



ESOL Endorsement Graduate Program

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

Admission to the Program

- Applicants must be admitted to WOU. Admissions information can be obtained by contacting the WOU Admissions Office at wou.edu/admission or 503-838-8211.
- **Contact Olivia Flores at floreso@wou.edu for assignment to an ESOL advisor.**
- All students must then meet with their ESOL advisor to complete and sign a program plan. Graduate students must file a copy of their program plan with the Graduate Office.

Program Faculty

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ESOL Endorsement Requirements

- Completion of six courses (ED 681, ED 682, ED 683, ED 684, ED 691, ED 692) with a B- or above.
- A passing score on the ESOL ORELA-NES exam (orela.nesinc.com)
- Completion of the ESOL Practicum (ED 609) in a classroom where at least 20% of the students are identified as English Learners. Applications for the ESOL practicum must be submitted 10 weeks prior to the practicum.

Coursework

ESOL courses will be *tentatively* offered in the following terms. Check wou.edu/classavailability for the latest class schedules

Course (Credits)	Term			
	Fall	Winter	Spring	Summer
ED 681 Principles and Practices of ESOL/Bilingual Education (3)		X		X*
ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)		X		
ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)				X*
ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)			X	
ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3)	X			
ED 692 English Language Development for ESOL and Bilingual Settings (3)		X		

ED 609 ESOL/Bilingual Practicum
(3)

X	X	X	X
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* Intensive 3-week session.

Please note the following coursework requirements:

- Successful completion of ED 681 is strongly recommended before all other courses.
- *At least* 15 credits of coursework towards the ESOL endorsement must be completed before registering for the practicum.
- You are expected to pass the ESOL ORELA-NES exam (orela.nesinc.com) before registering for practicum.

Additional ESOL Courses for students in the Master of Science in Education Program:

- ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
- ED 631 Foundations of Biliteracy (3)
- ED 694 Assessment of English Language Learners (3)

Course Descriptions

The following courses are the core curriculum of 18 hours and are applicable to the ESOL endorsement.

ED 681 Principles and Practices of ESOL and Bilingual Education (3 credits)

This course explores the foundational principles of inclusive education for emergent bilingual students. Topics include principles of second language learning, instructional practices that support emergent bilinguals in accessing academic language in the content classroom, equity and advocacy for linguistically diverse students and their families, and differentiation of instruction in the linguistically and culturally diverse classroom.

Note: Successful completion of ED 681 is a recommended prerequisite for all other courses.

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

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 credits)

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.

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

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 credits)

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 English Language Development for ESOL and Bilingual Settings (3 credits)

Focuses on theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills as well as language functions, meaningful grammatical forms, and vocabulary through content-based lessons. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 609 ESOL/Bilingual Practicum (3 credits)

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.

Students must apply to the ESOL Coordinator to request a placement one term before the practicum.

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

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

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 credits)

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 Foundations of Biliteracy (3 credits)

Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and biliteracy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures, and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices, and plan their professional growth.