



Curriculum Committee
 Faculty Senate
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P6531

Bilingual/ESOL (English for Speakers of Other Languages) Undergraduate Certificate

New:

Submitted:

2018-11-10 11:26:43

Requestor:

Maria Dantas-Whitney

Submitting as: *(required)*

Faculty Member or APA

Request for a: *(required)*

Program

Level *(required)*

Undergraduate

Type of Request: *(required)*

New (course, program, or temporary course)

Will this be offered within an existing division or department? *(required)*

Yes

Type of program *(required)*

Certificate

Division *(required)*

Education and Leadership

Department/Program *(required)*

ESOL

Is this curricular change driven by assessment data you have collected?

No

Summary/Rationale for proposal *(required)*

Proposed Bilingual/ESOL (English for Speakers of Other Languages) Undergraduate Certificate

Background:

Oregon is serving an increasingly diverse K-12 student population including growing numbers of children who speak languages other than English at home. This presents an urgent need for educators and associated professionals to hold skills and knowledge necessary to help all children maximize their opportunities for language and content learning and development. In particular, demand is booming for teachers who are bilingual and who have expertise in principles of second language acquisition and ESOL (English for Speakers of Other Languages) instructional methods.

Bilingual education programs in Oregon are becoming more and more popular, and are expanding from the elementary levels into middle and high schools. Currently there are 37 districts in Oregon that grant the "Oregon State Seal of Biliteracy" to graduating seniors, and a number of additional districts are in the process of seeking approval. Bilingual education programs are multiplying for two reasons: First, research shows that bilingual programs work better than English-only programs for learners for whom English is a second language. Second, more and more parents who are monolingual English speakers want their children to be educated bilingually to better prepare them for life in our diverse communities and the global world.

Western Oregon University has a long history of contributing to this expertise and this proposed undergraduate certificate in Bilingual/ESOL (English for Speakers of Other Languages) continues in that tradition. The certificate seeks to address the current shortage and high demand for bilingual teachers who possess ESOL expertise in Oregon.

Most Oregon public universities offer an ESOL endorsement program for educators but no undergraduate certificate in Bilingual/ESOL programs currently exist. It is anticipated that this proposed program will have a minimal impact on other related programs in the state. The need in the state in this area is significant and this proposed program helps to meet Oregon needs.

Certificate Proposal:

The Division of Education and Leadership currently offers an undergraduate endorsement program in ESOL for Oregon educators. This endorsement does not require bilingual language skills, and can only be added to an existing Oregon educator license. The proposed certificate includes all coursework required for the ESOL endorsement, with the addition of 8 credits in upper-division Modern Language courses.

Western Oregon University currently has an expanding cohort of bilingual teacher scholars who are in the process of completing all the required coursework for this proposed undergraduate certificate program. We expect that approximately 100 students will enroll in the certificate program in the fall of 2019. In addition, we expect approximately 30 additional students to enroll each year. These students come to WOU through recruitment initiatives that reflect collaborations with partner Oregon school districts and community colleges.

In addition, increasing numbers of non-licensed educators including international students, private school teachers, and other school-based personnel, could benefit from specialized skills and knowledge in this field.

For these reasons, we propose an undergraduate certificate program, based on existing ESOL and Modern Language courses, to be packaged and delivered as an Undergraduate Certificate Program in Bilingual/ESOL. This proposal has been approved by the faculty of the Division of Education and Leadership. In addition, Modern Languages and ASL faculty, as well as division chairs from Humanities and Deaf Studies and Professional Studies, have been consulted and have expressed their support. No new courses need to be developed so no syllabi are included in this proposal. However, appropriate learning outcomes and other required catalog language are provided. A full HECC proposal for a new certificate program is also included.

We expect that a majority of students will receive this undergraduate certificate in conjunction with a bachelor's degree, but some students may seek the certificate independent of a degree program, as a post-baccalaureate certificate.

Learning Outcomes:

Learning outcomes for this proposed certificate are similar to outcomes in the ESOL endorsement program but incorporate additional expertise in a modern language and include professionals that do not require the endorsement specifically. These learning outcomes include:

- Prepare teachers and other education professionals who have advanced language proficiency necessary to deliver instruction bilingually, in English and a modern language of emphasis.
- Prepare teachers and other education professionals who understand how first and second languages are acquired and developed, and apply research-based teaching and assessment practices that address the needs of emerging bilingual students in a variety of school settings.
- Prepare teachers and other education professionals who foster a climate that is inclusive of all diversity, understand the influence of culture on students' learning process and academic achievement, are knowledgeable about policies related to the education of emerging bilingual students, and collaborate with colleagues, administrators and families to meet learners' needs.

As with all academic programs in the College of Education, these learning outcomes will be annually evaluated and data will be aggregated, reviewed, and used for continuous improvement.

Program or Requirement Title (required)

Bilingual/ESOL (English for Speakers of Other Languages) Undergraduate Certificate

Description (required)

Bilingual/ESOL (English for Speakers of Other Languages) Undergraduate Certificate (29 credits)

Mission

Prepares teachers and other education professionals to develop students' competencies in bilingualism, biliteracy and multiculturalism. Builds expertise for effective instruction and services for children and families in bilingual settings.

Learning Outcomes

- Prepare teachers and other education professionals who have advanced language proficiency necessary to deliver instruction bilingually, in English and a modern language of emphasis.
- Prepare teachers and other education professionals who understand how first and second languages are acquired and developed, and apply research-based teaching and assessment practices that address the needs of emerging bilingual students in a variety of school settings.
- Prepare teachers and other education professionals who foster a climate that is inclusive of all diversity, understand the influence of culture on students' learning process and academic achievement, are knowledgeable about policies related to the education of emerging bilingual students, and collaborate with colleagues, administrators and families to meet learners' needs.

Modern Language Requirement (8 credits)

A minimum of 8 credits of upper division Modern Language courses (e.g., 300-level and above coursework in Spanish, German, French, ASL)

ESOL Requirement (21 credits)

ED 481: Introduction to ESOL and Bilingual Education (3)

ED 482: Foundations of ESOL/Bilingual Education (3)

ED 483: Culture, Community and the ESOL/Bilingual Classroom (3)

ED 484: First and Second Language Acquisition and Educational Linguistics (3)

ED 491: Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)

ED 492: Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3)

ED 409: Practicum Bilingual/ESOL (3) or ED 407: Seminar Bilingual/ESOL (3)*

- All students must meet with an ESOL advisor to complete a program plan.
- Students seeking the ESOL Endorsement (added to an Oregon educator license) must obtain a passing score on the required ESOL test.
- Students seeking the Bilingual Specialization (added to an Oregon educator license) must obtain a passing score on the required language test.
- *Students seeking an ESOL Endorsement take ED 409 Practicum. Non-licensure students take ED 407 Seminar.

Programs affected/consulted (required)

Division of Education and Leadership: The division voted to approve the proposal in the spring of 2018.

Division of Deaf Studies and Professional Studies: Amanda Smith (Division Chair) and Brent Redpath (ASL Program Coordinator) were consulted and expressed their support in October 2018.

Humanities Division: Carol Harding (Division Chair) and Jaime Marroquin (Chair of Spanish Department) were consulted and expressed their support in November 2018. In addition, Dr. Marroquin shared the proposal with other members of the Modern Languages Department, who are also su.

Faculty and Facilities Needed (for Dean review only) (required)

This proposed certificate program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional faculty, or specialized facilities, equipment, or technology.

How and when will the effectiveness of this program be determined? (For Dean Review only)

As with all academic programs in the College of Education, this program will be annually evaluated and data will be aggregated, reviewed, and used for continuous improvement.

Notes/Comments

Please see the full HECC proposal attached.

Supporting Documents

Thumbnail	Name	Size	Actions
	3_Bilingual-ESOL_Cert_HECC-New-Academic-Program-Proposal_w-budget.docx (https://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/docs.php?pkey=658)	128266	

The queue for this request is:

Department Head/Program Coordinator→Division Chair→Division Curriculum/Graduate Chair→Curriculum Committee→Faculty Senate→Dean→Provost→President→External→

Related Courses:

No related course requests found

Department head/Program coordinator decision:

✓ Yes by Joshua Schulze (2018-11-11 10:35:34)

Comments:

Division chair decision:

✓ Yes by Marie Lejeune (2018-11-11 17:20:04)

Comments:

Division curriculum chair decision:

✓ Yes by Cindy Ryan (2018-11-11 17:47:29)

Comments:

Curriculum Committee Decision:

✓ Yes by Laurie Burton (2018-11-21 06:50:39)

Comments:

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove Send back

Echo rather than send

Comments:

Please enter any comments you have about the proposal, including changes that you (or your committee) have required. These will be viewable by subsequent viewers of this request.

SUBMIT

COE Dean Decision:

Pending: Mark Girod (girodm@wou.edu),

Provost/VPAA Decision:

Pending: Rob Winningham (winninr@wou.edu),

Entered into appropriate systems by registrar's office:

Pending: Amy Clark (clarkaj@wou.edu),

Entered into catalog:

Pending: Susan Hays (hayss@wou.edu),

Re-send to: senate

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