

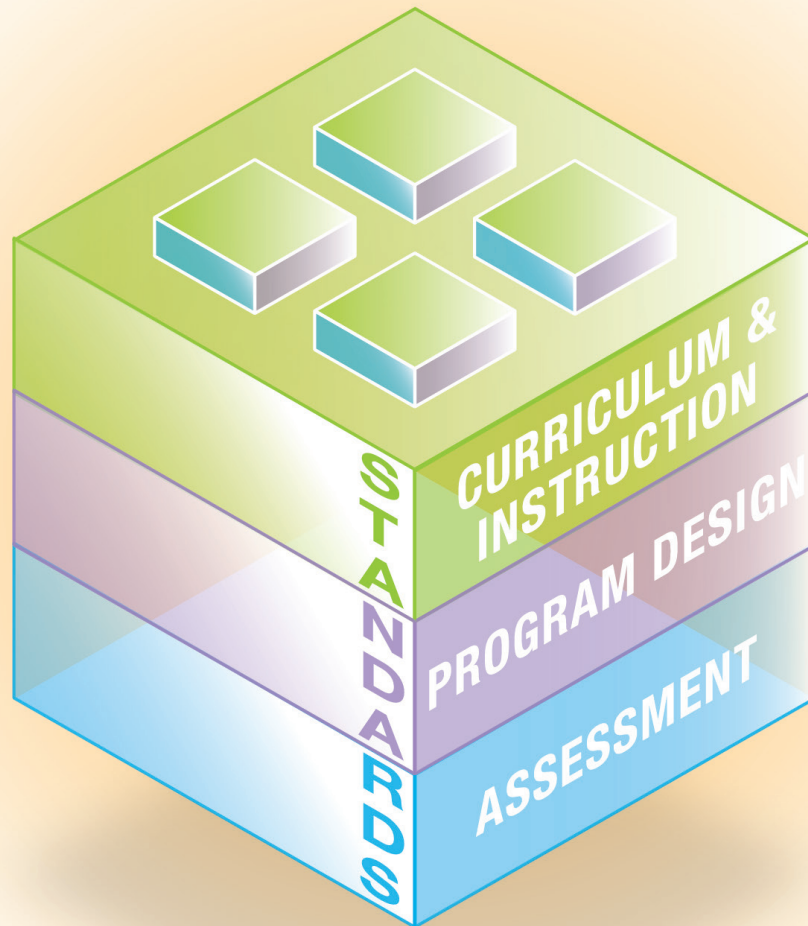


Illinois Resource Center ESL/Bilingual Endorsement Course Catalog

FOR TEACHERS AND ADMINISTRATORS

SERVING LINGUISTICALLY AND CULTURALLY

DIVERSE STUDENTS



**ALL REGISTRATIONS INCLUDING PAYMENTS
ONLINE ONLY
REGISTRATION BEGINS EARLY-AUGUST 2025**

Courses: Fall 2025 – Summer 2026

**MOST IRC COURSES WILL BE HYBRID:
A COMBINATION OF LIVE ZOOM SESSIONS AND
ASYNCHRONOUS ONLINE MODULES.**

THE CENTER: RESOURCES FOR TEACHING AND LEARNING
ILLINOIS RESOURCE CENTER
2626 S. CLEARBROOK DRIVE, ARLINGTON HEIGHTS, IL 60005
(224) 366-8555 | IRC.THECENTERWEB.ORG

ABOUT

The Illinois Resource Center

Since 1972, the Illinois Resource Center (IRC) has provided assistance to educators serving linguistically and culturally diverse students. With support from the Illinois State Board of Education, the IRC has emerged as a major statewide intermediate service agency, and its educational and professional development programs have helped thousands of educators throughout Illinois and the nation to develop effective learning environments for English Learners (ELs).

PHILOSOPHY

Quality education is maximized when there is a well-integrated system in which every stakeholder shares the responsibility for the social-emotional well-being and academic success of all students.

MISSION

We live in a multicultural, multilingual world. By providing professional learning opportunities and sharing inclusive and relevant tools, the IRC empowers teachers, leaders and educational providers to create equitable school systems, policies, policies and instructional practices that champion multilingual learners and their families.

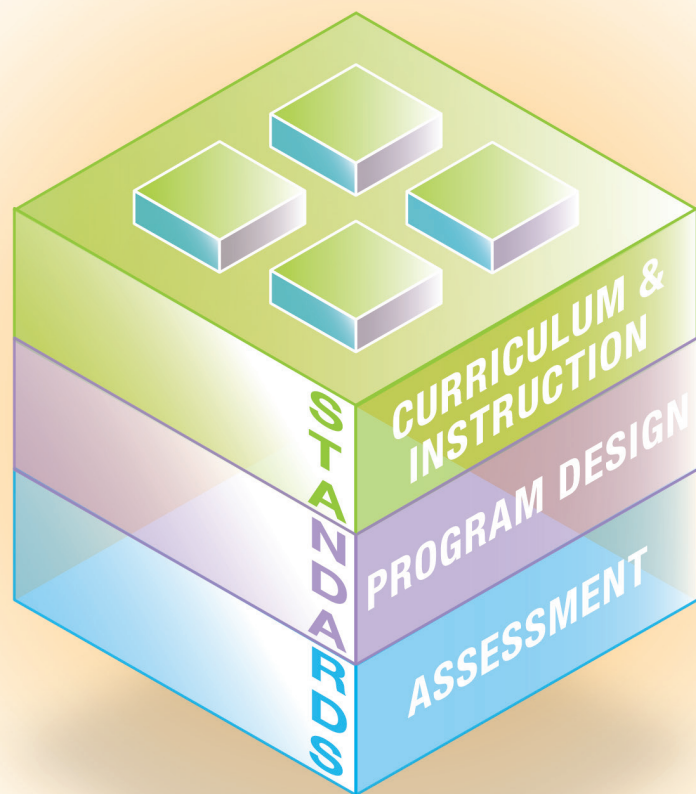
VISION

Envisioning a world in which every child's languages and cultures are affirmed, every teacher's practice is reflective and responsive, every school's systems and policies are inclusive and equitable.

GOALS

The IRC supports **a systems approach to the education of English Learners** which involves accessing and maximizing all available resources with the goal of creating effective learning environments. In this system, the components of standards, assessment, program design, curriculum and instruction are inter-related, as shown in the accompanying graphic. The system evolves and improves

over time through research-based professional development and evaluation of services. This system also relies on a variety of resources including human, fiscal, physical, linguistic and cultural assets. Applied together, the components, resources, and supports create a synergy that promotes optimal teaching and learning for ELs.



TEACHER ENDORSEMENT

Requirements and Procedures

Bilingual and ESL Endorsement Requirements

Graduate courses offered by the IRC (credit via National Louis University) fulfill ISBE requirements for a Bilingual or ESL endorsement.

An endorsement for bilingual or ESL will be issued to individuals meeting the requirements listed as A, B, C, and D below.

- A.** Possess a valid Illinois Professional Educator License (e.g., early childhood, elementary, secondary).
- B.** Complete 18 semester hours of graduate credit distributed among five areas. (At the Illinois Resource Center, these five areas entail five core courses and 1 elective.) Choice of courses is dependent on the endorsement you are seeking and the endorsement options are outlined below.
- C.** Possess 100 clock hours of bilingual or ESL clinical experience or three months teaching experience in bilingual or ESL programs.
- D.** Pass a language examination in the non-English language to be taught (applies to bilingual endorsement only). Individuals who obtain an ESL endorsement may only teach in this capacity at the grade level for which their license is valid. Individuals who qualify for bilingual endorsement, however, may teach ESL in grades K-6, as well as all other subject areas of a bilingual education program in the language in which they are approved.

Language Proficiency Test Information

If you are applying for the bilingual endorsement, you must also pass the Language Proficiency Exam in the non-English language to be taught. Refer to the Illinois Licensure Testing System website in 2025-2026 for test dates.

Applicants may sign up online for the tests. The web address is <http://www.icts.nesinc.com>. Please look under "Language Proficiency Tests."

Seal of Biliteracy

The Language Proficiency assessment is NOT required if the educator holds a Seal of Biliteracy and it is posted in the educator's ELIS record.

Courses for ESL Endorsement (18 graduate credit hours)

1. Foundations of ESL and Bilingual Education
2. Methods and Materials for Teaching English as a Second Language
3. Assessment of ESL and Bilingual Education Students
4. Cross Cultural Education
5. Literacy in a New Language: Linguistic Considerations
6. One elective course (see list of elective courses on this page)

Courses for Bilingual Endorsement (18 graduate credit hours)

1. Foundations of ESL and Bilingual Education
2. Methods and Materials for Teaching Bilingual Students
3. Methods and Materials for Teaching English as a Second Language
4. Assessment of ESL and Bilingual Education Students
5. Cross Cultural Education
6. One elective course (see list of elective courses)

Courses to obtain both the ESL and Bilingual Endorsements (18 graduate credit hours)

1. Foundations of ESL and Bilingual Education

2. Methods and Materials for Teaching English as a Second Language
3. Methods and Materials for Teaching Bilingual Students
4. Assessment of ESL and Bilingual Education Students
5. Cross Cultural Education
6. Literacy in a New Language: Linguistic Considerations

Elective Courses

- Literacy in a New Language: Linguistic Considerations
- Technology Instruction for Linguistically and Culturally Diverse Students
- Methods and Materials for Teaching Bilingual Students (ESL endorsement only)

Bilingual/ESL Special Education Approval

Approval for Bilingual or ESL Special Education will be issued to individuals who meet the following requirements:

- A. Hold an Illinois teaching license endorsed in a special education teaching field, or a license with a special education approval
- B. Complete 9 graduate credit hours distributed among the following required courses:
 1. Foundations in Language Minority Education
 2. Either Methods and Materials for Teaching English as a Second Language (for ESL SPED Approval)
OR
Methods and Materials for Teaching Bilingual Students (for Bilingual SPED Approval)
 3. Assessment of Language Minority Students
- C. Complete the language proficiency assessment in the target language (applies to Bilingual SPED approval only).

How do I obtain my endorsement when my coursework at the IRC is finished?

If 4 to 6 courses are taken at the IRC or NLU, the process for requesting a Bilingual/ESL endorsement begins with NLU's online form accessed through the NLU Student Portal. Please go to <https://www.nl.edu/licensure/instructions> for further information. This process is recommended over applying directly through ELIS.

What if I have taken some of the ESL and/or Bilingual courses at another university?

If you have taken 1 - 2 courses with another university, you must verify this coursework with ISBE. To find out if non-NLU coursework has met a state requirement, you have the following options:

1. Contact the prior university to find out which Endorsement requirements have been met.
2. Apply for the Endorsement in ELIS and ISBE will send you a list of deficiencies. With this information, NLU/IRC can work with you to determine the remaining required courses needed for the Endorsement.

Frequently Asked Questions

For additional information, please see Frequently Asked Questions (FAQs) at irc.thecenterweb.org/faq.

COURSE REGISTRATION

Terms and Policies

BILINGUAL AND ESL ENDORSEMENT COURSES

General Information

The Illinois Resource Center, in conjunction with National Louis University (NLU), offers a comprehensive package of specialized graduate courses which can be applied toward partial fulfillment of the requirements for bilingual and ESL teacher endorsement. Graduate credit for course work is provided by NLU.

LOCATION: The majority of classes are hybrid online, meaning a combination of live Zoom sessions and asynchronous activities.

COST: \$700.00 for 3 graduate credit hours per course. Clinical hours are included in each course.

TEXTBOOKS: Students are responsible for purchasing their own textbook(s). Textbook titles are referenced under each course on the website. Students will receive a **registration confirmation email** four weeks prior to the first class session, which will also specify which book(s) to purchase. Note that many books are also available in a digital format through NLU's student portal.

FAQS: Answers to many questions can be found at: irc.thecenterweb.org/faq

IRC Attendance Policy

These Bilingual and ESL endorsement courses are **graduate level** courses with the expectation that students will attend scheduled zoom sessions promptly. It is highly recommended that you **make every effort** to attend the first session of any course sequence as the general scope of the course/clinical dates/assignments are outlined in the syllabus distributed at this first session. In order to avoid a conflict with regard to attending the first session, please check your school calendar before registering for a specific course. (Conflicts due to national or religious holidays may be resolved with an instructor.) Should there be an issue pertaining to non-attendance at any class session, it will be the student's responsibility to obtain any missed information. If a student needs to withdraw/drop a course, the request must be submitted in writing.

Please note that your grade may be affected by absences or significant lateness of live Zoom sessions, which may accumulate as an absence.

If an IRC class is cancelled for any reason (e.g. power internet issues, instructor illness), students will be contacted by an IRC staff member or the instructor, and the information will also be posted on the website.

IRC Registration, Payment and Cancellation Policy

Registration: Register online at irc.thecenterweb.org using a personal Visa or Mastercard. The credit card billing address must be the same as the home address and in the name of the student registering for a course. Registration deadline is 4 weeks prior to the starting date of each course based on space availability. Because of limited enrollment policies, registration will be taken on a first come, first served basis. If a course is full, you will be placed on a waitlist. Students registering for their first endorsement course with the IRC (usually beginning with CIL 500–Foundations) will be expected to fill out an NLU online application before the second week of the course and will be admitted to National Louis as a non-degree-seeking student.

Payment: Payment will be automatically processed once you have submitted any online course registration form. Registration for Fall courses must be paid in full. Early registration for Winter, Spring or Summer courses, must be accompanied by a non-refundable \$75 deposit per course in order to reserve a spot in a class. However, the remaining tuition balance (minus deposit) must be paid no later than four weeks prior to the course start date: if full payment has not been received four weeks prior to the class start date, the IRC reserves the right to drop a student from the class roster in order to accommodate others who may be on a waiting list.

Cancellation Policy: Deposits are not refundable, not transferable and cannot be applied toward any other course in the event of cancellation, course changes, or overpayments made by the participant. No exceptions will be made, so please double-check registrations and payments before submitting them. After the second session of a course, there will be NO tuition refunds. In the event the IRC cancels a course due to unforeseen circumstances, if payment has been processed, a student will be refunded the paid amount within 30 days.

Classes fill quickly. We encourage you to register early for any semester during the 2025-26 school year.

Foundations of ESL and Bilingual Education (NATIONAL #CIL-500)

The course provides an understanding of the historical, political, sociocultural, economic, and educational concepts and issues that advance and constrain equitable educational opportunities for linguistically and culturally diverse students in schools. The course considers local, state, and federal policies outlining appropriate school services for English language learners. Cognitive and sociocultural theories of second language acquisition and bi/multilingualism are analyzed for their pedagogical implications. Specific program models including dual language immersion are examined as well. **Assigned course requirements include the completion of 20 clinical/observation hours. Students cannot pass the class if they do not complete the required clinical hours.**

PREREQUISITE: NONE

COURSE ID	QUARTER	DAYS	TIME	DATES
263002012	Fall 25	Tuesdays	4:45 p.m.	September 23 – December 2, 2025
263002013	Fall 25	Thursdays	4:45 p.m.	September 25 – December 4, 2025
263002014	Winter 26	Tuesdays	4:45 p.m.	January 6 – March 17, 2026
263002015	Winter 26	Thursdays	4:45 p.m.	January 8 – March 19, 2026
263002016	Spring 26	Tuesdays	4:45 p.m.	March 31 – June 9, 2026
263002017	Spring 26	Thursdays	4:45 p.m.	April 2 – June 11, 2026
273002010	Summer 26	Tuesdays	9:00 a.m.	June 30 – August 11, 2026
273002011	Summer 26	Wednesdays	5:00 p.m.	July 1 – August 12, 2026

Methods and Materials for Teaching English as a Second Language (NATIONAL #CIL-505)

This course prepares candidates to teach language and content in English as a Second Language settings. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language and supporting students' bilingualism. Candidates explore tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection and evaluation of multimodal resources is also discussed. **Assigned course requirements include the completion of 20 clinical hours. A student can not pass the class if they do not complete the required clinical hours.**

PREREQUISITE: FOUNDATIONS OF ESL AND BILINGUAL EDUCATION
(STRONGLY ENCOURAGED, NOT MANDATORY)

NOTE: ALL ESL METHODS SECTIONS ARE GRADE LEVELS K-12.

COURSE ID	QUARTER	DAYS	TIME	DATES
263002020	Fall 25	Wednesdays	4:45 p.m.	September 24 – December 3, 2025
263002021	Fall 25	Thursdays	4:45 p.m.	September 25 – December 4, 2025
263002022	Winter 26	Wednesdays	4:45 p.m.	January 7 – March 18, 2026
263002023	Winter 26	Thursdays	4:45 p.m.	January 8 – March 19, 2026
263002024	Spring 26	Wednesdays	4:45 p.m.	April 1 – June 10, 2026
263002025	Spring 26	Thursdays	4:45 p.m.	April 2 – June 11, 2026

Methods and Materials for Teaching Bilingual Students (NATIONAL #CIL-506)

This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition and biliteracy. Candidates explore tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students' home languages, and transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. **Assigned course requirements include the completion of 20 clinical/observation hours. Students cannot pass the class if they do not complete the required clinical hours.**

PREREQUISITE: FOUNDATIONS OF ESL AND BILINGUAL EDUCATION (STRONGLY ENCOURAGED, NOT MANDATORY)

COURSE ID	QUARTER	DAYS	TIME	DATES
263002030	Fall 25	Wednesdays	4:45 p.m.	September 24 – December 3, 2025
263002031	Winter 26	Wednesdays	4:45 p.m.	January 7 – March 18, 2026
263002032	Spring 26	Wednesdays	4:45 p.m.	April 1 – June 10, 2026

Assessment of ESL and Bilingual Education Students (NATIONAL #CIL-510)

This course focuses on designing inclusive and equitable assessments for emergent bilingual learners. Guided by theories of translanguaging and culturally responsive teaching, students develop the rationale and strategies to assess emergent bilinguals in multiple languages. Further, students explore a framework for classroom assessment in multiple languages by planning and implementing effective, asset-based classroom assessments; interpreting and evaluating assessment results; and leveraging results to inform instructional practice and support multilingualism. In addition, students review state and national language and content standards, examine a variety of standards-driven assessments, and critically analyze assessment issues related to multilingual and diverse learning needs. **Assigned course requirements include the completion of 20 clinical/observation hours. A student can not pass the class if they do not complete the required clinical hours.**

PREREQUISITES FOUNDATIONS OF ESL AND BILINGUAL EDUCATION **AND** A METHODS AND MATERIALS CLASS (STRONGLY ENCOURAGED, NOT MANDATORY)

COURSE ID	QUARTER	DAYS	TIME	DATES
263002052	Fall 25	Tuesdays	4:45 p.m.	September 23 – December 2, 2025
263002053	Fall 25	Thursdays	4:45 p.m.	September 25 – December 4, 2025
263002054	Winter 26	Tuesdays	4:45 p.m.	January 6 – March 17, 2026
263002055	Winter 26	Wednesdays	4:45 p.m.	January 7 – March 18, 2026
263002056	Spring 26	Tuesdays	4:45 p.m.	March 31 – June 9, 2026
263002057	Spring 26	Wednesdays	4:45 p.m.	April 1 – June 10, 2026
273002050	Summer 26	Tuesdays	1:00 p.m.	June 30 – August 11, 2026
273002051	Summer 26	Thursdays	9:00 a.m.	July 2 – August 13, 2026

Cross-Cultural Education (NATIONAL #CIL-531)

The course examines the impact of culture and cultural identity on diverse learners, in particular in relation to English language learners within the educational system. It explores the complex and dynamic relationship between language and culture, and the development of personal and group identities, and emphasizes the importance of culture as a source of strength in a changing world. Participants examine culturally and linguistically relevant instructional practices and their role in student success. Participants explore family, school and community practices across cultures and ways that teachers and schools can support them to create welcoming and nurturing instructional settings. **Assigned course requirements include the completion of 20 observational/clinical hours. A student can not pass the class if they do not complete the required clinical hours.**

PREREQUISITE: FOUNDATIONS OF ESL AND BILINGUAL EDUCATION (STRONGLY ENCOURAGED, NOT MANDATORY)

COURSE ID	QUARTER	DAYS	TIME	DATES
263002062	Fall 25	Tuesdays	4:45 p.m.	September 23 – December 2, 2025
263002063	Fall 25	Wednesdays	4:45 p.m.	September 24 – December 3, 2025
263002064	Winter 26	Tuesdays	4:45 p.m.	January 6 – March 17, 2026
263002065	Winter 26	Wednesdays	4:45 p.m.	January 7 – March 18, 2026
263002066	Spring 26	Tuesdays	4:45 p.m.	March 31 – June 9, 2026
273002060	Summer 26	Tuesdays	1:00 p.m.	June 30 – August 11, 2026
273002061	Summer 26	Wednesdays	11:00 a.m.	July 1 – August 12, 2026

Literacy in a New Language: Linguistic Considerations (NATIONAL #CIL-512)

The course focuses upon the multiyear process of developing literacy in a new language, with a focus on English. Major topics include the importance of listening and speaking (oracy) in a first and additional language, the influences of home language phonemes, morphemes, syntax, cognates, discourse, and writing systems on literacy in a new language, and dynamic cross-linguistic relationships. Core concepts in linguistics, literacy, and second language acquisition are presented, with skills and strategies, both guided and independent, for developing literacy in a new language. Research-based best practices in multilingual and multimodal literacy instruction across P-12 settings are examined, with attention to online reading, visual literacy, AI, and interactive pedagogies. **Assigned course requirements include the completion of 20 clinical/observation hours. A student can not pass the class if they do not complete the required clinical hours.**

PREREQUISITE & ADDITIONAL RECOMMENDATION: FOUNDATIONS OF ESL AND BILINGUAL EDUCATION & A METHODS AND MATERIALS CLASS (STRONGLY ENCOURAGED, NOT MANDATORY)

COURSE ID	QUARTER	DAYS	TIME	DATES
263002082	Fall 25	Wednesdays	4:45 p.m.	September 24 – December 3, 2025
263002083	Fall 25	Thursdays	4:45 p.m.	September 25 – December 4, 2025
263002084	Winter 26	Wednesdays	4:45 p.m.	January 7 – March 18, 2026
263002085	Winter 26	Thursdays	4:45 p.m.	January 8 – March 19, 2026
263002086	Spring 26	Wednesdays	4:45 p.m.	April 1 – June 10, 2026
263002087	Spring 26	Thursdays	4:45 p.m.	April 2 – June 11, 2026
273002080	Summer 26	Wednesdays	5:00 p.m.	July 1 – August 12, 2026
273002081	Summer 26	Thursdays	1:00 p.m.	July 2 – August 13, 2026

Technology Instruction for Linguistically and Culturally Diverse Students (NATIONAL #CIL-532)

This course examines the role of technology in teaching language and content with linguistically and culturally diverse learners. It explores foundational topics, key issues, standards, frameworks, and pedagogies related to technology integration, language development, and content learning. It equips students with practical skills to select and evaluate digital tools and integrate appropriate and effective technology into learning environments with diverse learners. Further, topics of digital literacies, digital citizenship, and how to leverage technology to engage diverse families and community are addressed. **Assigned course requirements include the completion of 20 clinical/observation hours. A student can not pass the class if they do not complete the required clinical hours.**

PREREQUISITES: FOUNDATIONS OF ESL AND BILINGUAL EDUCATION AND EITHER METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS OR METHODS AND MATERIALS FOR TEACHING ESL. (STRONGLY ENCOURAGED, NOT MANDATORY)

NOTE: PARTICIPANTS MUST HAVE A WORKING KNOWLEDGE OF SOFTWARE SUCH AS MS WORD, EXCEL AND POWERPOINT AS WELL AS A BASIC KNOWLEDGE OF INTERNET BROWSING APPLICATIONS.

COURSE ID	QUARTER	DAYS	TIME	DATES
263002002	Fall 25	Tuesdays	4:45 p.m.	September 23 – December 2, 2025
263002003	Winter 26	Thursdays	4:45 p.m.	January 8 – March 19, 2026
263002004	Spring 26	Thursdays	4:45 p.m.	April 2 – June 11, 2026
273002000	Summer 26	Wednesdays	9:00 a.m.	July 1 – August 12, 2026
273002001	Summer 26	Thursdays	9:00 a.m.	July 2 – August 13, 2026

Registration Deadline is 4 Weeks Prior to the Starting Date of Each Course!

**Registration begins early-August
for any semester
during the 2025-26 school year!**



**NATIONAL LOUIS
UNIVERSITY**
National College of Education™

Graduate course
credit provided by
National Louis
University.