

Department of Teacher Education

Bilingual-Bicultural Education Program

A double major in Bilingual-Bicultural (BLBC) leading to a Bachelor of Arts Degree in Bilingual-Bicultural/Elementary Education (ELED) is offered. Students completing this program will meet the current State of Illinois standards for approval in BLBC as well as the 18 hour concentration required by the ELED Program.

BLBC Program goals are to develop skills, insights, and attitudes crucial to effective communication in teaching the bilingual-bicultural child; to understand the psychological and sociological settings pertinent to bilingual-bicultural children and their cultural differences; to become aware of the ongoing multilingual education programs; to become conversant in both first and second languages in teaching subject matter areas; to realize the importance of ethnic-cultural ties to the learning process; and to develop the necessary pedagogical competencies for the teaching profession through the bilingual-bicultural major.

For more specific information about your qualifications, make an appointment with the BLBC Program Advisor. Bring a transcript of any completed coursework with you for evaluation.

BLBC Program Advisor:
Clyde McLeod
773-442-5394
c-mcleod@neiu.edu
Northeastern Illinois
University
Lech Walesa Hall 0020
3601 W. Bryn Mawr
Chicago, IL 60625

Helpful Links:

[Advisors](#)

[Faculty](#)

[General Education Requirements](#)

[Portfolio Guidelines](#)

Updated 11-11-2011
BLBC11111.pdf

BILINGUAL – BICULTURAL PROGRAM REQUIREMENTS

Students receive Bilingual Approval on the Elementary Certificate

It is recommended that General Education requirements be taken prior to taking the following:

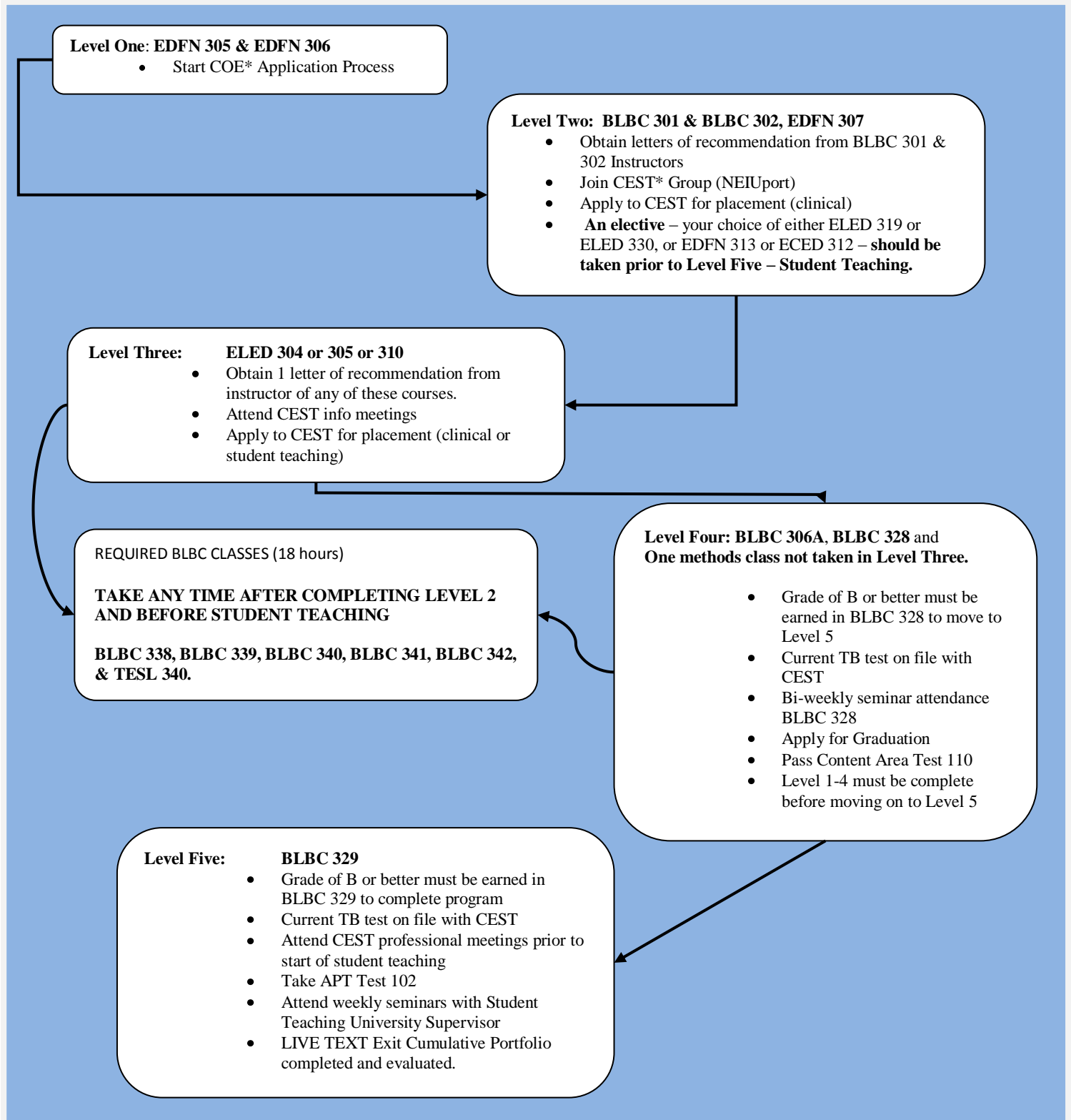
BLBC-ELED PROFESSIONAL SEQUENCE:

EDFN 305	Philosophical & Historical Foundations of Public Education	3 cr	
EDFN 306	Education & Individual Differences	3 r	
Declaration of Major and Acceptance into the College of Education required before continuing in professional coursework			
EDFN 307	Psychology of Instruction and Learning	3 cr	
BLBC 301	Curriculum in Elementary School	3 cr	Taken concurrently. Must receive a grade of B or higher in both to progress to next course.
BLBC 302	Methods of Teaching Language Arts	3 cr	
ELED/BLBC 304	Methods of Teaching Social Studies	3 cr	
ELED/BLBC 305	Methods of Teaching Science	3 cr	
BLBC 306A	Methods of Teaching Reading	3 cr	Must receive letters of Recommendation from 301 & 302 & a third one of your choice, prior to taking this course
BLBC 328	Clinical Experience in Elementary Education	1 cr	Concurrent with BLBC 306A
ELED/BLBC 310	Methods of Teaching Mathematics	3 cr	
BLBC 329	Student Teaching in Elementary Education	9 cr	
Elective Courses Choose one of the following			
EDFN 313	Problems, Issues & Practices in Education or	3 cr	
ECED 312	Teaching Strategies with Multicultural Groups (under construction) or		
ELED 319	Classroom Management or		
ELED 330	Creating and Using Puppetry in the Classroom		
		40 cr	

BILINGUAL-BICULTURAL APPROVAL EDUCATION MAJOR REQUIREMENTS

BLBC 338	Bilingualism and Education	3 cr	
BLBC 339	Teaching Communication Skills in Cross-Language/Culture Situations	3 cr	
BLBC 340	Methods of Teaching Language and Culture Diverse Students	3 cr	
BLBC 341	Methods and Materials for Teaching Limited English-Proficiency Students	3 cr	
BLBC 342	Assessment in the Bilingual Classroom		
TESL 340	Teaching English as a Second Language: Practices and Procedures	3 cr	
		18 cr	

BILINGUAL-BICULTURAL FLOW CHART



*COE = College of Education

CEST= Clinical Experiences and Student Teaching

Updated March, 2011

Department of Teacher Education

BILINGUAL/BICULTURAL COURSE DESCRIPTIONS

BLBC-301 Curriculum of the Elementary School, 3 cr.

The relationship of theory to practice is studied in a variety of elementary and middle school curricula. Analyses and interpretations of teaching-learning processes are conducted. Special attention is directed to: (1) instructional objectives in planning, (2) application of theories of child development, learning, classroom management, and instructional methodology to multicultural curriculum development, (3) unit and lesson planning, and (4) evaluation techniques. Strategies for meeting the needs of students with special needs are explored.

Prereq.: *EDFN-306 and declaration of major, concurrent course BLBC-302, and COE Admission*

BLBC-302 Methods of Teaching Language Arts- Elementary School, 3 cr.

Materials and techniques for the teaching of writing, speaking, and listening skills. The function of language in the life of the child, the relationship of language in other areas of learning as well as in multicultural settings. Attention given to linguistically and culturally diverse learners and students with special needs in the regular and middle school classroom. Emphasis on intermediate and middle school grades. Concurrent course: BLBC-301, and COE admission.

BLBC-304 Methods of Teaching Social Studies – Elementary School, 3 cr.

A study of instructional methods and materials for teaching social studies to all students, including exceptional students. Explores approaches to promoting children's cognitive and affective concept formation, critical thinking, exploration of problems associated with methods of research and appreciation of cultural diversity and global issues. May be accompanied by supervised, sequential Clinical Experiences culminating in teaching student-developed instructional units. Classroom management techniques conducive to the implementation of successful individual and group unit projects are investigated. Emphasis on intermediate and middle school grades.

Prereq.: *BLBC-301 and 302, and admission to College of Education.*

BLBC-306A Methods of Teaching Reading-Elementary School with Clinical Experience, 3 cr.

Examines current issues and research in the teaching of reading. Emphasis is given to exploring the instructional methods and materials for teaching reading to all students including linguistically and culturally diverse learners and students with special needs. Principles of classroom management are included. Accompanied by 100 hours of supervised, sequential Clinical experiences culminating in teaching student developed instructional units. Emphasis on intermediate and middle school grades. Concurrent course: BLBC-328

Prereq.: *BLBC-301, BLBC-302, two additional methods courses and admission to College of Education.*

BLBC-306B Methods of Teaching Reading – Elementary School without Clinical Experience, 3 cr.

For non-program students who do not need the 100 hours of supervised, sequential clinical experiences.

BLBC-328 Clinical Experience in Elementary Education, 1 cr.

Provides intensive clinical experience in elementary schools for students enrolled in ELED-306A. Involves supervised and graduated teaching interactions with children in selected subject areas. Bi-weekly seminars scheduled. Fulfills a minimum of 100 clock hours of clinical experiences required by the state for certification. Concurrent course: BLBC-306A

Prereq.: *ELED/BLBC-301, two additional methods courses and consent of chairperson; passing score on ICTS Subject Area Examination*

BLBC-329 Student Teaching in Elementary Education, 9 cr.

Sixteen weeks of full-day student teaching under the tutelage of a certified cooperating teacher. Students are required to take full responsibility for a class of elementary school students. Weekly seminars. Regular visits and conferences with university supervisors.

Prereq.: *successful completion of all course work in ELED/BLBC Education major, approval of department chairperson and coordinator of student teaching, and admission to College of Education; Passing score on ICTS Subject Area Examination.*

BLBC-338 Bilingualism and Education, 3 cr.

Course emphasis is on bilingualism and education in different parts of the world, its sudden importance in the United States as a method of teaching the Spanish-speaking child in the metropolitan areas to become self-directing in a culture different from his own. Emphasis will be placed upon the education problems of large ethnic groups in urban centers, such as Puerto Ricans, Mexicans, and Cubans.

Prereq.: *admission to Bilingual/Bicultural Education Program.*

BLBC-339 Teaching Communication Skills in Cross-Language/Culture Situations, 3 cr.

Course covers a variety of verbal and nonverbal communication modes in a broad array of language/culture contexts frequently encountered in bilingual/bicultural classroom situations. A primary focus will be on oral communication especially the perception, recognition, and production of English as rendered by speakers of other languages. Accent, especially when it triggers semantic confusion, is emphasized. Equal significance is granted to culture modes which constitute the context for linguistic expression. The development of cross-linguistic/ cultural awareness of communication is pedagogically geared to help instructors avert and overcome any miscommunications encountered in language/culture diverse classrooms and community interactions.

Prereq.: *BLBC 338*

BLBC 340 Methods of Teaching Language and Culturally Diverse Students, 3 cr.

Presents detailed treatment of issues concerning the instruction of diverse language groups within the differentiated curriculum in American Schools. Focuses on methods for studying language and culture by contrasting and analyzing techniques related to improving instruction in the subject areas.

Prereq.: BLBC 338.

BLBC-341 Methods and Materials for Teaching Limited-English-Proficient Students, 3 cr.

Presents strategies and theoretical models to develop teacher awareness in those areas that concern the specialized bilingual educator. There is an emphasis on the identification and location of relevant instructional materials which address bilingual education as a method of instruction for culturally and linguistically diverse children with limited English language skills. Participants are expected to apply curricular models and develop pedagogical skills in the areas of task analysis, instructional assessment, and critical evaluation of instructional materials to meet the needs of bilingual students.

Prereq.: BLBC-338 and BLBC-339, or BLBC-340.

BLBC-438 Foundations of Bilingual Education, 3 cr.

Introduces the fundamentals of bilingual education through the understanding of language and culture diversity and the emergence of different bilingual and bicultural teaching and learning situations in our schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations.

Prereq.: Admission to the M.A.T.: BLBC program or M.S.I.: BLBC program.

BLBC-439 Ethnic Diversity in our Schools: A Cross-Cultural/Linguistic Survey, 3 cr.

Surveys the ethnic, cultural, and linguistic history and evolution of the U.S. as a pluralistic nation. This survey covers pre-colonial America, colonization, forced displacement and exploitation of Africans and the following immigration waves since the 18th century. The cultural and linguistic characteristics of each group are discussed with highlights on language and culture maintenance, erosion, or disappearance across generations. Erosion and disappearance of language and culture are approached in terms of the processes of acculturation and assimilation, whereas their maintenance is portrayed through recent practices in pluralism of which the implementation of bilingual education and multicultural education are typical examples.

Prereq.: BLBC-438.

BLBC-440 Teaching in Culture and Language Diverse Classrooms, 3 cr.

Aims at the development of a methodology for teaching language/culture diverse students by comparing and contrasting a wide range of linguistically/culturally

different ethnic groups. After a thorough introduction to culture and multiculturalism and their impact on formal and informal learning situations, the course is complemented with the formation and presentation of several learning centers (modules) related to the major ethnic groups. The characteristics of those groups and the identification of the most effective and efficient techniques compatible with multicultural learning situations. **Prereq.:** *BLBC-438*.

BLBC-441 Materials, Methods, and Techniques for Teaching Limited English Proficient Students, 3 cr.

With the steady increase in the number of language minority students especially those with limited English proficiency, a better understanding of their affective, physical, and cognitive needs and readiness for learning in the second language and culture environments is becoming indispensable. This course provides the necessary academic, pedagogical, and clinical preparation for teaching in situations involving limited English proficient students learning through the medium of the first or second language or a combination of both. A primary focus is on developing the most appropriate materials, approaches and methods and the necessary sets of strategies and techniques for implementation.

Prereq.: *BLBC-438*.

BLBC-442 Assessment Tools for Bilingual Students, 3 cr.

Assessment is indispensable in any language/culture learning situation and for a wide variety of purposes, e.g. proficiency, placement, achievement, diagnosis, aptitude. All teachers in monolingual and bilingual classrooms need to understand the purposes, principles, procedures of assessment and how to construct assessment tools and interpret their data. In bilingual situations where more than one language and culture are involved, teachers should be aware of language and culture interfacing and guard against biases, misconceptions and misinterpretations. Participants in this course should be able to critique, evaluate, and construct different assessment tools ranging from testing to portfolio and performance-based.

Prereq.: *BLBC-438 and BLBC-441*.

BLBC course descript
Updated 3.24.11dps

