

ESL 604 Assessment of the Bilingual Student 3 hours

The emphasis in this course is on a research-based and practical approach of the foundations and characteristics of language assessment. Topics covered include evaluation and structure of assessments, analysis of formal and informal assessments, creation of language assessment instruments for various purposes, using appropriate technology for assessment, and using assessment results for the improvement of teaching. ESL 604 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

ESL 605 Methods and Materials for Teaching ESL 3 hours

An overview of different methods and techniques used in the teaching of language learners is provided in this course. The ESL candidate will develop an understanding of the principles of materials development and the application of their practical use. The candidate will also learn the skills necessary to prepare materials for students in the new language learning environment. ESL 605 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 606 Cross-Cultural Studies for Teaching
Limited-English Proficient Students 3 hours**

The study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community is the primary focus of this course. The candidate will gain a greater understanding of the relationship between language and culture. He/she will also learn various methods of how to incorporate culture into the ESL classroom. ESL 606 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 607 Contemporary Issues in Educating
English Language Learners 3 hours**

The candidate will engage in a socio-cultural and education examination of learning achievement issues that culturally and linguistically diverse students face in American school communities. The candidate will also examine techniques and strategies to promote collaboration with colleagues and administrators to provide support and a learning environment that embraces differences built upon commonalities. Topics include family literacy, parent communication, models of co-teaching for ESL classrooms, and taking a leadership role in ESL education. ESL 607 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 613 Theoretical Foundations of Teaching ESL
and Bilingual Students 3 hours**

A study of the major theories and principles of language learning and teaching in the fields of English as a Second Language and Bilingual Education. Attention is given not only to the comparison and contrast of first and second language acquisition, but also to the study of learners' inter-language and the pragmatic functions of language. ESL-613 includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students which is required to pass the course.

ESL 601 Linguistics for Teachers 4 hours

In this course, the candidate will receive an introduction to language and linguistics. The course will focus on, but not exclusively, on the English Language. The ESL candidate will be introduced to the traditional structure of linguistics (phonetics, phonology, morphology, syntax, semantics, language change), and the contextual structure of linguistics (discourse, dialect, variation, language and culture, the politics of language). Such concepts as language and brain development, language acquisition, and second language learning will also be presented.

Additional Courses Required to complete the Master of Arts in Education: Curriculum and Instruction

(All ELL courses plus the following four courses)

EDUC 607 Educational Research: Principles and Practices 3 hours

It is important that teachers are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted within the classroom setting. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions and a broad view of the literature. The culminating assignment will be a research proposal to be implemented and then presented in EDUC 696. The content focus will be current issues, trends, and organizational frameworks affecting education and the impact on teaching as well as learning and by what means they can be improved upon.

EDUC 646 Applied Learning Theory 4 hours

This course examines applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his/her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational theorists; apply the theories and concepts in a practical teaching setting; reflect upon the outcome; evaluate and design instructional strategies to meet the needs of the P-12 students in the classroom; and critique new ideas and proposals related to applied learning.

EDUC 616 Understanding Today's Children 3 hours

This course explores the unique composite of P-12 students in today's classroom. To develop the best learning environment and curriculum for student diversity, this information is the foundation for effective teaching and student learning. The course will cover this diverseness through the study of ethnicity, race, gender, and socioeconomic status of P-12 students who are a part of the American education system. The topics that will be interconnected with these types of diversity include the impact of home, society and school on the youth's attitudes and behaviors, and especially on academic behavior.

EDUC 696 Creative Project 4 hours

Practice is the best tool for learning. This course is designed to give the candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is student and overall school achievement in a P-12 learning environment. In this course, candidates will complete and then present research findings from their research projects begun in EDUC 607.