M.Ed. – BILINGUAL EDUCATION
Emphasis in Dual Language and ESL Education

The Master of Education in Bilingual Education Program prepares educators bilingual education and English as a Second Language (ESL). Students in the program take coursework in language development, second language acquisition, models of effective practice, linguistics and assessment. While all students take core courses, the program has two strands: Dual language and ESL. The dual language strand coursework is all in Spanish. The ESL strand further prepares students to work with English language learners in English. Students completing the program will be able to advise administrators, provide professional development in districts, and become agents of change by advocating for bilingual learners, planning successful programs and supporting appropriate implementation of education policy.

ADMISSION REQUIREMENTS
Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for unconditional admission for master’s degree in bilingual education are:

- Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study.
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria may be considered for Conditional Admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

Language Requirement:
Candidates who choose the dual language track must demonstrate proficiency in Spanish. Teachers holding a bilingual teaching certificate will be considered proficient. Candidates not holding a bilingual teaching certificate may demonstrate proficiency by passing an oral and written interview administered by bilingual faculty in the LLIS department. Candidates who choose ESL track do not need to show proficiency in a second language.

39-HOUR THESIS/NON-THESIS PROGRAM
Required Courses: 30 hours

- EDFR 6300 Foundations of Research in Education
- EDSL/BILC 6324 Language Acquisition and Implications of Teaching
- EDFR 6388 Socio-Cultural Foundations of Education
- EDSL 6327 ESL Techniques in the Content Areas
- EDLI 6351 Linguistics for Reading and ESL
- BILC 6361 Issues in Bilingual and ESL Education
- BILC/EDSL 6367 Assessing English Language Learners
- EPSY 6304 Foundations of Learning, Cognition, and Human Development
- BILC 7362 Principles of Curriculum Development in Spanish and English
- BILC 6365 Action Research in Dual Language and ESL Education

For Dual Language Strand
- BILC 6364 Principles and Practices of Biliteracy Development in Spanish and English
- BILC 6363 Literatura Infantil
- BILC 6366 Academic Spanish Across the Content Area

For ESL Strand
- EDSL 6325 ESL for Bilingual and Multicultural Settings
- EDSL 6329 Foundations of ESL and Professionalism

COMPREHENSIVE EXAM
Students have the option of completing the M.Ed. degree by taking a comprehensive exam. The comprehensive exam is taken after students complete all coursework. The exam is prepared by graduate faculty.

For course descriptions and other information related to Graduate Studies, visit utb.edu/graduatestudies.

PROFESSIONAL PORTFOLIO
All students enrolled in the Bilingual Education program will be required to...
purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at https://tk20.utb.edu/ or at the UTB Barnes and Noble bookstore.

**COURSE DESCRIPTIONS**

**EDFR 6300 Foundations of Research in Education**
The course is an introduction to research methodology in education. It focuses on the relationship between research problem, questions and design and introduces students to techniques for collecting and analyzing research data. The course emphasis is on writing, analysis and synthesis of research methodology and findings in empirical articles. Lec 3, Cr 3

**EDFR 6388 Socio-Cultural Foundations of Education**
Analyzing socio-cultural forces which shape the direction of American education with emphasis on education in philosophical, sociological, psychological and anthropological context, and the intercultural factors in society which affect public schools and influence learning and acquiring skills important to educational growth and self-fulfillment will be stressed. Lec 3, Cr 3

**EPSY 6304 Foundations of Learning, Cognition and Human Development**
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of conglomeration and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Lec 3, Cr 3

**BILC/EDSL 6324 Language Acquisition and Implications for Teaching Linguistic, social and cultural theories of language acquisition and learning related to bilingual students will be studied and connected to successful, research-based approaches for instruction. The course will emphasize the needs of English language learners and review programs and practices that best meet the needs of those students. Lec 3, Cr 3

**BILC 6361 Issues in Bilingual and ESL Education**
Students review social, cultural, political and educational issues that effect bilingual and ESL education, especially those that impact the education of Latino students. The course reviews the history of bilingual education, effective models of ESL and bilingual education and best practices for ESL. Lec 3, Cr 3

**BILC 6363 Literatura Infantil**
The focus of this course is to develop an appreciation of poems, short stories, theatre and novels for children, written originally in Spanish by authors from diverse regions of the Spanish-speaking world. Students will be required to analyze and interpret texts from a literary perspective. Students will examine various strategies to incorporate children's literature into the curriculum as well as assess the ethical and aesthetic value of texts. All lectures, reading, papers, presentations and examination are in Spanish. Lec 3, Cr 3

**BILC 6364 Principles and Practices of Biliteracy Development in Spanish and English**
This course, taught in Spanish, examines different theories of reading and their implications for biliteracy instruction for Spanish-speaking bilingual students. Students examine the history of the teaching of reading in English and Spanish, the writing development of bilingual students and appropriate approaches for teaching reading and writing to bilingual students. Lec 3, Cr 3

**BILC 6365 Action Research in Bilingual and ESL Classrooms**
The course emphasizes the value of teacher research through which critical issues in the fields of ESL and bilingual education of Latinos in particular are investigated. Students will identify research questions, review current literature, and complete action research projects related to bilingual/ESL teaching and learning.

**BILC 6366 Academic Spanish Across the Content Areas**
This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish. Lec 3, Cr 3

**BILC 7362 Principles of Curriculum Development in Dual Language and ESL Classrooms**
Students will connect research and theory to best practices for English language learners in dual language and ESL settings. This includes an understanding of how culture influences language learning and school achievement. Students will apply their understanding of best practices to planning curriculum. Lec 3, Cr 3

**BILC/EDSL 6367 Assessing English Language Learners**
Students will be provided with the knowledge and skills needed to assess English language learners in ways that are valid, reliable and fair.

**EDSL 6327 ESL Techniques in the Content Areas**
This course will emphasize specific techniques of teaching content areas (science, mathematics and social studies) to non-English speaking students using ESL techniques. Lec 3, Cr 3

**EDSL 6329 Foundations of ESL and Professionalism**
This course will provide students with knowledge of the history and research in the field of ESL and how to apply it to improve teaching and learning. Students will understand the importance of advocacy, professional development and collaboration with students, families and staff. Lec 3, Cr 3

**EDSL 6325 ESL for Bilingual and Multicultural Settings**
This course will emphasize intercultural teaching practices, stressing second language instruction in bilingual and multicultural settings. Lec 3, Cr 3

**EDSU 6327 Foundations of ESL and Professionalism**
This course will provide students with knowledge of the history and research in the field of ESL and how to apply it to improve teaching and learning. Students will understand the importance of advocacy, professional development and collaboration with students, families and staff. Lec 3, Cr 3

**EDLI 6351 Linguistics for Reading and ESL**
This course explores the linguistic basis of the reading process. Students will consider the implications of the basic concepts from phonology, orthography, morphology and syntax for teaching reading and for teaching English language learners. Lec 3, Cr 3

**CAREERS**

- Facilitator
- Bilingual director
- Bilingual or ESL teacher and mentor
- Biliteracy coordinator
- Curriculum specialist or writer
- Regional Service Center staff
- Advisor to schools on bilingual or ESL issues

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