

WESTERN OREGON UNIVERSITY

The ESOL and Bilingual/ESOL Graduate Program Endorsement

Western Oregon University's ESOL/Bilingual Education program prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health. The program leads to an add-on endorsement to an Oregon teaching license. Students may complete the ESOL/Bilingual program by itself or in conjunction with an undergraduate or graduate degree program.

Admission to the program

- Applicants must have been admitted to WOU. Admissions information can be obtained by contacting the WOU Admissions Office at 503-838-8211
- All students must meet in person with their ESOL advisor to complete and sign a program contract. Graduate students must file a copy of their contracts with the WOU Graduate Office

Program Advisors

| Students with surnames A-F: | Students with surnames G-O: | Students with surnames P-Z: |
|---|---|--|
| Dr. Maria Dantas-Whitney (503) 838-8636 Ed. 202N dantasm@wou.edu | Dr. Carmen Cáceda (503) 838-8409 Ed. 163 cacedac@wou.edu | Dr. Karie Mize (503) 838-8724 Ed. 103 mizek@wou.edu |

Requirements for the ESOL Endorsement

- Completion of six courses (ED 682, ED 683, ED 684, ED 691, ED 692, plus a technology course) – course descriptions are attached
- A passing score on the ESOL ORELA exam (<http://www.orela.nesinc.com>):
 Subtest I: Foundations of ESOL (004) and Subtest II: ESOL Assessment and Instruction (005)
 Completion of the ESOL Practicum (ED 609). The Practicum will be conducted in a classroom where at least 20% of the students are identified as English Language Learners. Students must apply to the Director of Field Services one term preceding the practicum

Requirements for the ESOL/Bilingual Endorsement

- Completion of all the above requirements
- Evidence of proficiency in a foreign language. The language requirement may be met by completing at least 6 credits of upper-division foreign language coursework or by successfully passing the TSPC-approved exam. For Spanish language, the required exam is the Spanish NES (National Evaluation Series) test– exam information can be obtained at <http://www.orela.nesinc.com>
- **Additional requirement for students graduating in Spring 2012 or after:**
 - **Students in ECE or Elementary authorizations: For Spanish language, complete the practicum in a bilingual classroom.**
 - **Students in Middle or High School authorizations: For those with an endorsement in a foreign language (e.g., who teach Spanish language), there will be no additional requirements. All others (e.g., with endorsements in Language Arts, Math, etc.) must perform a teaching demonstration in the foreign language in front of a panel of experts.**
- If you are pursuing the Bilingual/ESOL Endorsement in Spanish, learn more about the Bilingual Teacher Program: www.wou.edu/bilingualteacher

Bilingual/ESOL Education Advanced Studies for students in the Master of Science in Education program:

- ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
- ED 631 Methodology: Language/Second Language Learning & Content for the Language Minority Student (3)
- ED 694 Assessment of English Language Learners (3)

Coursework

Course descriptions are attached. Please note the following requirements:

- **Successful completion of ED 682 and ED 683 is strongly recommended before all other courses**
- **Pre-requisites for ED 609 are: (1) obtain a passing score on the ESOL ORELA test, and (2) complete at least 15 credits of coursework towards the ESOL endorsement.**

In 2010-2011, ESOL/Bilingual courses will be offered in the following terms:

| Course | Term |
|--|------------------------------|
| ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3) | Winter, Summer |
| ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3) | Fall, Summer |
| ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3) | Fall (online), Spring |
| ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3) | Winter, Summer |
| ED 692 Classroom Strategies in First and Second Language Reading and Writing (3) | Spring, Summer |
| Technology course: CSE 624 Internet for Educators (3) or CSE 610 Computers in Education (3) or other approved technology course(s) totaling 3 credits | Fall, Spring, Winter, Summer |
| ED 609 ESOL/Bilingual Practicum | Fall, Winter, Spring, Summer |

Three additional graduate courses will be offered for students in the Master of Science in Education program:

| Course | Term |
|--|-----------------|
| ED 630 Culturally and Linguistically Diverse Students in the Schools (3) | Winter (online) |
| ED 631 Methodology: Language/ Second Language Learning and Content for the Language Minority Student (3) | Fall |
| ED 694 Assessment of English Language Learners (3) | Spring (online) |

ESOL Summer Program in Latin America:

In addition to campus sections, two courses are offered each summer in a Spanish-speaking country: ED683D and ED692D. Intensive Spanish language courses are also offered. See <http://esolsummer.weebly.com> or Dr. Karie Mize (mizek@wou.edu) for more information.

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ESOL and ESOL/Bilingual Graduate Endorsement Program at Western Oregon University Program Description

The following courses are the core curriculum of 18 hours and are applicable to both the ESOL and the Bilingual/ESOL endorsements.

ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3 cr.)

This graduate course surveys the historical development of ESOL/bilingual education. It provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3 cr.)

This graduate course explores the concept of culture and its manifestation in society, the community and the classroom. It examines the research literature and it provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

Note: Successful completion of ED 682 and ED 683 is strongly recommended for all other courses.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3 cr.)

This graduate course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3 cr.)

This graduate course examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 692 Classroom Strategies in First and Second Language Reading and Writing (3 cr.)

This graduate course explores the relationship between first and second language literacy and between oral and written language skills. It examines ESOL and bilingual literacy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools. Approaches for literacy development that bridge experiential and cultural differences, including multicultural literature and family involvement in learning are emphasized. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

Technology Course (3 cr.)

CSE 624 Internet for Educators or CSE 610 Computers in Education

Note: Pre-requisites for ED 609 are: 1) obtaining a passing score on the ESOL ORELA test and 2) completing at least 15 credits of coursework towards the ESOL endorsement.

ED 609 Practicum: ESOL/Bilingual (3 cr.)

Teachers with insufficient supervised work experience or practical experience in Bilingual or ESOL classrooms are required to complete a supervised practicum to meet the requirements for an endorsement. *Teachers with sufficient experience may petition to have the practicum waived. Please go to www.wou.edu/esol for more information.*

Note: These courses can be applied towards the Master of Science in Education in ESOL/ Bilingual Education. Those interested in completing a master's program should consult their academic advisor.

Additional elective courses for the Master of Science in Education in ESOL/ Bilingual Education:

ED 630 Culturally and Linguistically Diverse Students in the Schools (3 cr.)

This course focuses on the influence of linguistic and cultural diversity on the learning process and classroom dynamics. It examines how race, class and language affect students in schools, and how different schooling practices may facilitate or hinder the academic success of English language learners. Educational approaches that build academic skills while validating the home culture and encouraging parent involvement are emphasized.

ED 694 Assessment of English Language Learners (3 cr.)

This course focuses on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and the legal framework for English language learners in public education. Issues of equity and social justice as impacted by accountability and high stakes testing are addressed.

ED 631 Methodology: Language/Second Language Learning and Content for the Language Minority Student (3 cr.)

This course focuses on methods and strategies for teaching English language development in ESOL and bilingual settings. It emphasizes techniques for teaching language functions and grammatical forms while integrating content learning through practice in speaking, listening, reading and writing. Language proficiency assessment and second language scope and sequence will also be addressed.