

BILINGUAL EDUCATION (BILC)

BILC 601 Foundations of Multilingualism & Multiculturalism

This course provides an in-depth foundation for examining the historical, sociopolitical, and cultural forces that shape bilingual and multilingual education. Students will analyze diverse program models, global approaches, policy frameworks, with particular attention, to their implications for instructional practices and student outcomes. Emphasis is placed on how these dynamics influence teaching, learning and lived experiences of multilingual learners in multicultural settings. By the end of this course, candidates will be equipped to critically engage with complexities of language education in diverse local and global contexts. 3 credits.

BILC 602 Language Acquisition and Teaching Methodologies for Multilingual Learners

This course examines major theories of language acquisition and their practical application in bilingual and multilingual education settings. Students will analyze monolingual- and bilingual-oriented teaching methodologies and evaluate their effectiveness in supporting diverse learners. Emphasis is placed on designing learning environments informed by Krashen's principles, as well as implementing differentiated instruction, scaffolded tasks, and culturally responsive teaching strategies to support bilingual learners. 3 credits.

BILC 603 Intercultural Competence in Multicultural Education

This course examines foundational theories and frameworks of intercultural competence and communication within the context of multilingual education. Through reflective tools and experiential learning, students will assess their own intercultural development and apply insights to educational and community-based settings. Emphasis is placed on developing the awareness, attitudes, and skills necessary for effective leadership in diverse, multilingual environments. 3 credits.

BILC 604 Language, Literacy, and Sociolinguistics in Bilingual Education

Grounded in theories of primary language acquisition and sociolinguistics, the course examines how cultural and linguistic experiences shape the development of biliteracy. Students will explore both traditional and contemporary approaches to literacy instruction, with a focus on strategies that support oral language, reading, and writing in two or more languages. This course also introduces the tools to foster cross-linguistic transfer and metalinguistic awareness. Through reflective practice and applied learning, students will design effective, research-based literacy instruction for diverse multilingual classrooms. 3 credits.

BILC 605 Equitable Assessment in a Multilingual/Multicultural Context

This course explores assessment practices designed for multilingual and multicultural educational settings. Students will examine foundational principles of assessment validity, reliability, and fairness and analyze a range of assessment types, including formal, informal, formative, and performance-based methods. Emphasis is placed on designing and adapting assessments that align with students' developmental levels, language proficiency, and academic standards. Through data interpretation and critical reflection, students will evaluate instructional implications and address bias in assessment practices. The course also highlights the importance of collaboration with educators, families, and community stakeholders to ensure that assessment informs continuous improvement and supports the academic and linguistic success of multilingual learners. 3 credits.

BILC 606 Needs-Based Program Design and Evaluation in Bilingual Education

This course prepares students to design an education program that could benefit their bilingual/multilingual community through the lens of learning theories, principles, and instructional design models. Students will conduct needs assessments and align learning needs and objectives with meaningful learning experiences and assessments. The course has scaffolded steps and culminates in the development of a comprehensive learning program design and evaluation plan. 3 credits.

BILC 607 Critical Issues in Bilingual and Multicultural Education: Leadership & Advocacy

This course explores contemporary and historical issues shaping bilingual and multicultural education through the lens of leadership and advocacy. Students will critically examine sociopolitical, cultural, and policy-based factors affecting multilingual learners, educators, and communities. With an emphasis on equity, empowerment, and systemic change, students will investigate real-world challenges and engage in leadership practices that promote inclusive, linguistically responsive education. Through reflection, action planning, and collaboration, students will develop the skills to become advocates for justice and transformative leaders in their educational contexts and beyond. 3 credits.

BILC 608 Research in Bilingual/Multilingual Education

This course empowers bilingual and multilingual educators to engage in meaningful, practice-based research that addresses real-world challenges in their classrooms, schools, or communities. Rather than focusing on abstract or academic research, students will explore how inquiry can drive change, inform instruction, and advocate for equity in multilingual settings. Emphasis is placed on action research, reflective practice, and methodologies that respect the voices and experiences of multilingual learners and families. Throughout the course, students will identify a problem of practice, examine relevant literature, and design a research-informed plan for improvement grounded in their own educational context. 3 credits.

BILC 609 Digital Literacy to Enhance Learning and Collaboration

This course focuses on integrating digital tools and emerging technologies to enhance language learning in bilingual and multilingual contexts. Students will develop digital instructional materials, design multimedia projects, and apply collaborative learning strategies to foster engagement and communication with students, families, and communities. The course also explores the use of AI-powered tools and the concept of digital literacy to improve multilingual education practices and learner outcomes. Educators will gain practical skills in using technology to support diverse learners and create inclusive, effective learning environments. 3 credits.

BILC 610 Capstone Project in Bilingual Education

BILC 610 must be taken in the final session of the program. This capstone course provides students with the opportunity to synthesize and apply their knowledge and skills across key domains of bilingual and multilingual education. Through the design and implementation of a need-based project situated in a local or global bilingual context, students address real-world challenges through research, instructional design, advocacy, and culturally responsive practices. Emphasis is placed on reflective practice, intercultural competence, digital integration, and equitable assessment. The course prepares students to demonstrate leadership, innovation, and evidence-based decision-making in multilingual educational settings. 3 credits.