

Institution: University of Massachusetts Global

Content Area: Bilingual Education

Grade Range: Prekindergarten to Grade 12

Location: Out-of-State

Mode of Delivery: In-Person, Online

Approval Date: 02/08/2022

Bilingual Endorsement:

Include a list of courses from your institution that you honor for the Bilingual Education endorsement.

Course Area	Department	Course #	Title	Description	Mode of Delivery (In Person, Online, Both)
Foundations of bilingual education	School of Extended Education	EDEU 500	Foundations of ESL and Bilingual Programs	Explore how historical, political, sociocultural, and educational events, federal and local laws, and local policies combine to drive the services and supports for English Learners in schools. Theories of first and second language acquisition and bilingualism, ESL and Bilingual program delivery models, and current research related to developing, implementing, and evaluating ESL and Bilingual programs and services for English Learners, and their families are included. Effective Dec 1, 2019, a minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	Both, usually offered fully online
Assessment of bilingual students	School of Extended Education	EDEU 505	Assessment of ESL and Bilingual Learners	Overview of procedures and instruments used to promote assessment of learning, assessment for learning, and assessment as learning in English learners and emerging bilinguals. Develop understanding of the purposes, characteristics, strengths, and limitations of formal assessments and informal structured and unstructured classroom assessments, strategies for using assessment data to plan and deliver instruction, and the impact of validity, reliability, and bias. Tools and practices for identifying, placing, and assessing language and content learning in English learners and emerging bilinguals at all levels of English language development will be included. Effective Dec 1, 2019, a minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	Both, usually offered fully online
Methods and materials for teaching limited English proficient students in bilingual programs	School of Extended Education	EDEU 501	Methods of Teaching ESL in Bilingual Programs	Develop an understanding of materials, methods, and approaches for implementing and managing standards-based ESL and content instruction for students served within bilingual programs. Topics will include language objectives, instructional methods, grouping strategies, selection and use of digital and print materials and resources, selection and use of linguistic supports, and assessment practices for promoting content and language learning for students at different levels of English language development within bilingual programs. Effective Dec 1, 2019, a minimum of 20 clock hours of on-	Hybrid

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				site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	
Cross-cultural studies for teaching limited English proficient students	School of Extended Education	EDEU 502	Cross Cultural Issues for Teaching ESL	Teachers analyze their personal attitudes, values, and beliefs about English, bi/multilingualism, language use, patriotism, power, privilege, and cultural norms. Explore implications for how these impact interactions with students and their families, instructional decisions, perceptions about student performance, teaching, learning, assessment, and evaluation of English Learners in multicultural educational settings. Effective Dec 1, 2019, a minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	Both, usually offered fully online
Methods and materials for teaching English as a second language	School of Extended Education	EDEU 503	Methods and Materials for Teaching ESL	This course will help teachers develop an understanding of the best practices, methods, and selection and use of print and digital materials and resources to support English Learners in developing listening, speaking, reading and writing skills in English. Emphasis is placed on developing interpersonal communication skills and academic language of beginning and intermediate ESL students. Effective Dec 1, 2019, a minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	Hybrid
Electives	School of Extended Education	EDEU 504	Linguistics for ESL Teachers	Teachers deepen awareness about English phonology, phonemes, morphology, syntax, semantics, and pragmatics, the history of the English language, the constant evolution of the language, and the role of language in society. Explore similarities and difference between the structures of English and languages represented in the classrooms, schools, and communities of the participants as well as those of major groups in the US with consideration for teaching English Learners. Effective Dec 1, 2019, a minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.	Hybrid
100 clock hours/ 3 months experience (if coursework is infused,	20 hours is included in each course as of December 2019: EDEU 500, EDEU 501, EDEU 502, EDEU 503, EDEU 504, and EDEU 505 EDEU 9612 is also offered as a course for those who have not met the ISBE “clock hour” requirement. DESCRIPTION for EDEU 9612: Complete 100 clock hours of practicum activities in PK-12 classrooms serving multilingual learners with professional coaching seminar. Participate in activities such as classroom observations, consultations, teaching, tutoring, and/or assisting English Learners to				

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indicate all courses the educator must complete)	become acquainted with ESL/bilingual education in a public school setting and the academic, social, and emotional needs of multilingual, multicultural learners. Placement site(s) and cooperating teacher(s) are secured by the individual and approved by the instructor.
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