

BLED-BILINGUAL EDUCATION

BLED 1110. Introduction n Bilingual Education/ESL

3 Credits

An overview of the American Education system with emphasis on organization, governance, law, demographics, and professional practice. Will include supervised experience in bilingual education/ESL elementary settings for prospective bilingual education/ESL teachers.

Learning Outcomes

1. Complete 24 hours field observations in a classroom.
2. Articulate the attributes of an education professional entering the field.
3. Construct an individualized map to teacher licensure in the State of New Mexico.
4. Differentiate and summarize the major educational philosophies and historical events that have influenced the progression of educational practice.

BLED 2110. Bilingual Methods

3 Credits (3)

This course provides a historical overview of bilingual and ESL education including an emphasis on present trends and practices. Discussions of the aspects of bilingualism at both an individual and a societal level are included.

Learning Outcomes

1. (Culture) Develops awareness in the learner of the value of cultural diversity.
2. (Culture) Prepares and assists students to interact successfully in cross cultural settings.
3. (Culture) Recognizes and accepts different patterns of child development within and between cultures in order to formulate realistic instructional strategies.
4. (Culture) Recognizes the similarities and differences between mainstream American and other cultures and the potential conflicts and opportunities they may create for students.
5. (Culture) Demonstrates knowledge of the effects of culture and socio-economic variables in learning styles.
6. (English Language Development) Demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relation of language to society and culture.
7. (English Language Development) Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
8. (Instructional Methodology) Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for second language learners.
9. (Instructional Methodology) Demonstrates knowledge of theories of first and second language acquisition.
10. 1 (Instructional Methodology) Utilizes teaching methods appropriate to various age and language groups.

BLED 303. Secondary Bilingual/ESL Field Experience

3 Credits (2+2P)

Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 381. May be repeated up to 3 credits. Crosslisted with: EDUC 381.

Learning Outcomes

1. Complete 32 hours of secondary classroom and professional development practicum with a satisfactory rating (0 average) from middle/high school cooperating teacher.
2. Apply Costa's Level of Thinking, WICOR strategies, Cornell Notes, and other high-yield strategies of the AVID College Readiness System.
3. Interact with youth through a tutoring model.
4. Demonstrate ability to effectively utilize specific observation techniques in secondary classrooms following specific guidelines.
5. Describe classroom language and culture of middle/high school.
6. Develop an understanding of resources available at the secondary level.
7. Identify authentic assessment and instructional methods that can be used to deliver engaging lessons in specific content areas.
8. Participate in a weekly discussion seminar.
9. Assemble a culminating reflective portfolio that demonstrates the ability to self-assess strength and need areas based on NM Teach InTASC standards and experiences in the classroom/professional development.

BLED 342. Sheltered English Instruction for the ESL Classroom

3 Credits (3)

Addresses the acquisition of English proficiency by speakers of other languages. May be repeated up to 3 credits. Crosslisted with: BLED 542.

Learning Outcomes

1. Discuss sheltered instruction for teaching English learners (ELs).
2. Compare and contrast SIOP model lesson components and features.
3. Co-Design a grade-level and subject-specific SIOP lesson with a peer.
4. Correlate components of your prepared lesson plan to ensure alignment.
5. Co-Implement your SIOP lesson in class.
6. Evaluate two lessons (yours and another lesson developed by two other peers).

BLED 343. Language, Literacy, and Culture in the ESL Classrooms
3 Credits (3)

Framework and strategies for developing the written abilities of second language learners. May be repeated up to 3 credits. Crosslisted with: BLED 543.

Learning Outcomes

1. Build an online learning community.
2. Demonstrate an understanding of various perspective and theories on language, culture, and literacy.
3. Demonstrate an understanding of the impact that federal and state language/literacy policies have had on schools.
4. Evaluate the major arguments articulated and varying positions taken about language, literacy, and culture by scholars from different disciplines, such as Sociolinguistic, Linguistics, Sociology, Cultural studies.
5. Analyze social, political, and ideological aspects/components of these concepts, perspectives, and theories.
6. Explain the interaction between literacy, language, culture, and its implication for student learning.
7. Apply the theories of language, culture, and literacy they are learning in classroom practices.
8. Demonstrate critical thinking skill

BLED 344. Issues in Schooling for Bilingual Learners
3 Credits (3)

Current thought and direction regarding bilingual education in the United States and New Mexico. May be repeated up to 3 credits.

BLED 355. Bilingual/Multicultural Special Education
3 Credits (3)

The Special Education component in TPAL develop educational professionals who facilitate learning and are responsive to diverse and changing environments. The aim of the Sped component is to ensure that its students have opportunities to become creative and critical thinkers who can make appropriate decisions relative to their professional roles and responsibilities. Graduates will possess broad general education and content area knowledge, be effective and reflective practitioners, problem – solvers, apply innovative learning technologies and participate in opportunities for professional growth. Through its efforts, the component seeks to empower its graduates by enabling them to acquire the knowledge, skills, and dispositions that will allow them to excel in their instructional, clinical, or administrative responsibilities. Crosslisted with: SPED 355.

Learning Outcomes

1. This course is an introduction to issues related to the provision of services when dealing with culturally and linguistically diverse (CLD) students with exceptionalities in a multicultural context.
2. The term "bilingual special education" continues to evolve.
3. The literature defines it as the use of students' home language and culture, along with English, in an individually designed program of instruction for students who have been recommended for special education classrooms (Baca Cervantes, 1989; Carrasquillo, 1990).
4. To provide an appropriate educational context for culturally and linguistically diverse (CLD) students with disabilities, teachers need a theoretical and methodological foundation in bilingual education as well as special education.

BLED 483. Second Language Acquisition
3 Credits (3)

Exploring affective, cultural, linguistic, cognitive factors that influence the second language acquisition process with application to classroom practice. May be repeated up to 3 credits. Restricted to: TEP, EED, ECED, SED and SPED majors.

BLED 489. Topics

3 Credits (3)

Course subtitled in the Schedule of Classes. May be repeated three times for a maximum of 9 credits.

BLED 504. Adult and Family Literacy in TESOL

3 Credits (3)

An exploration of the theoretical, programmatic, and curricular frameworks for English language learners and their families. Focus on the development of culturally responsive and pedagogically sound literacy programs. Same as RDG 504. May be repeated up to 3 credits.

Learning Outcomes

1. Examine the assumptions underlying the common practices of family and adult education that predominate in schools and in public discourse. Plan and conduct an adult and family literacy project by expanding the range of family literacies to include those practiced in non-mainstream cultural groups, as well as to include those literacies that are necessary in order to be able to participate fully in building a democratic society. Develop research questions, collect data from the adult and family literacy sessions, and write a Family Literacy Research Project. Develop an advocacy plan for policy makers and administrators based on your work with adults and families.

BLED 505. The Bilingual Preschool Child
3 Credits (3)

Principles of multicultural education applied to preschool and primary levels. Focus on issues, methods, and materials.

BLED 520. Issues in Schooling for Bilingual Learners
3 Credits (3)

Identification and consideration of current thought and directions in bilingual education, nationally and internationally. May be repeated up to 3 credits.

Learning Outcomes

1. To create a framework for understanding issues facing bilingual learners with scrutiny toward social justice.
2. To review and study the various theories that informs bilingual education
3. To explore the classroom practice of these theories with bilingual learners
4. To co-construct practical teaching strategies to use with bilingual learners
5. To reflect on the socio/politico-cultural constructs and contexts of bilingual learners

**BLED 522. Literacy-Language Instruction for Bilingual Students
3 Credits (3)**

Framework and strategies for developing the written language abilities of bilingual learners, with attention to the interrelationships among reading, writing, and oral language. May be repeated up to 3 credits. Crosslisted with: RDG 522.

Learning Outcomes

1. The number of linguistically and culturally diverse students is increasing every year in the U.S. school system.
2. Such an increase has multiplied the responsibilities of teachers, particularly those working with diverse groups of students.
3. This increase has also created an urgent need to properly train and support in-service and pre-service teachers, so that they can meet the literacy, linguistic, and educational needs of these students—many of whom often do not develop academic language and literacy skills in their first language that can be transferred to content area studies in English.
4. Indeed, many are often illiterate in their first language prior to starting school in the U.S.
5. For this category of students, exponentially more time and effort is required to help them develop the language and literacy skills needed to grow academically.

**BLED 542. Sheltered English Instruction for the ESL Classroom
3 Credits (3)**

Addresses the acquisition of English proficiency via the SIOP (Sheltered Instruction Observational Protocol) a research validated model for lesson planning and implementation that provides English learners with access to grade-level standards.

Learning Outcomes

1. Discuss sheltered instruction for teaching English learners (ELs).
2. Compare and contrast SIOP model lesson components and features.
3. Co-Design a grade-level and subject-specific SIOP lesson with a peer.
4. Correlate components of your prepared lesson plan to ensure alignment.
5. Co-Implement your SIOP lesson in class.
6. Evaluate two lessons (yours and another lesson developed by two other peers).

**BLED 543. Language, Literacy and Culture in the ESL Classrooms
3 Credits (3)**

Framework and strategies for developing the written abilities of second language learners. Explore different theories of language, culture and literacy by analyzing the interconnections between language, culture and literacy.

Learning Outcomes

1. Build an online learning community.
2. Demonstrate an understanding of various perspective and theories on language, culture, and literacy.
3. Demonstrate an understanding of the impact that federal and state language/literacy policies have had on schools.
4. Evaluate the major arguments articulated and varying positions taken about language, literacy, and culture by scholars from different disciplines, such as Sociolinguistic, Linguistics, Sociology, Cultural studies.
5. Analyze social, political, and ideological aspects/components of these concepts, perspectives, and theories.
6. Explain the interaction between literacy, language, culture, and its implication for student learning.
7. Apply the theories of language, culture, and literacy they are learning in classroom practices. 8- Demonstrate critical thinking skill

**BLED 545. Bilingual/Multicultural Schooling and Community Relations
3 Credits (3)**

Rationale, information pertinent to the school and the community in a setting involving economic, cultural, and linguistics diversity. May be repeated up to 3 credits.

Learning Outcomes

1. This course is designed as a space to enhance educators' understanding of bilingual/multicultural schooling and community relations in the borderland region as it relates to the rest of the US, with a view to rethinking their own role in order to become agents of change.
2. The main objective of this course is the development of a framework to understand, critique and contribute to the strengthening and critical transformation of school and community relations in the borderlands

**BLED 550. Internship in Bilingual Education IV
1-6 Credits**

Advanced experience in educational bilingual settings for prospective bilingual education teachers. May be repeated up to 6 credits.

Learning Outcomes

1. The Internship has traditionally meant that you will be involved in practicing what you have learned in a series of studies you have taken or are taking. In this course, we will cover topics and themes related to bilingual education

**BLED 560. Selected Topics in Bilingual Education III
1-6 Credits**

Various topics on current requests and needs in bilingual education. Maximum of 6 credits. The Bilingual Exceptional Student 3 cr. Introduction to bilingual/multicultural special education. Same as SPED 561, SPED 661.

**BLED 570. Directed Study in Bilingual Education III
1-6 Credits**

Independent research topics in bilingual education based on particular individual interest or needs.

BLED 583. Second Language Acquisition**3 Credits (3)**

Exploring affective, cultural, linguistic, cognitive factors that influence the second-language-acquisition process with application to classroom practice. May be repeated up to 3 credits. Crosslisted with: BLED 483.

Learning Outcomes

1. Explore different language perspectives as they relate to first second language acquisition
2. Explore the role of language across different social contexts and academic contexts
3. Explore the cognitive factors influencing language development in second language learning and acquisition
4. Examine culturally linguistically diverse styles of second language learners and how these factors influence the second language acquisition process
5. Explore, select and implement second language teaching methods.

BLED 584. Assessment in Culturally & Linguistically Responsive Teaching**1-3 Credits (1-3)**

An overview of approaches to assessment with a special focus on cultural and linguistic responsiveness needed for teaching learners of English as an additional language.

Learning Outcomes

1. Explore different approaches to assessment in cultural and linguistically diverse (CLD) settings
2. Explore authentic assessment by content areas for assessing CLD students
3. Explore assessment of English language development in CLD students
4. Examine culturally linguistically diverse styles of CLD students
5. Select Culturally and Linguistically responsive assessments for assessing content and language in CLD students

BLED 585. Sociolinguistics in Education**3 Credits (3)**

Course provides an overview of sociolinguistics, with emphasis on the study of the relationship between language and society. Explores both foundational and current issues as they relate to educational practice. Crosslisted with: RDG 530.

Learning Outcomes

1. The nature of reading and writing as socio-psycholinguistic processes including: Language, culture and politics and their relationships; The structure, forms and purposes of written language; What makes a text a text; Readers and writers as users of language. What that means; Written language in education and curriculum; Oral and written language development and their relationships; Alphabetic and non-alphabetic writing systems; Defining oneself as a literate person

BLED 587. Pedagogy of TESOL**3 Credits (3)**

Overview of approaches that provide for interactive, culturally responsive pedagogy for students acquiring English. Emphasis on content and language integration through sheltered instruction. May be repeated up to 3 credits.

Learning Outcomes

1. Understand and explore the foundations of TESOL instruction.
2. Analyze the sociocultural theory of teaching English as a second/ foreign language.
3. Demonstrate an understanding of culturally responsive pedagogy in language teaching and academic achievement.
4. Evaluate principles of best practices instruction and applications of TESOL methods.
5. Explore assessment issues and concepts related to English Language Learners.
6. Examine the impact of policies, national laws, school and community partnerships, and personal professional development on TESOL instruction.
7. Develop, select, and implement second language teaching methods.

BLED 616. Acquiring Emancipatory Discourses: TESOL/BIL**3 Credits (3)**

An elaboration of understandings of bi- and multilingualism and related models of education based on current research and practice. May be repeated up to 3 credits.

Learning Outcomes

1. This course is designed for participants to -deepen their critical understanding of the relationship between language and power and its relevance to educational studies -analyze critical discourses from different contexts, institutional settings, and social agents: major discourse theorists, educational researchers, teachers, and students -become familiar with Critical Discourse Analysis as a framework and a methodology to study the role of discourse in the construction of the social world and its relevance to teachers, students, and researchers in education

BLED 617. Multiple Critical Literacies**3 Credits (3)**

An exploration of the multiple literacies that operate on the individual, classroom, community, cultural and societal levels. May be repeated up to 3 credits. Crosslisted with: RDG 617.

Learning Outcomes

1. This doctoral level course explores in depth various theories about literacy.
2. Placed in the bilingual and multicultural context, this course critically reviews and brings to the forefront key linguistic, educational, socio-economic, political, cultural, and racial issues related to literacy.
3. It goes on to unveil and carefully analyze various ideological forces informing multiple forms of literacy and the effects of these forces on student learning, teachers' teaching practices, and people's lives in general.

BLED 621. Literacy / Biliteracy Assessment and Evaluation
3 Credits (3)

Learning Outcomes

1. Literacy assessment and evaluation
2. Documenting student language and literacy development
3. Interpreting and analyzing your documentation/data
4. Generating and implementing appropriate, engaging and effective literacy instructions in order to meet children's interests and needs
5. Linguistics, psycholinguistics, sociolinguistics and their relationships
6. Readers and writers as users of language.
7. Relationships between reading, writing and text
8. Reading strategies and instructional implications
9. Kidwatching: documenting and analyzing literacy processes and events
10. 1 Miscue Analysis: Understanding and analyzing children's oral reading
11. 1 Defining oneself as a literate person

BLED 623. Curriculum and Instructional Leadership
3 Credits (3)

The purpose of this course is to examine the concepts of leadership and curriculum. This examination will focus on the dynamic relationships of these concepts in our society and their differentiated effects on diverse community groups. Our examination will lead us on a development and contributions. Crosslisted with: EDUC 623.

Learning Outcomes

1. To become well versed in those issues surrounding leadership and curriculum and their impact on various groups in society. To develop an understanding of how the interactions of leadership, curriculum, and multiculturalism impacts distribution of knowledge in our society. To develop an appreciation for the diverse representations of the concepts curriculum and leadership. To evolve an understanding of the interconnectedness of leadership, curriculum, multiculturalism, and people. For you to determine: A good leader-

BLED 633. Praxis and Reflexivity
3 Credits (3)

The cyclical research processes of continuous self and systemic (re)evaluation vis-a-vis classroom, community, and society with an eye toward reflection, growth, change, and larger forms of social agency. May be repeated up to 3 credits. Consent of Instructor required. Crosslisted with: ECED 633, EDLT 633, EDUC 633 and RDG 633.

Prerequisite(s): Consent of instructor.

Learning Outcomes

1. Thematic and theoretical explorations aimed at setting the path for your dissertation research
2. Theorization and the actualization of your own educational praxis and reflexivity as educators within this 'new world order', Therefore we will read, discuss and enact some theoretical and practical ideas by well-known and not so well-known thinkers and researchers who have been working on these issues for several years.

BLED 635. Critical Theory and Pedagogy
3 Credits (3)

The course will explore critical theory and pedagogy and its applications to everyday life, teaching and learning. Crosslisted with: EDUC 635.

Learning Outcomes

1. review, study and write about the history of critical theory and pedagogy.
2. become familiar with current research regarding critical theory and pedagogy and to gain knowledge and understanding of its application to teaching and learning.
3. create the opportunity to interact with peers and instructor regarding course topics.
4. begin to understand the why and not only the how and what of critical theory and its pedagogies.

BLED 637. Social Justice Issues in Education
3 Credits (3)

Students are introduced to social justice issues as they relate to education. In particular, we will seek to understand the interconnectedness and relationship between the social construction of inequity within education and the ways in which teachers, students, researchers and administrators grapple with such inequities. There will be an examination of historical and social injustices, social movements that seek to overcome these injustices, and contemporary work done by activists around the globe to cause transformation with such issues. Crosslisted with: EDUC 637.

Learning Outcomes

1. Define and describe key social justice concepts and principles in education,
2. Compose documents and reports while correctly utilizing American Psychological Association (APA) format,
3. Develop online resources for use in their work,
4. Critique and reflect upon diverse theoretical frameworks,
5. Utilize conceptual frameworks to analyze divergent theories in education, and
6. Apply information provided in this course to real-life situations.

BLED 640. Internship in Bilingual Education
3 Credits (3)

In this course you will apply your knowledge developed in prior coursework about the research, history, theories, policies, pedagogies, and practices in bilingual education. You will apply this knowledge in a bilingual internship setting where you will conduct your own research.

Learning Outcomes

1. The Internship has traditionally meant that you will be involved in practicing what you have learned in a series of studies you have taken or are taking.
2. In this course, we will cover research topics and themes related to bilingual education.

BLED 670. Directed Study in Bilingual Education IV
1-6 Credits

Independent research topics in bilingual education based on particular individual interest or needs. May be repeated up to 6 credits.

Learning Outcomes

1. In this course, we will cover research topics and themes related to bilingual education.