
- Unless otherwise instructed (or unless pursuing the ESL/BE endorsements), WLE candidates should complete fieldwork in the language of their license.

### CPS Field Experience Process

In order to complete field experience within the Chicago Public Schools, students must complete a two-step process. Field experience includes any students completing observations, pre-clinical hours, practicum experiences and any PRE-student teaching experiences in CPS schools. Field experience is NOT the same as student teaching clearance.

To get a Background Check there are two steps that must be followed:

1. Registration Form ~ go to [www.cps.edu/careers](http://www.cps.edu/careers) and click on Field Experience Program to access the online registration form. Complete the online form. Please enter Kate Liston as the name of the Coordinator of Field Experiences. Please put 773-325-7768 for the telephone number of the Coordinator of Field Experiences.

2. Criminal Background Check form ~ go to [www.cps.edu/careers](http://www.cps.edu/careers) and click on Field Experience Program for the CPS Fingerprinting Form. Print the form and take it to the Accurate Biometrics Office closest to you. You can find the locations by going to [www.accuratebiometrics.com](http://www.accuratebiometrics.com) . Put the receipt that you will receive from Accurate Biometrics in a safe place. You will need it in case any questions should arise.

After your livescan fingerprints are completed, Accurate Biometrics will send your fingerprints to the Illinois State Police and to the Federal Bureau of Investigation. Once your fingerprints have been cleared, the ISP and the FBI will send the clearance to Accurate Biometrics. Accurate Biometrics will send the

clearance to CPS. CPS will then send you an e-mail with your Approval Notice form attached. This will take at least two weeks to be processed. The Approval Notice is valid for all of your field experiences until it is time to Student Teach. When you are getting ready to student teach, you will go through the process one more time.

Please contact Kate Liston at [kliston@depaul.edu](mailto:kliston@depaul.edu) if you have any questions about background checks and/or Student Teaching.

### **Fieldwork for ESL/Bilingual Education Endorsements**

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 letterhead, 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>

## **STUDENT TEACHING**

To advance to student teaching, a student must have a minimum of a cumulative GPA of 2.75 (undergraduate) or 3.00 (graduate). All academic coursework and content area tests must be successfully completed. Three online faculty evaluations for student teaching are required.

The student teaching experience consists of teaching a full day, everyday for 11 weeks, one academic quarter (11 weeks). Students may not act as a substitute teacher or accept payment from their student teaching placement site. A capstone (undergraduates) or seminar (graduates) course accompanies the student teaching experience and meets regularly throughout the quarter. Students are assigned a cooperating teacher (on-site) and a university supervisor (DePaul faculty) to monitor their progress. For more information on student teaching, visit: <http://education.depaul.edu/student-resources/student-teaching/Pages/default.aspx>

## **LICENSURE**

For information about licensure, please visit: <http://education.depaul.edu/student-resources/licensure/Pages/default.aspx>

## **CONTENT & ACADEMIC ADVISORS / PROGRAM FACULTY**

Your *content advisor* in the College of Education is Dr. Jason Goulah, the WLE Program Director. Your *content advisor* in Modern Languages is the director of your respective language programs (please see

below or contact Modern Languages directly). Your academic advisor is Hilary Ozog. If you haven't done so already, please make an appointment *first* with Dr. Goulah ([jgoulah@depaul.edu](mailto:jgoulah@depaul.edu)), *then* Hilary Ozog ([hozog@depaul.edu](mailto:hozog@depaul.edu)), and *then* with your MOL content advisor. This is very important to do a long-term plan and receive important information about TAP, OPI, edTPA, student teaching, and other program requirements.

**Dr. Jason Goulah**, Associate Professor and Director of BBE and WLE; Director, Institute for Daisaku Ikeda Studies in Education

*Second/Foreign Language and Culture Education*

Jason Goulah has a PhD in second and foreign language education from the State University of New York and an LLM in fundamental laws from Kwansei Gakuin University (Japan). He has been involved in language education for over twenty-five years as language teacher, professor, researcher, and professional and curriculum developer. He is a former high school teacher of Japanese, Russian as heritage and foreign languages, and English as a second language, and is 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 at the University at Buffalo Law School. His research interests include transformative world language learning; Makiguchi and Ikeda studies in education; and language, culture, identity and multiple literacies. His scholarship has appeared in multiple edited volumes and scholarly journals. He is the editor of *Daisaku Ikeda, Language and Education* (2013) and co-editor of *Makiguchi Tsunesaburo (1871-1944): Philosophy in Context* (2013).

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

**Dr. Sung Park-Johnson**, Assistant Professor and Director of BE-ESL Minor

*Linguistics, Language Acquisition, Assessment*

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 PK-5 classrooms in the U.S. and in Hong Kong, and has taught adult ESL. She has professional experience as a developer of 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](mailto:sparkjoh@depaul.edu)

### **Content Advisors in Modern Languages**

*Arabic Program Director:*

Nesreen Akhtarkhavari  
[nakhtark@depaul.edu](mailto:nakhtark@depaul.edu)

*Chinese Program Director:*

Li Jin  
[ljin2@depaul.edu](mailto:ljin2@depaul.edu)

*French Program Director:*

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[polly.mangerson@depaul.edu](mailto:polly.mangerson@depaul.edu)

*German Program Director:*

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*Italian Program Director:*

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*Japanese Program Director:*

Nobuko Chikamatsu  
nchikama@depaul.edu

*Latin and Russian Program Director:*

Contact MOL Chair David Akbar Gilliam  
dgilliam@depaul.edu

*Spanish Program Director:*

Juana Goergen  
jgoergen@depaul.edu

## FREQUENTLY ASKED QUESTIONS

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

ISBE requires WLE candidates to do extensive and intensive fieldwork hours. The number of hours and level in each class depends on the type of class. If you're pursuing an ESL and/or Bilingual Education (BE) endorsement, ISBE requires 100 fieldwork hours in an ESL/BE classroom with a licensed and endorsed teacher. Hours done for the endorsement count toward the WLE degree and license, but fieldwork hours conducted in a world language classroom do not count toward the ESL/BE endorsement.

### **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. HOWEVER, if you're pursuing an ESL and/or Bilingual Education (BE) endorsement, the hours you're doing in ESL/BE classrooms count toward the WLE degree and license. Note, the fieldwork hours conducted in a world language classroom do not count toward the ESL/BE 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 fieldwork hours in?**

For ESL/BE endorsements you can do hours in any K-12 classroom, as long as these are with a licensed BE and/or ESL endorsed teacher. Please see directions for grade levels for WLE Program fieldwork.

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

Contact Kate Liston ([kliston@depaul.edu](mailto:kliston@depaul.edu)) and/or the Clinical Experience Office in the College of Education for placements.

## WLE EDUCATION CORE COURSE SCHEDULE \*

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

### **Fall**

BBE 466 /366 First and Second Language Acquisition

BBE 524/324 Methods of Teaching ESL

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

**WLE 375/T&L 575 World Language History, Policy and Curriculum Development**

### **Winter**

BBE 404/304 Language, Literacy and Culture

BBE 510/310 Special Topics in Language Education

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

**WLE 349/T&L 449 Standard and Content-Based Methods of Teaching World Languages (K-12)**

### **Spring**

**BBE 407/307 Equity Issues in Assessment of Language Learners**

**BBE 526/326 Theoretical Foundations of Teaching ESL and WLE**

### **Summer**

**BBE 526/326 Theoretical Foundations of Teaching ESL and WLE**

\*changes may occur, so please check the catalog.

## **WLE CORE COURSE DESCRIPTIONS**

### **T&L 449/WLE 349 Standard and Content-Based Methods of Teaching World Languages K-12**

This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world language instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the “Five Cs”—Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards—toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork.

*Field Experience Hours: 20/15 hours; level 1 in language of certification*

### **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 (minor without endorsement)*

### **BBE 526/326 – WLE 326 Theoretical Foundations of Teaching ESL and WLE**

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



**BBE 560/360 – WLE 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 (minor without endorsement)*

**BBE 570/370 – WLE 370      Second & 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 (minor without endorsement)*

**T&L 575/WLE 375      WLE History, Policy and Curriculum Development**

This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Students in this course review theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, articulation, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined in light of WLE history, policy, and standards.

*Field Experience Hours: 20/15 hours; level 1 in language of certification*

**ESL-BE ENDORSEMENT CORE COURSE DESCRIPTIONS**

**1. BBE 404/304      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. and international settings. Topics include language and ethnicity, language and identity, language and social class, language standardization, language discrimination, dialects, language loss, and heritage languages.

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

**2. 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 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.

**3. 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 (minor without endorsement)***

**4. BBE 425/325            Bilitery 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 (minor without endorsement)***

**5. 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 (minor without endorsement)***

**6. BBE 510/310            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.

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

**7. BBE 524/324            Methods of Teaching ESL**

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

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

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

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