Master of Education with ESL Bilingual Endorsement
Course Descriptions

EDU 501/530/630 Action Research
This course is designed to introduce students to the philosophical foundations, purposes, and methodologies of action research. Graduate students will be guided through the process of developing an action research project relevant to their vocational setting and professional development. Graduate students will implement this project in an ESL/Bilingual classroom fulfilling requirements reflecting quality data collection and analysis to produce and present a scholarly and professional research paper. [3 credit hours]

EDU 514/EDU214 Foundations of Minority Education*
This course offers an overview of the historical, sociological, philosophical, political, and legislative foundations of language minority education. Specific topics include legal, historical, and social perspective; multi-cultural perspectives with implications for bilingual education; program models; approaches to language minority education in other countries; and current national and state issues in language minority education. [3 credit hours]

EDU 513/EDU313 Cross-Cultural Education*
This course examines diverse cultures and how they differ and are the same relating to the following: religion, politics, economics, ideology, education, and social order. We explore cultural universals so that students will have a better understanding of the needs of the underrepresented populations. We will discuss strategies that promote understanding, tolerance, overcoming prejudice, and that celebrate diversity.[3 credit hours]

EDU 518/EDU318 Methods and Materials of Teaching Bilingual Education*
This course is designed to provide strategies, methods, and materials that are appropriate for teaching bilingual students. The emphasis of the course will be on examining and supporting children's literacy development in their native language, as well as learning the content areas (i.e., social studies, math, language arts, etc.) Techniques for managing multilevel classrooms and curriculum development will be studied. Throughout the course, we will discuss what the research and the practice of master teachers indicate about how children develop as readers and writers. [3 credit hours]

EDU 520 Cognition and Learning
Certified teachers have foundational knowledge of educational psychology. This course, which builds on those foundations, focuses on cognitive psychology and its implications for education in ESL/Bilingual classrooms. It will examine applications of the research on cognition and the brain (including gender differences) to the design of instruction. The fundamental processes of cognition - how individuals perceive information, store it in memory, and retrieve it for later use - will be emphasized. Graduate students will investigate intelligences and ways to adapt instruction for these individual student differences. The theory of emotional intelligence as it affects both the teacher and the learner will be explored. [3 credit hours]

EDU535 Scholarship in Teaching
Teachers have a powerful, long-lasting influence on their students. Teachers directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another. This course explores the attributes of excellent teaching and learning and offers a structure to help experienced professionals become more effective learning specialists in the linguistically and culturally diverse classroom. Coursework will include a survey of current literature on the qualities of effective teachers, a formative assessment of individual classroom practice, and opportunities to participate in discussions and reflections on the qualities of excellent teaching. [2 credit hours]

EDU 611/EDU311 Technology Instruction for Teachers of Language Minority Students*
The use of computers and interactive media for instructional purposes in linguistically and culturally diverse classroom is discussed. The selection and use of software and interactive media (acknowledging copyright prohibitions) within various content areas are also presented. Demonstrations of software and hands-on activities are included to provide teachers with the information necessary to successfully integrate technology instruction into their classrooms. [3 credit hours]
EDU 614/EDU314 Assessment of English Language Learners (ELLs)*
This course will provide participants with a comprehensive knowledge foundation in the study and development of language programs for ESL/Bilingual students. It will have an emphasis on the review of various bilingual and dual language program models as well as assessment of English Language Learners (ELLs). The course promotes the use of balanced assessment models for student evaluation and gives attention to the development of valid and effective teacher-made tests that include a variety of question types, modalities, promote higher-order thinking, and provide allowances for students with different learning needs. Participants investigate a variety of language assessment tools including journals, logs, portfolios, group projects, reflective papers, student interviews, self-evaluations, and meta-cognition. Participants will relate to the usefulness and applicability of particular assessment tools and model appropriate elements in lesson planning and instruction. [3 credit hours]

EDU 616/316 Reading and Writing in a New Language: Linguistic Considerations*
This course develops graduate students' understanding of language development in the first eight years of life and the principles that govern the process. The language learning process is studied as an integral part of both the development of thinking and the child's sense of self. The purpose of the course is also to provide a framework for considering how language development in bilingual individuals is different from that of monolinguals. This course is designed to assist educators in understanding how the multiple realities of bilingualism interact with the educational context and, therefore, may influence the academic performance of bilingual students. Students learn how the various contexts both inside and outside of a child's home interact with factors such as age, sex, race, social class, and cultural experiences to influence language competence and performance. Students examine the role of adults, peers, and siblings in fostering language development and learn how group experiences in early childhood programs can be arranged to maximize language development in new language learners. [3 credit hours]

EDU 617/EDU317 Methods and Materials for Teaching English as a Second Language*
This course is focused on the relevant topics concerning English as a second language. Students will master strategies for teaching English to speakers of other languages using naturalistic second language learning strategies and methods. Applications to particular groups of different ages, abilities levels, and cultural backgrounds are presented. Strategies that foster both language acquisition and academic achievement in speaking, reading, writing, and listening will be presented. [3 credit hours]

EDU 635 Reading and Writing for Learning
This course will focus on the necessity of incorporating reading and writing in every content area, including science, math, social studies, and literature. The course will build on the experienced teacher's classroom practice of reading and writing instruction by adding such explicit strategies as questioning, summarizing, comprehension monitoring, and using graphic organizers to help readers to learn to retain, organize, and evaluate the information they read. The course will include a survey of current literature on reading and writing in the content areas and opportunities to participate in discussion and reflections on the use of content literacy practices in the linguistically and culturally diverse classroom. The use of student-choice book discussion groups will focus coursework to specific content areas. [3 credit hours]

EDU 640 Professional Communication Techniques
With past experience communicating both orally and in written format, graduate students will enhance and expand this knowledge base with techniques and skills that build confidence and success. This course will help students to better communicate orally as individuals, in group presentations, and in written format by studying and practicing strategies and methods for exceptional presentations to a variety of audiences in an educational setting. Skill development includes being better equipped to prepare, research, organize, draft, and present a professional report. Self-directed techniques will be learned and practiced to comfortably and successfully communicate in any setting. An appreciation for the needs and interests of the audience/reader will be emphasized. In a positive environment, the graduate student will develop critiquing skills and benefit from critiquing peers as well as receiving critiques from colleagues. As a result of this course, the educator will be prepared to communicate successfully with students, parents/guardians, peers, the board of education, professional organizations, and the community. [2 credit hours]

* Endorsement Courses within Masters Program; Cross-listed with undergrad courses