

English as a Second Language (ESL)

GRADUATE-LEVEL ENDORSEMENT COURSES

COHORT STARTING
FALL 2020



DuPage Regional Office of
EDUCATION
Excellence in Education

- Reduced tuition rate of \$235* per credit hour for ESL courses offered through this focused program.
- In addition to course work noted, candidates seeking an ESL Endorsement in Illinois are required to complete 100 clock hours (or three months of teaching experience) in an ESL or bilingual setting. A tracking log and administrator letter of verification will be required when applying to ISBE to add the endorsement.
- Most courses in a focused program will be offered in a blended format with multiple face-to-face meetings and the remainder of the work completed online. Some courses may be offered entirely online.
- Educators do not need to speak a second language to earn an ESL endorsement
- M.S. in Teaching and Learning can be earned by completing 12 additional hours of core course work beyond the 18 hours required for an ESL endorsement. Standard program tuition rate of \$495 per credit hour (as of Spring 2020) applies to core course requirements.
- Payment for TIDE/USF partner program courses requires the following two (2) steps:
 - STEP ONE – Register with TIDE and pay registration fee.
 - STEP TWO – Submit the course enrollment form with USF and pay remaining tuition.
- Registration is required at least four (4) weeks prior to the course start date.

COURSE TITLES

EEND 631 (4 credit hours)
Theoretical Foundations of Bilingual and ESL

EEND 632 (4 credit hours)
Methods and Materials for Teaching ESL

EEND 633 (3 credit hours)
Assessment of Bilingual and ESL Students

EEND 634 (3 credit hours)
Cross Cultural Studies for Teaching
Limited-English Proficient Students

EEND 636 (4 credit hours)
Linguistics

*Candidates interested in adding **both** ESL and Bilingual Education endorsements will also need to take EEND 637, complete their 100 hours (or three months teaching) in a bilingual setting, and pass the appropriate Target Language Proficiency test as required by ISBE.*

EEND 637 (3 credit hours)
Methods and Materials for Teaching Bilingual
Students

stfrancis.edu/real/district-partners



Amy Mihelich, Administrative Manager, REAL
amihelich@stfrancis.edu | 815-740-2626

Sarah Johnson, TIDE Program Assistant
sjohnson@dupageroe.org | 630-407-6080

*Price is valid for ESL Endorsement courses offered through this focused partner program only. Courses taken outside of the program offering will be charged standard university tuition and applicable fees. Courses offered through REAL at USF are not eligible for federal financial assistance.

English as a Second Language (ESL)

PARTNER PROGRAM TENTATIVE PLAN OF STUDY

TIDE ESL Cohort

COURSE NUMBER	SEMESTER HOURS	SEMESTER	DATES AND FORMAT
EEND 631	4	Fall 2020	October 12 - December 7, 2020 blended course Meets face-to-face on 10/13, 11/3, 12/1 from 4:30 - 8:30 p.m. with additional requirements completed online*
EEND 632	4	Spring 2021	January 11 - March 8, 2021 blended course Meets face-to-face on 1/12, 2/2, 3/2 from 4:30 - 8:30 p.m. with additional requirements completed online*
EEND 633	3	Spring 2021	March 8 - May 3, 2021 blended course Meets face-to-face on 3/9, 4/6, 4/27 from 4:30 - 8:30 p.m. with additional requirements completed online*
EEND 636	4	Summer 2021	May 17 - July 12, 2021 blended course Meets face-to-face on 5/18, 6/8, 6/29 from 4:30 - 8:30 p.m. with additional requirements completed online*
EEND 634	3	Summer 2021	June 7 - August 2, 2021 online course

*** If face-to-face meetings are prohibited, virtual meetings will be held at the same scheduled dates and times listed above.**

EEND 631 THEORETICAL FOUNDATIONS OF BILINGUAL AND ESL (4): Presents for the participants historical trends related to English language development and examines research and theories of first and second language acquisition. The rationale for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

EEND 632 METHODS AND MATERIALS FOR TEACHING ESL (4): Provides for the participants the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K–12 academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach. *Prerequisite:* MSSED/EEND 631

EEND 633 ASSESSMENT OF BILINGUAL AND ESL STUDENTS (4): Analyzes for the participants the implications of second

language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented. *Prerequisite:* MSSED/EEND 631 and 632

EEND 634 CROSS CULTURAL STUDIES FOR TEACHING LIMITED-ENGLISH-PROFICIENT STUDENTS (3): Focuses on cultural factors for the participants that influence teaching and learning. This course also provides intensive consideration of cultural and linguistic diversity, its impact on instruction, and strategies for effective instruction in the multicultural and linguistically diverse classroom.

EEND 636 LINGUISTICS (4): Focuses on the properties for the participants that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology,

morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

The following course is required for candidates pursuing an additional endorsement in Bilingual Education.

EEND 637 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (3): Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

