

BILINGUAL/BICULTURAL EDUCATION (BSED)

Overview

The BSEd program in Bilingual/Bicultural Education was designed for students who seek to become licensed bilingual teachers of elementary-aged children. Loyola's Bilingual/Bicultural Education program prepares candidates to teach in two languages in the growing number of bilingual programs in the Chicago area and across the country. Building from candidates' rich bilingualism, they are prepared with knowledge and pedagogy to make a positive impact on the lives of multilingual students.

All of Loyola's Bachelor of Science in Education (BSEd) majors complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This unique, research-based approach emphasizes authentic practices in field-based learning experiences in school and community settings. These modules were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon program completion, Bilingual/Bicultural Education majors earn a BSEd in Bilingual/Bicultural Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in Elementary Education (grades 1 through 6), as well as the Bilingual Education and English as Second Language (ESL) endorsements. Graduates are also entitled to the International Baccalaureate certificate. All of these credentials are built into the Elementary Education major.

Related Programs

Certificate

- English as a Second Language (ESL) and Bilingual Endorsement Certificates (<https://catalog.luc.edu/undergraduate/education/english-second-language-esl-bilingual-endorsements/>)

Combined

- Secondary Education/International Affairs (BSEd/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/secondary-education-international-affairs-bsedma/>)
- Special Education/International Affairs (BSEd/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/special-education-international-affairs-bsedma/>)

Curriculum

The Bilingual/Bicultural Education (BLBC) major includes Core Curriculum and School of Education courses. In addition, all majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. Specialized BLBC Education sections begin in Phase Two of the program. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the BLBC Education major.

Course Requirements

Code	Title	Hours
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University Core Courses

University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the School of Education: CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Tier 1 Literacy Core requirements are also waived for BLBC majors. Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to each student's pathway.

School of Education CIEP and ELPS courses

Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors. At times, these courses will also address a specific portion of the Core (CIEP 206, ELPS 219, ELPS 302). Other courses address key knowledge and instructional skills (CIEP 104, CIEP 105, CIEP 359).

CIEP 104	Mathematics for Teachers I	3
CIEP 105	Mathematics for Teachers II	3
CIEP 206	Children's Literature	3
CIEP 359	Teaching Reading	3
ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3

School of Education field-based TLSC modules

TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills to effectively support elementary aged students. Specialized modules for BLBC majors begin with Phase Two. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) under the supervision of a licensed and experienced bilingual teacher and University supervisor. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with the others in the major. PLCs are led by a faculty member with expertise in bilingual education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year BLBC BSEd curriculum.

Phase One: Exploration

TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2

TLSC 300A	Professional Learning Communities ((4 @ 0 credits) BLBC Education majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.)	0
TLSC 300B	Professional Learning Communities ((4 @ 1 credit) BLBC Education majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.)	1
Phase Two: Concentration		
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
TLSC 240	Language, Culture, and Pedagogy in Bilingual Classrooms	3
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three: Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		74

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. Bilingual/Bicultural Education majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
CORE	Theological and Religious Studies Tier I	3
SPAN 250	Composition & Conversation I	3
UNIV 101	First Year Seminar	1
Must required I documentation and background check prior to program entry		
Hours		14

Sequence 2		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature (Tier II Literary)	3
SPAN 251	Composition & Conversation II	3
CORE	Historical Knowledge Tier I	3
Hours		16

Sequence 3		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education (Tier II Historical)	3
SPAN 270	Introduction to Critical Analysis in Spanish	3
CORE	Scientific Literacy Tier I	3
Hours		15

Sequence 4		
TLSC 300B	Professional Learning Communities (BLBC)	1
CIEP 359	Teaching Reading	3
CIEP 105	Mathematics for Teachers II (Core Quantitative)	3
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
SPAN 271	Introduction to Iberian Literature and Culture	3

Recommended to take the Language Proficiency Test for Transitional Bilingual Spanish from IL Licensure Testing Service
 All candidates must pass Elementary Education licensure test & Language Proficiency Test prior to Licensure.

Hours		16
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Sequence 5		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 240	Language, Culture, and Pedagogy in Bilingual Classrooms	3
PHIL 130	Philosophy & Persons (Tier I Philosophical)	3
CORE	Societal & Cultural Knowledge: Tier I	3

Apply for One-Year Internship by October 1		
	Hours	15
Sequence 6		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
PHYS 101	Liberal Arts Physics (Tier II Scientific)	3
PLSC 101	American Politics (Tier II Societal)	3
CORE	Artistic Knowledge	3
	Hours	16
Sequence 7		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education (Philosophical Tier II)	3
CORE	Theological and Religious Studies Tier II	3
CORE	Ethics	3
Apply for May Graduation in LOCUS by October 1		
	Hours	15
Sequence 8		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
All candidates must pass Elementary Education licensure test & Language Proficiency Test prior to licensure.		
	Hours	13
Total Hours		120

School of Education Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better in order to graduate and be entitled for the Illinois State Professional Educator License (PEL). They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Illinois Elementary Education licensure exam prior to their final internship semester. Bilingual/Bicultural Education majors must also demonstrate proficiency in their selected language by passing the appropriate Language Proficiency test. This test is waived for students who have the Seal of Biliteracy on file in School of Education. Program faculty can provide more specific information on these requirements.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

Learning Outcomes

- You'll have accrued the equivalent of one year of full-time teaching experience through all the hands-on, experiential learning opportunities in Chicago's classrooms and community organizations, so you will be ready to be at the head of your own classroom. With the foundational knowledge from your Loyola education, you will utilize theories, data, and research practices when making decisions in your classroom and for your students and when assessing the effectiveness of teaching on learning.