Meeting Date: December 7, 2015 MH 158

Members Present: Gail Coulter (chair), David Carroll, Devyani Chandran, Bridget Kelley, Bruce Larson, Veronica Velez (phone)

Regrets: Larry Antil

Minutes prepared by: Carole Teshima

Meeting called to order by chairperson, Gail Coulter, 10:00 a.m.

I. Introductions

II. Items from Chair

III. Committee discussed and acted on the following items:

After a meeting with the Registrar, the proposed ESLT rubric for the ESOL endorsement program previously submitted by Jennifer Green was changed to ELL and “for P-12 teachers” was added to course titles. The changes were made on the same forms and resubmitted to WCC for approval.

SUMMARY

CURRICULAR ITEMS

DEPARTMENT: ELEMENTARY EDUCATION

NEW PROGRAM

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NEW COURSES

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DEPARTMENT: ELEMENTARY EDUCATION
NEW PROGRAM

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<td>ESOL Endorsement for Teachers (ESLT)</td>
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Introduction
The ESOL Endorsement for Teachers (ESLT) program has been developed for practicing teachers who wish to learn more about supporting English language learners (ELLs) in their classroom and developed skills needed to become ESOL specialist in the future. The program is designed to meet the needs of the working teacher. The cohort-model program is a 13-month program that is a mix of online learning and face-to-face meetings where the teachers are. In other words, the program travels to the teachers rather than making teachers travel to Bellingham. We understand that teachers come to this program with skills, knowledge, and experiences that will deepen everyone’s learning. The ESOL Endorsement for Teachers (ESLT) program has two tracks. The first is an endorsement program that can be fully rolled into the Masters of Education in Language and Literacy at Western Washington University. The classes are all 500-level courses. The second track has 400-level courses. Teachers enrolled in both tracks will take the courses together and learn from each other.

Rationale for New Program:
The number of students identified as English language learners (ELLs) increases each year. According the OSPI website, as of May 2014, 9.7% of all students in Washington public schools were identified as transitional bilingual. That means 102,339 students are formally identified. There are other students that have not been identified that should be or those that have been transitioned out of ELL, but could still benefit from instruction designed to support those learning English, especially academic English. According to the Smarter Balance test taken in the 2014-2015 school year, few students identified as ELL are meeting or exceeding the ELA and Math standard, as is shown in the chart below.

Since ELLs spend the majority, if not all, of their day in the ‘mainstream’ classroom, it makes sense that classroom teachers become ELL endorsed. Currently, teachers are underprepared to meet the needs of ELLs. This endorsement will give them the understanding about second language acquisition and skills in methodology to support ELLs that goes beyond “good teaching.” We understand that teachers can take the regular ELL endorsement program currently offered at our campus in Bellingham; however, the program is geared toward pre-service teachers and is located in Bellingham. Teachers are not able to get here physically or always meet at the times we offer classes. We propose this program because it meets teachers where they are, both in their professional development and, ideally, in their physical location.

Percentage of students identified as ELL meeting or exceeding state standards

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<tr>
<th>GRADE</th>
<th>ELA</th>
<th>MATH</th>
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NOTE ABOUT STACKING:

The ESOL Endorsement for Teachers (ESLT) program has two tracks. The first is an endorsement program that can be fully rolled into the Masters of Education in Language and Literacy at Western Washington University. The classes are all 500-level courses. The second track has 400-level courses. Teachers enrolled in both tracks will take the courses together and learn from each other. They will be ‘stacked.’ Because the lectures, discussions, and outcomes will be the same for both tracks, the differences between the two levels will be found primarily in the assignments and readings. Specific differences will be noted in the assessment section on each New Course request e-sign form at the 500-level. In addition to specific differences such as longer papers, more sources, and additional readings for students in the 500-level courses, instructors will also expect these students to have more detailed responses to readings in online discussions and be more thoughtful when they reflect on their teaching.

SPECIAL NOTE:

Since we plan to start the program in the summer to make it work around teachers' schedules and the sequence of the courses, we needed courses this summer. The official courses of the program cannot start until Fall 2016 due to university policies.

ELL597D is the equivalent of ELL560 (4 credits)--Sociocultural Theory and Policy Sequence for P-12 Teachers
ELL597E is the equivalent of ELL561 (4 credits)--Second Language Acquisition and Linguistics for P-12 Teachers
ELL497D is the equivalent of ELL460 (4 credits)--Sociocultural Theory and Policy Sequence for P-12 Teachers
ELL497E is the equivalent of ELL461 (4 credits)--Second Language Acquisition and Linguistics for P-12 Teachers

New Courses:
ELL560 (4 credits)--Sociocultural Theory and Policy Sequence for P-12 Teachers
ELL561 (4 credits)--Second Language Acquisition and Linguistics for P-12 Teachers
ELL562 (3 credits)--Assessment of Culturally and Linguistically Diverse Learners
ELL563 (3 credits)--English Grammar and Academic Language for P-12 Teachers
ELL564 (6 credits)--Beginning Literacy and ELLs for P-12 Teachers
ELL565 (6 credits)--Supporting ELLs Across the Content Areas
ELL566 (1 credit)--Capstone

ELL460 (4 credits)--Sociocultural Theory and Policy Sequence for P-12 Teachers
ELL461 (4 credits)--Second Language Acquisition and Linguistics for P-12 Teachers
ELL462 (3 credits)--Assessment of Culturally and Linguistically Diverse Learners
ELL463 (3 credits)--English Grammar and Academic Language for P-12 Teachers
ELL464 (6 credits)--Beginning Literacy and ELLs for P-12 Teachers
ELL465 (6 credits)--Supporting ELLs Across the Content Areas
ELL466 (1 credit)--Capstone ELL497E is the equivalent of ESLT421 (4 credits)--Second language acquisition and linguistics

Collegial Communication:
ELED, SPED, SEC, and TEOP have been notified and they approve.

DEPARTMENT: ELEMENTARY EDUCATION
NEW COURSE

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Final copy:
This course provides a historical, legal, theoretical and policy foundation to understand experiences of Bilingual students in US public schools. We will examine issues related to the education of language minority students from global to local contexts. Students will understand sociocultural and equity issues of schooling for English learners in the US. We will explore sociocultural theory, family and community engagement and the laws and policies regarding teaching English to speakers of other languages. The course presents research on program models and effective school practices with culturally and linguistically diverse students. Students will become familiar with language development standards across domains of reading, writing, listening and speaking as these interact with content standards across program models and instructional approaches.

Prereq: Admitted to the ESLT program or approval of the ELL Endorsement Program Director.
Coreqs: ELL561 or ELL461
Credits: 4
Grade Mode: A-F
Schedule Type: Lecture
Repeatability: No

Rationale for new course:
Teachers need to understand key concepts relating to the laws and policies surrounding English Language Learners. They also need to have the knowledge to advocate for their students by knowing the details of the laws that provide proper services to students learning English.

This course covers the following ELL/ESOL Endorsement Competencies:
2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
3.A Candidates demonstrate knowledge of relevant historical and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.
3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.
1.D Candidates can explain interrelationships and features of social, school/instructional, and academic discourses and pedagogical implications.
2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.
2.B Candidates can demonstrate knowledge and application of strategies which incorporate cultural and linguistic diversity to ensure equity in teaching and learning.
2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
2.D Candidates can recognize and acknowledge the contributions of diverse cultural groups to our local, national, and global societies.

2.F Candidates can explain the complexities involved in cultural identity including the influences of:
   - Assimilation
   - Cultural pluralism
   - Acculturation
   - Enculturation
   - Deculturation
   and the potential impact on student learning and identity development.

2.G Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.

2.H Candidates can explain how her/his own ethnicity, culture, and socioeconomic status influence teaching practices.

3.B Candidates know how to serve as effective resources (e.g., instructional strategies, policy and outreach) for working with English language learners and the importance of collaborating with other educational staff and community members.

3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.

3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff, families, and community partners) to support and facilitate English language development and overall academic success for English language learners.

**Rationale for prerequisites:**
ELL460 and ELL461 are designed to be taken at the same time in order to lay a theoretical foundation for the program.

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**Final copy:**

This course explores the theory and research on second language acquisition, drawing from sociocultural, linguistic, psychological, neurological, and sociolinguistic traditions that inform current practice. Experienced teachers reinforce their understanding of the structure, history and use of English with emphasis on their application to the teaching of P-12 level language learners within the P-12 school system. This class includes an outline of basic linguistic aspects of language (phonology, morphology, syntax, semantics, and pragmatics) and their historical, geographical, and social variation. Individual research and course presentations are expected of graduate students.

Prereq: Admitted to the ESLT program or approval of the ELL Endorsement Program Director.
Coreqs: ELL460 or ELL560
Credits: 4
Grade Mode: A-F
Schedule Type: Lecture
Repeatability: No

**Rationale for new course:**
Teachers need to understand how second language is acquired and how it is both similar to, but different from first language acquisition. Furthermore, teachers need to have a basic understanding of linguistics as it applies to phonology, morphology, syntax, semantics, and pragmatics.

This course meets the following ELL/ESOL endorsement competencies.
1.1 Candidates demonstrate knowledge and application of concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.

1.2 Candidates can explain how students’ first language proficiency in listening, speaking, reading, and writing transfers to and supports English language acquisition.

1.3 Candidates demonstrate knowledge and pedagogical application of linguistic aspects of the English language including:
   - Phonology (the sound system)
   - Morphology (word formation)
   - Syntax (phrase and sentence structure)
   - Semantics (meaning)
   - Pragmatics (context and function)
   - Discourse within and across contexts

2.1 Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.

2.2 Candidates understand the diversity within the English language learner population and the impact of immigration status, socioeconomic status, race, relation, class, national origin, disability, and gender on student learning.

2.7 Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.

Rationale for prerequisites:
ELL460 and ELL461 are designed to be taken at the same time in order to lay a theoretical foundation for the program.

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Final copy:
This course provides a foundation for teachers to understand and address the relevant cultural and equity issues that linguistically diverse students face in US public schools. The emphasis is on culturally and linguistically sustaining approaches to instruction, assessment, and professional collaboration. Specific attention is given to culturally relevant teaching, equity pedagogy and differentiated instruction for ELL. The course provides an introduction to assessment from theory to practice for linguistically diverse students. Participating in a case study analysis allows practicing teachers to develop abilities to observe, reflect and employ informal assessments to better understand and support the learning and development of an English Learner.

Prereq: Admitted to the ESLT program; ELL560 and ELL561 OR ELL460 and ELL461
Coreq: ELL563 or ELL463
Credits: 3
Grade Mode: A-F
Schedule Type: Lecture/Practicum
Repeatability: No
Attributes: N/A

Rationale for new course:
Teachers need to learn and implement a variety of formative assessments based on students’ needs and particular cultural backgrounds. Learning and using these assessments in context will allow them to utilize more culturally appropriate and individualized instructions for their students.

This course meets the following ELL/ESOL endorsement competencies.
2.E Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.
4.C Candidates differentiate instruction and assessment by applying concepts, theories, and research of educational linguistics, second language acquisition, and literacy development.

4.L Candidates identify and describe principles, instruments, and methods of reliable and valid assessment related to the education of English language learners.

4.M Candidates recognize linguistic and cultural biases within assessment instruments (e.g., formative, summative, and standardized) and, when possible, implements appropriate modifications and accommodations.

**Rationale for prerequisites:**
This is a cohort program and the courses are designed in a specific sequence. These courses lay the foundation for the methods courses that are taken in the winter and spring.

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**Final copy:**

Experienced teachers reinforce their understanding of the structure and use of English with emphasis on their application to the teaching of P-12 level language learners within the P-12 school system. The theory of English grammar, including parts of speech, syntactic structure, coordination, subordination, and discourse patterns will also be covered. Students will begin to explore the theory and use of functional linguistics in the classroom to support academic language.

Prereq: Admitted to the ESLT program; ELL560 and ELL561 OR ELL460 and ELL461
Coreq: ELL562 or ELL462
Credits: 3
Grade Mode: A-F
Schedule Type: Lecture/Practicum
Repeatability: No
Attributes: N/A

**Rationale for new course:**

With the increased focus on academic language in schools, teachers need to understand how language works beyond “difficult vocabulary.” The language of schools is complex at different levels—from words to sentences to text structure. If teachers don’t understand how language works, they will be unable to help their students be successful.

The course covers the following ELL/ESOL Endorsement Competencies:

1.A Candidates demonstrate knowledge and application of concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.
1.B Candidates can explain how students’ first language proficiency in listening, speaking, reading, and writing transfers to and supports English language acquisition.
1.C Candidates demonstrate knowledge and pedagogical application of linguistic aspects of the English language including:
   - Phonology (the sound system)
   - Morphology (word formation)
   - Syntax (phrase and sentence structure)
   - Semantics (meaning)
   - Pragmatics (context and function)
   - Discourse within and across contexts
1.F Candidates know, understand, and apply Washington State’s approved English Language Proficiency Standards.
2.E Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.

4.B Candidates apply knowledge of linguistics (e.g., phonology, morphology, syntax, semantics, pragmatics, discourse across contexts) to support language development in all language domains (listening, speaking, reading, writing, viewing).

4.E Candidates plan, differentiate, and use materials, for multiple language proficiency levels ensuring meaningful access to grade-level content for each student.

4.M Candidates recognize linguistic and cultural biases within assessment instruments (e.g., formative, summative, and standardized) and, when possible, implements appropriate modifications and accommodations.

**Rationale for prerequisites:**
This is a cohort program and the courses are designed in a specific sequence. These courses lay the foundation for the methods courses that are taken in the winter and spring.

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<td>ELL 464</td>
<td>Methods for Teaching Beginning ELLs for P-12 Teachers</td>
<td>New Course</td>
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**Final copy:**
The course addresses theoretical and practical concerns in teaching English as an additional language to students with beginning to low-intermediate proficiency in English in P-12 schools. Emphasis on innovative approaches to the teaching of listening, speaking, reading, writing, and culture within a communicative framework. Instructor will provide guidance in the evaluation of students; use of standards; development and use of creative materials, including media-based materials. Requires teaching in a classroom with English language learners.

**Prereq:** Admitted to the ESLT program; ELL562 or ELL462; and ELL563 or ELL463

**Coreq:** N/A

**Credits:** 6

**Grade Mode:** A-F

**Schedule Type:** Lecture & Practicum

**Repeatability:** No

**Attributes:** N/A

**Rationale for new course:**
Teachers need to gain knowledge about instructional strategies proven effective to teach language minority students, and be prepared to examine the implications of language and culture for the selection of materials and pedagogy. This course will allow in-service teachers to consider the theoretical underpinnings and pedagogical rationale for a variety of teaching methods used to support successful learning for beginning English learners.

The course meets the following ELL/ESOL endorsement competencies:

1.E Candidates can explain the interrelationships between the language domains (i.e., listening, speaking, reading, writing, and viewing) and language modalities in ELP standards (i.e., receptive, productive and interactive).

1.F Candidates know, understand, and apply Washington State’s approved English Language Proficiency Standards.

3.D Candidates can distinguish between and communicate characteristics of typical language development (including consideration of cultural influences on learning behaviors), and potential special education needs by referencing appropriate research and resources.

3.E Candidates can recognize characteristics of English language learners who potentially qualify for highly capable programs, including consideration of cultural influences on learning behaviors.

3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff,
families, and community partners) to support and facilitate English language development and overall academic success for English language learners.

4.A Candidates construct and facilitate learning experiences that simultaneously develop English language proficiencies and discipline-specific knowledge.

4.B Candidates apply knowledge of linguistics (e.g., phonology, morphology, syntax, semantics, pragmatics, discourse across contexts) to support language development in all language domains (listening, speaking, reading, writing, viewing).

4.C Candidates differentiate instruction and assessment by applying concepts, theories, and research of educational linguistics, second language acquisition, and literacy development.

4.D Candidates consistently engage in culturally responsive practices that empower students intellectually, socially, emotionally, and politically to develop knowledge, skills, and attitudes. These practices may include:

1. Use resources and assets available in schools (e.g., parent advisory committees, adult reading programs) and English learners’ cultural communities (e.g., online, local, and regional resources).
2. Acknowledge that parenting practices and participation in the education of a child vary among cultures and accommodate for this variance by developing diverse opportunities for parental outreach and integrating families within the school community.
3. Validate and incorporate home languages and cultures as educational assets.
4. Facilitate/Bridge understanding of expectations and processes in the new culture to empower ELLs to excel socially and academically.
5. Use information, if available, of native language literacy and demonstrated knowledge of content to inform instructional choices.
6. Integrate students’ funds of knowledge to build bridges to content understanding.
7. Include multiple cultures and integrate culturally-relevant texts in discipline-specific instruction.

4.E Candidates plan, differentiate, and use materials, for multiple language proficiency levels ensuring meaningful access to grade-level content for each student.

4.F Candidates plan and support English language learners’ authentic engagement and interaction in a variety of learning environments (e.g., whole group, cooperative groups, independent learning, and individualized instruction).

4.G Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills at all levels of language proficiency.

4.H Candidates apply a range of teaching strategies, structures, and methods to elicit student voice (e.g., including reflection related to learning targets, metacognition strategies, and effective use of resources) and engagement at all levels of language proficiency.

4.I Candidates employ a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.

4.J Candidates develop instructional plans and assessments to support ELLs’ language development across language domains and within disciplines.

4.K Candidates consistently reflect upon and analyze the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.

4.N Candidates apply a variety of assessment tools and methods (e.g., formative, summative, and standardized) appropriate for English language learners to inform instruction, facilitate appropriate placement, and monitor language development and academic progress.

**Rationale for prerequisites:**
This is a cohort program and the courses are designed in a specific sequence. The courses build on each other.

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**DEPARTMENT: ELEMENTARY EDUCATION**

**NEW COURSE**

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<th>ELL 465</th>
<th>Supporting ELLs Across the Content Areas for P-12 Teachers</th>
<th>New Course</th>
<th>Approved; sent to TCCC</th>
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**Final copy:**
An expansion on theoretical and practical concerns in teaching English as an additional language to students in grades P-12 with intermediate to advanced proficiency in English. Emphasis is on innovative approaches to the teaching of language and literacy within a communicative framework and academic register. Provides guidance in the evaluation, development, and use of creative materials, including media-based materials. Requires teaching in a classroom with English language learners.

This course will offer teachers methods and strategies to refine communication abilities across multiple settings while focusing primarily on academic language, literacy and identity development taught through engaging and relevant content. We will build on the techniques introduced in ELL 464/564 but shift the emphasis to elements of academic language; specifically vocabulary, form, function, and fluency of language across domains of reading, writing, listening and speaking.

Prereq: Admitted to the ESLT program; ELL564 or ELL464  
Coreq: N/A  
Credits: 6  
Grade Mode: A-F  
Schedule Type: Lecture & Practicum  
Repeatability: No

**Rationale for new course:**
It is important to understand the similarities and difference of the language demands across content areas. Whereas the first methods course (ELL 564) focused on students identified at the early stages of learning English, this course is focused more on those students who have been identified at the intermediate, advanced, and transitional levels. There is a need for teacher to understand the needs of Long-Term ELLs (LTELLs), since they often plateau at level three.

The course meets the following ELL/ESOL endorsement competencies:
2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.  
2.B Candidates can demonstrate knowledge and application of strategies which incorporate cultural and linguistic diversity to ensure equity in teaching and learning.  
3.D Candidates can distinguish between and communicate characteristics of typical language development (including consideration of cultural influences on learning behaviors), and potential special education needs by referencing appropriate research and resources.  
3.E Candidates can recognize characteristics of English language learners who potentially qualify for highly capable programs, including consideration of cultural influences on learning behaviors.  
3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff, families, and community partners) to support and facilitate English language development and overall academic success for English language learners.  
4.E Candidates plan, differentiate, and use materials, for multiple language proficiency levels ensuring meaningful access to grade-level content for each student.  
4.F Candidates plan and support English language learners’ authentic engagement and interaction in a variety of learning environments (e.g., whole group, cooperative groups, independent learning, and individualized instruction).  
4.G Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills at all levels of language proficiency.  
4.H Candidates apply a range of teaching strategies, structures, and methods to elicit student voice (e.g., including reflection related to learning targets, metacognition strategies, and effective use of resources) and engagement at all levels of language proficiency.  
4.I Candidates employ a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.  
4.J Candidates develop instructional plans and assessments to support ELLs’ language development.
across language domains and within disciplines.
4.K Candidates consistently reflect upon and analyze the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.
4.L Candidates identify and describe principles, instruments, and methods of reliable and valid assessment related to the education of English language learners.
4.N Candidates apply a variety of assessment tools and methods (e.g., formative, summative, and standardized) appropriate for English language learners to inform instruction, facilitate appropriate placement, and monitor language development and academic progress.
4.O Candidates appropriately use data from a variety of language proficiency instruments and discipline-specific assessments (e.g., formative, summative, and standardized) to inform instruction.

**Rationale for prerequisites:**
This is a cohort program and the courses are designed in a specific sequence to build on each other.

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**DEPARTMENT: ELEMENTARY EDUCATION**

**NEW COURSE**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL 466</td>
<td>Capstone for the ESLT Program</td>
<td>New Course</td>
<td>Approved; sent to TCCC</td>
<td>982181</td>
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</tbody>
</table>

**Final copy:**
The Capstone Project provides the opportunity for students to take what they have learned throughout the endorsement program and apply it to examine a specific outcome. Students will be informed of the project expectations during their first course. As the program gets underway, students will choose to extend one or more course assignments (including but not limited to case studies, community asset mapping, family engagement projects, legal rights brochures, and SIOP lesson plans) and transform them into their capstone project.

Prereq: Admitted to the ESLT program; ELL565 or ELL465
Coreq: N/A
Credits: 1
Grade Mode: S/U
Schedule Type: Lecture
Repeatability: No
Attribute: Capstone

**Rationale for new course:**
Teachers need to reflect on how their learning throughout the endorsement program informed and transformed their instruction and interaction with ELL/ESOL students. By completing the capstone project, teachers will not only recognize the importance of understanding theories but also the power in applying what they have learned to their daily interactions with students, families, and communities.

This course meets the following ELL/ESOL endorsement competencies.
3.I Candidates advocate for ELLs and their families in multiple contexts within the school and communities.
4.D Candidates consistently engage in culturally responsive practices that empower students intellectually, socially, emotionally, and politically to develop knowledge, skills, and attitudes. These practices may include:
1. Use resources and assets available in schools (e.g., parent advisory committees, adult reading programs) and English learners' cultural communities (e.g., online, local, and regional resources).
2. Acknowledge that parenting practices and participation in the education of a child vary among cultures and accommodate for this variance by developing diverse opportunities for parental outreach and integrating families within the school community.
3. Validate and incorporate home languages and cultures as educational assets
4. Facilitate/Bridge understanding of expectations and processes in the new culture to empower ELLs to excel socially and academically.
5. Use information, if available, of native language literacy and demonstrated knowledge of content to inform instructional choices.

6. Integrate students’ funds of knowledge to build bridges to content understanding.

7. Include multiple cultures and integrate culturally-relevant texts in discipline-specific instruction.

4.K Candidates consistently reflect upon and analyze the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.

**Rationale for prerequisites:**
This is a cohort program and the courses are designed in a specific sequence. The courses build on each other.

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<tr>
<td>ELL 497D</td>
<td>Sociocultural Theory and Policy sequence for P-12 Teachers</td>
<td>New Temp Course</td>
<td>Approved; sent to TCCC</td>
<td>982291</td>
</tr>
</tbody>
</table>

**Final copy:**
This course provides a historical, legal, theoretical and policy foundation to understand experiences of Bilingual students in US public schools. We will examine issues related to the education of language minority students from global to local contexts. Students will understand sociocultural and equity issues of schooling for English learners in the US. We will explore sociocultural theory, family and community engagement and the laws and policies regarding teaching English to speakers of other languages. The course presents research on program models and effective school practices with culturally and linguistically diverse students. Students will become familiar with language development standards across domains of reading, writing, listening and speaking as these interact with content standards across program models and instructional approaches.

Prereq: Admitted to the ESLT program or approval of the ELL Endorsement Program Director.
Coreqs: ELL497E or ELL597E
Credits: 4
Grade Mode: A-F
Schedule Type: Lecture
Repeatability: No

**Rationale for new course:**
Teachers need to understand key concepts relating to the laws and policies surrounding English Language Learners. They also need to have the knowledge to advocate for their students by knowing the details of the laws that provide proper services to students learning English.

This course covers the following ELL/ESOL Endorsement Competencies:

2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.

3.A Candidates demonstrate knowledge of relevant historical and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.

3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.

1.D Candidates can explain interrelationships and features of social, school/instructional, and academic discourses and pedagogical implications.

2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.

2.B Candidates can demonstrate knowledge and application of strategies which incorporate cultural and
linguistic diversity to ensure equity in teaching and learning.
2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
2.D Candidates can recognize and acknowledge the contributions of diverse cultural groups to our local, national, and global societies.
2.F Candidates can explain the complexities involved in cultural identity including the influences of:
- Assimilation
- Cultural pluralism
- Acculturation
- Enculturation
- Deculturation
and the potential impact on student learning and identity development.
2.G Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.
2.H Candidates can explain how her/his own ethnicity, culture, and socioeconomic status influence teaching practices.
3.B Candidates know how to serve as effective resources (e.g., instructional strategies, policy and outreach) for working with English language learners and the importance of collaborating with other educational staff and community members.
3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.
3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff, families, and community partners) to support and facilitate English language development and overall academic success for English language learners.

**Rationale for prerequisites:**
ELL 497D and ELL 497E are designed to be taken at the same time in order to lay a theoretical foundation for the program.

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<tr>
<td>ELL 497E</td>
<td>Second Language Acquisition and Linguistics for P-12 Teachers</td>
<td>New Temp Course</td>
<td>Approved; sent to TCCC</td>
<td>982320</td>
</tr>
</tbody>
</table>

**Final copy:**
This course explores the theory and research on second language acquisition, drawing from sociocultural, linguistic, psychological, neurological, and sociolinguistic traditions that inform current practice. Experienced teachers reinforce their understanding of the structure, history and use of English with emphasis on their application to the teaching of P-12 level language learners within the P-12 school system. This class includes an outline of basic linguistic aspects of language (phonology, morphology, syntax, semantics, and pragmatics) and their historical, geographical, and social variation. Individual research and course presentations are expected of graduate students.

Prereq: Admitted to the ESLT program or approval of the ELL Endorsement Program Director.
Coreqs: ELL497D or ELL597D
Credits: 4
Grade Mode: A-F
Schedule Type: Lecture
Repeatability: No

**Rationale for new course:**
Teachers need to understand how second language is acquired and how it is both similar to, but different from first language acquisition. Furthermore, teachers need to have a basic understanding of linguistics as
it applies to phonology, morphology, syntax, semantics, and pragmatics.

This course meets the following ELL/ESOL endorsement competencies.

1.1 Candidates demonstrate knowledge and application of concepts, theories, and research from applied linguistics, second language acquisition, and literacy development
1.2 Candidates can explain how students' first language proficiency in listening, speaking, reading, and writing transfers to and supports English language acquisition.
1.3 Candidates demonstrate knowledge and pedagogical application of linguistic aspects of the English language including:
  Phonology (the sound system)
  Morphology (word formation)
  Syntax (phrase and sentence structure)
  Semantics (meaning)
  Pragmatics (context and function)
  Discourse within and across contexts
2.1 Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning
2.3 Candidates understand the diversity within the English language learner population and the impact of immigration status, socioeconomic status, race, relation, class, national origin, disability, and gender on student learning.
2.7 Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.

**Rationale for prerequisites:**
ELL 497D and ELL 497E are designed to be taken at the same time in order to lay a theoretical foundation for the program.