New Certificate Program Proposal Dual Language

Status: Pending Review - Faculty Senate Exec Committee

Hide All Reviews ▼

1. Review - College Approver - Education

Approved by Randy Bell Assoc Dean-Academic Affairs / College of Education, *April 25, 2019 9:16am*

2. Review - Curriculum Coordinator

Approved by Janice Nave-Abele Curriculum Coordinator / University Accreditation, *April 25, 2019 10:51am*

3. Review - Graduate School

Approved by Stephanie Bernell Associate Dean / Graduate School Admin, *April 30, 2019 2:10pm*

Comments

Stephanie Bernell (Graduate School) April 30, 2019 2:10pm
This seems like a natural extension to your current offerings.

4. Review - Budgets and Fiscal Planning Committee

Approved by Andrew Ibarra Dir-Physical Activity Program / Sch of Bio/Pop Hlth Sci, *May 9, 2019 2:30pm*

5. Review - Graduate Council Chair

Approved by John Becker-Blease Associate Dean / College of Business Dept, *June 5, 2019 4:00pm*

Comments

John Becker-Blease (Graduate Council Chair) June 5, 2019 4:00pm
No concerns by GC.

6. Review - Curriculum Council Chair

Approved by Allen Thompson Associate Professor / Philosophy Department, *June 7, 2019 4:14pm*

7. Review - Faculty Senate Exec Committee

Pending Review

More Queued Reviews (4)

Faculty Senate; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

Proposal
Proposal ID:106528
Type:New Certificate Program
Submission Date:April 24, 2019 2:42pm
Comments:*None*

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Susan Helback	Coordinator-Academic Program 2	College of Education

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
Alfonso Bradoch	Dir-Dept & Studen Svcs	Extended Campus
Shannon Riggs	Director	Extended Campus
Karen Thompson	Assistant Professor	College of Education
Erica Curry	Academic Programs Manager	Extended Campus
Tiffany Palaniuk	Coordinator-Academic Program	College of Education

Proposal Details

College:College of Education
Department/School:No Department
New Certificate Name:Dual Language

Supporting Documents

DOCUMENTS
* Signed Transmittal Sheet ❔
DL_Transmittal_Form.pdf (533.06 Kb added Apr 15, 2019 1:10 pm)
* Executive Summary ❔
Dual Lang Grad Cert Executive Summary.pdf (121.72 Kb added Apr 05, 2019 12:51 pm)
* Proposal ❔
DL Proposal.pdf (839.53 Kb added Apr 12, 2019 2:10 pm)
* Letters of Support ❔
Beaverton School District Beaverton_DL.pdf (388.20 Kb added Mar 18, 2019 2:45 pm)
Corvallis School District Corvallis_DL (1).pdf (120.29 Kb added Mar 18, 2019 2:46 pm)
Ecampus letter/MOU Graduate_Certificate_in_Dual_Language_Education_MOU_FINAL.pdf(678.53 Kb added Apr 01, 2019 12:19 pm)
University of Oregon COE Ltr_UO_DL.pdf (53.98 Kb added Apr 24, 2019 2:42 pm)
* Accessibility Form ❔
accessibility_form_DL.pdf (267.04 Kb added Apr 12, 2019 2:09 pm)
* Library Evaluation ❔
Dual Language_Library Evaluation.pdf (255.42 Kb added Apr 01, 2019 12:20 pm)
* Faculty CVs ❔
ESOL Faculty Credentials_Graduate Certificate_DL.pdf (74.58 Kb added Apr 02, 2019 12:06 pm)
Other Attachments ❔

[Space Evaluation for Cat 1 Proposal -Dual Language Education Graduate Certificate.pdf](138.87 Kb added Mar 06, 2019 3:40 pm)

LIAISONS

* Liaisons 🔵

Shannon Riggs
Request: [Email from Ecampus Liaisons.docx](14.10 Kb added Apr 08, 2019 3:23 pm)
Response: *None*

Alfonso Bradoch
Request: [Email from Ecampus Liaisons.docx](14.10 Kb added Apr 08, 2019 3:23 pm)
Response: *None*

Erica Curry
Request: [Email from Ecampus Liaisons.docx](14.10 Kb added Apr 08, 2019 3:23 pm)
Response: *None*

BUDGET INFORMATION

* Budget Year 1 🔵

[Budget KED- DL Grad Certificate Proposal.xlsx](27.41 Kb added Mar 06, 2019 3:37 pm)

* Budget Year 2 🔵

[DL-OSU BUDGET NARRATIVE.docx](13.58 Kb added Mar 06, 2019 3:37 pm)

* Budget Year 3 🔵

[Budget KED- DL Grad Certificate Proposal.xlsx](27.41 Kb added Mar 06, 2019 3:38 pm)

* Budget Year 4 🔵

[Budget KED- DL Grad Certificate Proposal.xlsx](27.41 Kb added Mar 06, 2019 3:38 pm)

Proposal Transmittal Sheet
Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

*Final Approval--*for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval-- for new certificate programs: OSU Provost

Check one:

[ ] **New Degree Program**

[X] **New Certificate Program**

[ ] **Extend Program to OSU Branch Campus**

[ ] **Substantive Change**

Abbreviated Category I Proposals: Other Proposals

*Final Approval--*for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval-- for terminations: OSU Board of Trustees

Check one:

[X] **Establish:** new college, school, department or program

[ ] **Rename**: change the name of an existing academic program or academic unit

[ ] **Reorganization:** move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits

[ ] **Suspension (or Reactivation):** suspend an academic program (maximum period: three years)

[ ] **Termination:** terminate an academic program or academic unit

Title of Proposal:
Dual Language Education
Graduate Certificate

Proposed Effective Term:
Fall 2019

School/Department/Program:

ESOL / Dual Language

College:

College of Education

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

DocuSigned by:
karen Thompson
158BFDEF6015477...

4/15/2019 | 08:55:43 PDT   Karen Thompson

Sign (Department/School Chair/Head; Director)   *Date*   **Print (Chair/Head; Director)**

DocuSigned by:
Joni Doolen
726986A1218E43F...

4/15/2019 | 09:33:02 PDT   Joni Doolen

Sign (College Dean)   *Date*   **Print (College Dean)**

Dual Language Education Graduate Certificate
Executive Summary

This proposal would establish a Graduate Certificate in Dual Language Education. The Oregon Teacher Standards and Practices Commission (TSPC), which oversees teacher licensure for the state, granted approval to OSU to offer a Dual Language specialization in January 2018. Dual language programs are a form of bilingual education in which students not yet fluent in English learn alongside English-proficient peers, becoming bilingual and biliterate while also learning grade-level content. Given recent research establishing that English learners in dual language (DL) programs have better long-term outcomes than their peers in English-only programs, Oregon has invested in expansion of these programs across the state. Yet there is an acute shortage of qualified, licensed dual language teachers in Oregon and across the country. For teachers who already hold an Oregon teaching license, we currently offer a 21-credit Dual Language course sequence via Ecampus which leads to a Dual Language specialization awarded by TSPC. This proposal would enable the Dual Language courses, recognized by TSPC, to also be recognized as a Graduate Certificate at OSU. Since the courses required for the Dual Language specialization are already being offered, there are no additional resources, including no additional faculty, space, or materials required.

The Dual Language specialization focuses on enabling Oregon's kindergarten through 12th grade (K-12) teachers to effectively educate students in dual language settings. Therefore, OSU's Dual Language Education Graduate Certificate follows a standards-based curriculum, addressing the six domains specified in Oregon Administrative Rule 584-420-0630: 1) Language; 2) Culture; 3) Planning, Implementing, and Managing Instruction; 4) Assessment; 5) Professionalism; and 6) Community and Family Engagement. In addition to being recognized by state teacher licensing agencies, including Oregon, Dual Language Education is an academic discipline drawing from linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration.

As noted above, there is an acute shortage of dual language teachers in Oregon and across the country. In an October 2014 state survey of 38 school districts (representing 75% of Oregon's English learners), 80% of all bilingual programs and 95% of all bilingual two-way immersion programs reported difficulty filling bilingual teaching positions. The Dual Language Education Graduate Certificate directly addressed this need. The target audience for the certificate is Oregon K-12 dual language teachers. The Dual Language Education Graduate Certificate would continue with the current online delivery of the Dual Language specialization via Ecampus, which allows time-bound and place-bound teachers across the state access to graduate-level education while remaining in their current jobs and communities, furthering OSU's land grant mission.

Dual Language Education Graduate Certificate Program of Study

Course	Credits
ED 522 Racial and Cultural Harmony in the K-12 Classroom	3
ED 570 Biliteracy	3
ED 571 Multilingual Linguistics	3
ED 572 Foundations of ESOL Education	3
ED 573 Instructional Approaches for ESOL Education	3
ED 576 Partnerships and Ideologies in ESOL Education	3
ED 510 Internship	3
Total Credits	**21**

Proposal for a New Academic Program

Institution: Oregon State University

College/School: College of Education

Department/Program Name: English for Speakers of Other Languages/Dual Language

Degree and Program Title: Dual Language Education Graduate Certificate

1. **Program Description**
   a. **Proposed Classification of Instructional Programs (CIP) number.**

Detail for CIP Code 13.0201

Bilingual and Multilingual Education

Definition: A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teacher and administrators in bilingual/bicultural education programs.

   b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

This proposal would establish a Graduate Certificate in Dual Language Education. The Oregon Teacher Standards and Practices Commission (TSPC), which oversees teacher licensure for the state, granted approval to OSU to offer a Dual Language specialization in January 2018 (Appendix A). Dual language programs are a form of bilingual education in which students not yet fluent in English learn alongside English-proficient peers, becoming bilingual and biliterate while also learning grade-level content. Given recent research establishing that English learners in dual language (DL) programs have better long-term outcomes than their peers in English-only programs, Oregon has invested in expansion of these programs across the state. Yet there is an acute shortage of qualified, licensed dual language teachers in Oregon and across the country. For teachers who already hold an Oregon teaching license, we are offering the 21-credit Dual Language specialization course sequence via Ecampus. This proposal would enable the Dual Language specialization, which is already recognized by TSPC, to also be recognized as a Graduate Certificate at OSU. The courses required for the Dual Language specialization are already being offered. Therefore, no additional resources, including no additional faculty, space, or materials, are required.

The Dual Language specialization focuses on enabling Oregon's kindergarten through 12th grade (K-12) teachers to effectively educate students in dual language settings. OSU's Dual Language specialization follows a standards-based curriculum, addressing the six domains specified in Oregon Administrative Rule 584-420-0630: 1) Language; 2) Culture; 3) Planning, Implementing, and Managing Instruction; 4) Assessment; 5) Professionalism; and 6) Community and Family Engagement. In addition to being recognized by state teacher licensing agencies, including Oregon,

dual language education is an academic discipline drawing from linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration.

Proposal Summary Table

- CIP (Classification of Instructional Program)#: 13.0201
- CPS#: 106528
- College Code: 312900 - KED
- Degree Types: NA
- Program Level: Graduate
- Academic Home: College of Education
- Contact: Tiffany Palaniuk
- Options: NA
- Areas of Concentration: Linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration
- Minors: NA
- Program Total Credit Hours: 21 credits
- Pre-Professional/Professional Model: NA
- Thesis or Non-Thesis: Non-Thesis
- Location: Ecampus
- Course Designator: ED - Education
- Delivery Mode: Online
- Enrollment Limitations: NA
- Accreditation: Oregon Teacher Standards and Practices Commission
- Proposed Effective Date: Fall 2019
- Program Unique to Public Higher Education Institutions in Oregon: Yes
- Embedded Proposals: NA

c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

Table 1. Dual Language Education Graduate Certificate Program of Study

Course	Credits
ED 522 Racial and Cultural Harmony in the K-12 Classroom	3
ED 570 Biliteracy*	3
ED 571 Multilingual Linguistics*	3
ED 572 Foundations of ESOL Education	3
ED 573 Instructional Approaches for ESOL Education	3
ED 576 Partnerships and Ideologies in ESOL Education	3
ED 510 Internship	3
Total Credits	**21**

*Taught bilingually in Spanish and English.

Five courses in the Dual Language Education Graduate Certificate/Specialization are also part of the proposed English for Speakers of Other Languages (ESOL) Certificate (and current ESOL Endorsement). These five courses are: ED 522, ED 572, ED 573, ED 576, and ED 510. There are two courses that are only offered to students in the Dual Language Education Certificate/Specialization program. Those two courses are ED 570 and ED 571, both of which are taught bilingually in Spanish and English.

Under our TSPC-approved Dual Language specialization, students who have previously completed an ESOL endorsement would be able to earn the Dual Language specialization by completing three or four courses at OSU (ED 570, ED 571, and ED 510; if they earned their ESOL endorsement more than five years ago, they would also need to complete ED 560 Changes in ESOL Education). However, because this is less than the 18 credit minimum required for a certificate, students in this position would not be eligible to earn the Dual Language Education Graduate Certificate (but they could earn the Dual Language specialization approved by TSPC).

d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

Coursework for the Dual Language Education Graduate Certificate will continue to be delivered exclusively online via Ecampus. We anticipate maintaining the current course schedule, which is:

- ED 522 Racial and Cultural Harmony: Summer
- ED 572 Foundations of ESOL Education: Fall
- ED 570 Biliteracy: Fall
- ED 571 Multilingual Linguistics: Winter
- ED 573 Instructional Approaches for ESOL Education: Spring
- ED 576 Partnerships and Ideologies in ESOL Education: Summer
- ED 510 Internship: All terms

All courses will continue to be delivered via Canvas. Faculty regularly participate in professional development opportunities to learn about effective online teaching, such as the Ecampus Faculty Forum. Students have access to a variety of technical support resources via Canvas and Ecampus.

e. Adequacy and quality of faculty delivering the program.

Since the Dual Language Education Graduate Certificate simply formalizes our existing Dual Language specialization recognized by TSPC, we already have adequate, high-quality faculty to deliver the program. Faculty teaching the courses have the education and expertise as well as terminal degrees appropriate to the disciplines of this program. Faculty include two Associate Professors, one Assistant Professor, two full-time instructors, two instructors who work full-time for the College of Education across several programs, including DL, and one additional individual who serves as academic coordinator for the ESOL/DL endorsement and also serves as an instructor. Brief biographies of these faculty members follow.

Dr. Karen Thompson is an Associate Professor in the College of Education and also serves as Program Chair for the ESOL and Dual Language Programs. Dr. Thompson holds a Ph.D. in Educational Linguistics from Stanford University and a Master's in Education from the University of California Berkeley. Prior to entering academia, she worked for more than a decade in K-12 public schools, with a focus on educating multilingual students. Dr. Thompson focuses on developing innovative ways for teachers to develop the necessary knowledge and skills to meet the needs of multilingual students. She led OSU's first Massive Open Online Course, in partnership with the Oregon Department of Education and Stanford University, providing professional development for over 5,000 teachers. Dr. Thompson's work has been published in *Educational Researcher*, the *American Educational Research Journal*, and the *Journal of Policy Analysis and Management*, among other venues. She holds a California bilingual teaching credential.

Dr. Kathryn Ciechanowski is an Associate Professor in the College of Education. She holds a PhD in Educational Studies: Language, Literacy, and Culture from the University of Michigan. Prior to her doctoral program, she was a bilingual elementary teacher in California. Her research focus is on mentoring teacher candidates to work with emergent bilinguals within a framework focused on social justice and funds of knowledge. Her work has been published in the *Journal of Literacy Research*, *Bilingual Research Journal*, *Reading Teacher*, and *Reading Research Quarterly*.

Dr. Soria Colomer is an Assistant Professor in the College of Education, designing and teaching courses in the ESOL/DL program. She holds a Ph.D. in Language and Literacy Education from the University of Georgia, with a focus on TESOL and World Language Education. She was a National Board Certified Teacher in World Languages: Spanish. Committed to transforming the educational landscape for marginalized youth, her research explores the negotiation of language and identity in new immigrant communities. In particular, Dr. Colomer considers how language teachers' perceptions, ethnic identities, and linguistic skills impact their roles and practices in schools with growing emergent bilingual student populations. Her work can be found in the *Journal of Literacy Research*, *TESOL Quarterly*, *Bilingual Research Journal*, *Foreign Language Annals*, and *Qualitative Research*, among others. She is the child of Honduran immigrants.

Holly Boyd-Berman is a full-time instructor in the ESOL/DL program in the College of Education. She holds a Master's in Applied Linguistics from Georgia State University and has more than 10 years of experience in K-12 schools teaching English language development, English language arts, humanities, and social studies. She has worked as an ESOL specialist for an elementary dual language school and as an English language arts teacher within a middle school dual language program. She has presented at numerous professional conferences, such as TESOL and the Literacy Research Association.

Sharon Sánchez-Aragón is a full-time instructor in the ESOL/DL program in the College of Education. She holds an M.S. in Education with emphasis in ESOL, Bilingual Education, and Language Acquisition from Western Oregon University. She has extensive K-12 teaching experience, including teaching Spanish, math, and English language development for Philomath School District. Raised in a bilingual community in New Mexico, Ms. Sánchez-Aragón is deeply committed to increasing the number of bilingual teachers. She is also an active part of Casa Latinos Unidos de Benton County.

Cheridy Aduviri is a full-time instructor in the College of Education. She holds an M.A. in English with a Language emphasis from Andrews University, as well as TESOL certification. She has taught ESOL courses at OSU since 2009. She has particular expertise in instructional design, including the design of online courses. She has developed instructional technology-based innovations and provided professional development to faculty in effectively employing current and emerging instructional technologies. She also collaborates and networks with other departments at the university about technology (such as Technology Across the Curriculum and Ecampus). In the summer, she works for the Oregon Migrant Leadership Institute. She is the parent of a high school dual language student and has traveled extensively with South American family members.

Nelly Patiño-Cabrera is a half-time instructor in the College of Education and half-time coordinator of the Teachers Educating All Multilingual Students (TEAMS) federal grant. A native of Ecuador, Ms. Patiño-Cabrera holds a Master's in Elementary Education from Portland State University, as well as ESOL and bilingual teaching endorsements. Prior to her position at OSU, she worked as an instructional assistant and teacher in several Oregon school districts, including as a dual language teacher. As TEAMS grant coordinator, Ms. Patiño-Cabrera oversees day-to-day operations of a federally-funded initiative, which supports 80 teachers from five Oregon districts in completing online ESOL endorsement and Dual Language specialization coursework.

Tiffany Palaniuk serves as Endorsement Lead for the College of Education's ESOL endorsement program and the Dual Language specialization program (80% FTE), as well as an instructor for ESOL/DL courses (20% FTE). Ms. Palaniuk holds a Master's of Arts in Teaching from Pacific University, a Master's in English Education and ESOL from Nova Southeastern University, and a TESOL certificate from the School of International Training. She has taught English language development and English language arts at the K-12 level and has also served as an instructor at INTO OSU. She lived and worked in Ecuador for four years, engaging in a variety of education initiatives. She is active within professional organizations and currently serves as Chair of Refugee Concerns for the Oregon chapter of the national TESOL organization.

   f. **Adequacy of faculty resources – full-time, part-time, adjunct.**

As noted above, we have adequate faculty resources to ensure the success of the Dual Language Education Graduate Certificate. Instructional faculty include:

- Three tenure-track professors
- Two full-time instructors
- Three part-time instructors (who are employed as full-time instructors within the College of Education, carrying out other duties alongside their work teaching ESOL/DL courses, such as teaching within other College programs)

In addition, we have a strong pool of adjunct instructors who have successfully taught a variety of ESOL/DL courses in the past, including our fully-online ESOL/DL courses through Ecampus. We also will continue to employ adjuncts to serve as University supervisors to observe and provide feedback to students completing their ESOL/DL internship placement (ED 510) within a K-12 classroom.

     g. Other staff.

In addition to instructional faculty, Tiffany Palaniuk will be instrumental to the success of the Dual Language Education Graduate Certificate in her role as ESOL/DL Lead. In collaboration with other College of Education staff, Ms. Palaniuk will oversee certificate marketing, application review, scheduling, advising, and reporting.

Other College of Education staff involved in Dual Language Education Graduate Certificate will include:

- Claire Meints, Coordinator of Communications and Marketing: Collaborating with ESOL/Dual Language Lead on marketing and outreach efforts
- Gosia Wojtas, Graduate Administrative Program Assistant: Collaborating with ESOL/DL Lead on application management and scheduling
- Sue Helback, College Coordinator: Collaborating with ESOL/DL Endorsement Lead on hiring and scheduling
- Nell Winokur O'Malley, Director of Licensure: Collaborating with ESOL/DL Lead and ESOL/DL Chair on accreditation and state licensure matters
- Randy Bell, Associate Dean of Academic Programs: Collaborating with ESOL/DL Lead and ESOL/DL Chair on graduate program reviews
- Toni Doolen, Dean: Ultimate oversight of Dual Language Education Graduate Certificate Program

     h. Adequacy of facilities, library, and other resources.

Since the Dual Language Education Graduate Certificate simply formalizes our existing Dual Language specialization, we are highly confident in the adequacy of facilities, library materials, and other resources. All coursework will continue to be offered online and therefore requires no classroom space. All faculty involved in the program are already employed by OSU and already have sufficient office space within the College of Education. The OSU Library already has a range of materials relevant to the required Dual Language courses, including several e-books that are required for program coursework. Therefore, all courses currently meet the criteria for low-cost or no-cost course materials. The OSU Library also provides access to a range of scholarly journals related to Dual Language, including *TESOL Quarterly*, *TESOL Journal*, *Bilingual Research Journal*, and *Linguistics and Education*. Program faculty will continue to draw on resources from Ecampus to ensure excellence in online course design. For example, faculty will continue to work with Ecampus videographers to create videos for use as learning materials within program coursework.

     i. Anticipated start date.

We anticipate enrolling students in the Dual Language Education Graduate Certificate in Fall 2019. Students enrolling in the new certificate program will join current non-degree students in completing Dual Language specialization coursework.

2. Relationship to Mission and Goals

     a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The Dual Language Education Graduate Certificate supports OSU's mission, signature areas of focus, and strategic priorities in several ways.

First, by providing opportunities for Oregon K-12 teachers across the state to access rigorous, innovative coursework to increase their effectiveness in the classroom, the program fulfills OSU's land grant mission. College of Education faculty have drawn on the expertise and leadership of

Ecampus in online education to create our existing DL courses through collaboration with Ecampus instructional designers.

Second, the Dual Language Education Graduate Certificate also aligns with OSU's focus area of economic prosperity and social progress. Students classified as English learners in Oregon encounter a variety of troubling opportunity and achievement gaps. For example, the high school graduation rate for ELs is 20 percentage points lower than the graduation rate for other students. Recent rigorous research demonstrates that teachers who have specific preparation for meeting the needs of ELs, including teachers with a bilingual credential, are more effective in educating this group (Loeb, Soland, & Fox, 2014; Master, Loeb, & Whitney, 2016). By providing teachers with specific preparation for teaching in dual language contexts, the Dual Language Education Graduate Certificate aims to close opportunity and achievement gaps for English learners, thereby improving economic prosperity and social progress.

Finally, the Dual Language Education Graduate Certificate aligns with three of the strategic goals in OSU's Strategic Plan 4.0. First, the program provides transformative education that is accessible to all learners (Goal 2). Because of its fully online delivery, the program is accessible to educators across the state, decreasing barriers to those who traditionally been marginalized in higher education, such as those in rural areas. Teachers who complete the program will likely be eligible for salary increases as a result of earning graduate credits, thereby supporting teachers' upward economic mobility, as well. In addition, the program's direct aim is to prepare teachers to work effectively in a diverse society, a key element of Goal 2. Second, the program aims to have a significant and visible impact in Oregon and beyond (Goal 3). Program faculty will continue to deepen and extend our partnerships with school districts across the state who enroll their teachers in DL courses, extending OSU's reputation of Oregon's statewide university and fostering learning laboratories among OSU students and faculty (key components of Goal 3). Third, the Dual Language Education Graduate Certificate directly supports Goal 4 of the strategic plan, which centers on building a culture of belonging, collaboration, and innovation. The ultimate aim of the program is to support equity, inclusion, and justice through fostering bilingualism and biliteracy, by supporting teachers in learning effective ways of educating students in dual language programs.

b. **Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.**

The Dual Language Education Graduate Certificate supports these institutional and statewide goals in multiple ways. As one important example, under House Bill 3375 (2015), the state established the goal that the percentage of linguistically and culturally diverse educators employed by a school district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district. As part of this legislation, each university in the state with educator preparation programs is required to adopt an Educator Equity Plan each year, describing their plans for realizing this goal. One of OSU's three goals in its 2018-20 Educator Equity Plan, which was adopted by the OSU Board of Trustees in April 2018, is, "Increase the College's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy." Thus, ESOL/DL coursework, including the Dual Language Education Graduate Certificate, is central to this goal. In addition, advanced proficiency in Spanish is a requirement for enrollment in the DL certificate, and two of the courses are taught bilingually in Spanish and English. Therefore, the program directly addresses the need to increase the numbers of linguistically diverse teachers in the state.

c. **Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**

      i. improve educational attainment in the region and state;
     ii. respond effectively to social, economic, and environmental challenges and opportunities; and
    iii. address civic and cultural demands of citizenship.

Students classified as English learners in Oregon encounter a variety of troubling opportunity and achievement gaps. For example, the high school graduation rate for ELs is 20 percentage points lower than the graduation rate for other students. As noted above, recent rigorous research demonstrates that teachers who have specific preparation for meeting the needs of ELs are more effective in educating this group (Loeb, Soland, & Fox, 2014; Master, Loeb, & Whitney, 2016). In addition, recent research establishes that ELs in dual language (DL) programs have better long-term outcomes than their peers in English-only programs (e.g., Steele et al., 2017; Umansky & Reardon, 2014; Valentino & Reardon, 2015). Oregon has invested in expansion of these programs across the state. Yet there is an acute shortage of qualified, licensed dual language teachers in Oregon and across the country (Camera, 2015). By providing teachers with specific preparation for working in dual language contexts, the Dual Language Education Graduate Certificate program aims to close opportunity and achievement gaps for English learners and address the dual language teacher shortage, thereby improving educational attainment in the region and state while also responding to social challenges.

3. **Accreditation**

a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There are three relevant professional societies that have established standards related to the ESOL Graduate Certificate. First, the national TESOL organization established Professional Teaching Standards, which specify the professional expertise needed by educators to work with multilingual students, including students classified as English learners.

The TESOL standards serve as the basis for Oregon Administrative Rule 584-420-0360, developed by Oregon's Teacher Practices and Standards Commission, which outline the six core domains that Dual Language specialization programs in the state must address. Therefore, TSPC is the second body with standards in the area in which the program lies.

Finally, the National Commission on Accreditation for Teacher Education (NCATE) serves as the accreditation body for educator preparation programs (EPPs) and has standards that all EPPs must meet.

b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

OSU's Dual Language specialization is approved by TSPC and thus has demonstrated that it meets the TSPC standards for such programs, as well as the TESOL standards on which TSPC's standards are based.

Because OSU's Dual Language specialization did not yet exist during our last NCATE site visit in 2015, it is not currently accredited by NCATE. Accreditation for educator preparation programs is transitioning from NCATE to another body, known as the Council for the Accreditation of Educator Preparation (CAEP). Our first cycle of accreditation under CAEP will occur during the

2021-22 academic year, and the Dual Language specialization program will be reviewed as part of this accreditation cycle.

Because the Dual Language Education Graduate Certificate simply formalizes the existing Dual Language specialization program as a graduate certificate at OSU, this certificate meets TESOL, TSPC, and NCATE standards, as well. In preparation for the transition to CAEP, ESOL/DL faculty will meet with the College of Education Assessment Coordinator during the 2019-20 academic year to ensure that all CAEP standards are met.

c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

Undergraduates earning a preliminary Oregon teaching license in the College of Education Double Degree program will eventually have the opportunity to earn a Dual Language specialization by completing on-campus hybrid DL courses. The Dual Language specialization for undergraduates is approved by TSPC, thus demonstrating it meets TESOL and TSPC standards, and it will be reviewed for nation accreditation as part of the upcoming CAEP accreditation cycle in 2022.

d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

The OSU Dual Language specialization program is already approved by TSPC and will be reviewed for CAEP accreditation in the upcoming CAEP accreditation cycle in 2021-22, as outlined above. This proposal simply formalizes the existing Dual Language specialization program as a graduate certificate at OSU.

4. **Need**

a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

Table 2 provides information about fall-term headcount and FTE enrollment over the next five years. As discussed in more detail below, potential partnerships with districts to enroll groups of teachers in the program, partially supported by district tuition reimbursement policies, will be of great utility, and enrollment could be higher than forecast depending on our success in deepening and expanding these partnerships. In addition, as noted above, we will continue to offer the courses in the Dual Language Education Graduate Certificate to non-degree students. In addition, as also noted above, the Dual Language Education Graduate Certificate overlaps substantially with the ESOL Graduate Certificate, with five courses shared across the two programs. At this point, it is difficult to estimate the proportion of students who will choose to participate in the certificate program (as opposed to enrolling in individual courses as non-degree students). We do not include estimated numbers on non-degree students in the forecast below. Because certificate students will be be working professionals typically taking one class (3 credits) per term, FTE enrollment is substantially lower than the fall term headcount.

Table 2. Estimated Fall Headcount and FTE enrollment for the Dual Language Education Graduate Certificate, by year.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Fall headcount (Dual Language Education Graduate Certificate students only)	5	5	5	5	5
FTE enrollment (Dual Language Education Graduate Certificate students only)	2	2	2	2	2

b. Expected degrees/certificates produced over the next five years.

Table 3 provides estimates of the number of Dual Language Education Graduate Certificates produced over the next five years. Because the certificate is a 21-credit, 7 course sequence, with working professionals typically taking one three-credit course per term, we do not expect any certificates completed in 2019-20. Based on past experience, we anticipate that some students will need more time to complete the certificate because of personal circumstances, and some will decide not to complete the full program. Therefore, we forecast a completion rate of 80%.

Table 3. Estimated Dual Language Education Graduate Certificates Produced/Completed, by year.

	2019-20	2020-21	2021-22	2022-23	2023-24
Fall headcount (Dual Language Education Graduate Certificate students only)	0	3	3	4	4

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

Because completion of the Dual Language Education Graduate Certificate makes students eligible to add a Dual Language specialization to their Oregon teaching license, we anticipate that students will be Oregon K-12 licensed teachers and therefore be part-time resident students. Because each state has different teacher licensure requirements, and because completion of the internship requires in-person supervision by a university employee, it is not likely that teachers from other states will enroll in the program.

d. Evidence of market demand.

As noted above, given recent research establishing that ELs in dual language (DL) programs have better long-term outcomes than their peers in English-only programs (e.g., Steele et al., 2017; Umansky & Reardon, 2014; Valentino & Reardon, 2015), Oregon has invested in expansion of these programs across the state. Yet there is an acute shortage of qualified, licensed dual language teachers in Oregon and across the country (Camera, 2015).

In addition, many school districts have strategic priorities focused on fostering equity in their districts (or something similar) and also have collective bargaining agreements with their teachers' unions that provide reimbursement for teachers to take graduate courses, laying a foundation for potential partnerships between OSU and districts. For example, the Beaverton School District reimburses teachers for up to 12 graduate credits over a three-year period, Portland Public Schools

reimburses teachers for up to 6 graduate credits each year, and the Salem-Keizer School District reimburses teachers for up to 3 graduate credits per year. ESOL/DL faculty have been meeting with representatives of districts across the state to discuss ways to deepen and expand our partnerships such that teachers could pursue the Dual Language specialization/Graduate Certificate partially funded by district tuition reimbursement.

    e. **If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

Two other universities in Oregon currently have Dual Language specialization programs: George Fox University and Western University. There is an urgent need for more dual language teachers both in Oregon and nationally. In an October 2014 state survey conducted by the Oregon Department of Education of 38 school districts (representing 75% of Oregon's English learners), 80% of all bilingual programs and 95% of all dual language programs reported difficulty filling dual language teaching positions. Since then, Oregon's Department of Education has awarded additional grants for school districts to develop and expand their bilingual programs, thus increasing demand further. The National Association for Bilingual Education reports that bilingual programs have grown nationally from 260 in 2000 to more than 3,000 in 2014. The U.S. Department of Education continues to have a loan forgiveness program for bilingual teachers because bilingual education is defined as a key shortage area.

    f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

We are confident that students in the Dual Language Education Graduate Certificate will have positive professional outcomes. Some may shift from working in English-dominant classroom contexts to working in dual language programs, with potential salary increases as a result of earning their Dual Language specialization and with increased skills in educating students in dual language contexts. Others may go on to different positions, such as instructional coaches, who support other K-12 teachers in implementing effective instructional practices.

5. **Outcomes and Quality Assessment**

    a. **Expected learning outcomes of the program.**

The Dual Language Education Graduate Certificate will have the same learning outcomes as our TSPC-approved Dual Language specialization program. These outcomes are based on the six core domains required for Dual Language specialization programs, as stipulated in Oregon Administrative Rule 584-420-0630, which in turn is based on standards established by TESOL, the national professional organization for this discipline:

- Language – Apply language acquisition theories and research, as well as knowledge of language as a system, to improve dual language students' abilities to use first and second language for social and academic purposes.
- Culture – Apply major concepts and research related to the nature and role of culture to construct supportive learning environments for all dual language students.
- Planning, Implementing, and Managing Instruction – Use dual language appropriate instructional practices and strategies that integrate standards-based language proficiency and content-area objectives.

- Assessment – To inform instruction, effectively implement a variety of standards-based assessment tools and techniques that demonstrate an understanding of assessment issues for students' learning in multiple languages.
- Professionalism – Demonstrate a willingness and ability to serve as professional resources, advocate for multilingualism and multilingual students, and build partnerships with students' families.
- Community and Family Engagement – Use principles, theories and research related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

b. **Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Learning outcomes for the Dual Language Education Graduate Certificate will be assessed in the same way as learning outcomes for the TSPC-approved Dual Language specialization program are being assessed.

Key assessments include: the Dual Language application, Dual Language coursework GPA, language proficiency exam, Dual Language Portfolio, and an Internship Evaluation. More details about each assessment are provided below.

Dual Language Application

The Dual Language Application includes prompts that address professional dispositions:

- Why are you interested in earning a Dual Language specialization?
- How does diversity impact K-12 schools?
- What does it mean to be a culturally responsive educator?

See Appendix B for the application form and rubric. The rubric focuses on whether or not the candidate expresses an asset-based view of English learners and bilingual students. It rewards candidates whose responses are student-focused.

Dual Language Coursework GPA

Candidates must earn 21 credits in our required courses with a 3.00 (B) average or higher. Our course objectives have been aligned to the TESOL/TSPC standards, which serve as the basis for our program learning outcomes. Therefore, students' GPA provides important information about the extent to which they are meeting program learning outcomes.

Language Proficiency Exam

All Dual Language candidates are required to demonstrate proficiency in a second language, as per TSPC. Spanish is the partner language on which we focus in our Dual Language coursework. This is the partner language used in the overwhelming majority of dual language programs in Oregon and nationally; in addition, this is the partner language in which OSU faculty are prepared to offer coursework bilingually. Candidates will demonstrate target language proficiency by earning an Advanced Mid or higher proficiency level on the Official American Council on the Teaching of Foreign Languages (ACTFL) Assessment. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer). In addition, we are actively working with TSPC to expand the ways in which candidates may demonstrate second language proficiency and propose three additional avenues for demonstrating proficiency: a) holding a current World Languages Endorsement in the partner language; 2) earning a passing score on the National Evaluation Series (NES) test in the partner language with the same passing scores required for the World Languages

Endorsement; and c) achieving an overall GPA of 3.0 or higher on a 4.0 scale for at least two full-time years in a rigorous undergraduate or postgraduate program, from a recognized college or university, where the partner language is the primary language of instruction.

Dual Language Portfolio

During their final course in the Dual Language sequence, ED 510 Internship, students create a portfolio based on a unit they taught in their internship placement. For Dual Language Education specialization/certificate students, this placement will be in a dual language classroom. The Portfolio Scoring Guide is closely aligned with TESOL/TSPC standards, which serve as the basis for our program learning outcomes. Therefore, students' scores on the portfolio provide useful information about the extent to which they have met program outcomes. In Task 1 Planning, students explain their teaching approach, the background of their students, and describe their instructional unit plans. In Task 2 Instruction, they refer to a video clip and instructional plans to explain how their instruction matched with their planning. In Task 3 Assessment, they assess students' progress and reflect on what they learned through the internship. Candidates receive feedback from the internship instructor as they assemble the portfolio. The final portfolio is scored by the internship instructor and one other Dual Language faculty member.

Internship Evaluation

During their final course in the Dual Language sequence, ED 510 Internship, students complete an internship in a K-12 dual language classroom. Students work with dual language cooperating teacher at the school site, as well as a university supervisor. The cooperating teacher and the university supervisor each complete two formal observations of lessons that the student teaches, using a formal observation form aligned to TESOL/TSPC standards and our program learning outcomes. At the conclusion of the internship, the cooperating teacher and university supervisor meet with the student to complete the Internship Evaluation Form. This form has six items, one for each TESOL/TSPC domain. Students first complete the form as a self-evaluation. Then, university supervisors and Dual Language cooperating teachers collaborate in determining candidates' final scores during the internship evaluation team meeting.

Table 4 lists the key transition points during the Dual Language program when these key assessments occur. Dual Language faculty complete annual reports, compiling and analyzing data from each key assessment and reflecting about any changes needed to ensure continuous program improvement.

Table 4. Transitions and Key Assessments

Transitions	Key Assessments
Admission to Program	*Dual Language Application* with questions about background and dispositions (Appendix B)
Field Experience	*Dual Language Portfolio* (teacher performance assessment; Appendix C) - sections: • Task 1 Planning • Task 2 Instruction • Task 3 Assessment *Internship Evaluation* (clinical observation form) - sections: 1. Language 2. Culture 3. Planning, Implementing, and Managing Instruction 4. Assessment 6. Technology
Completion	*Dual Language coursework GPA* *Language Proficiency Exam*
Throughout program (Professional Dispositions)	*Dual Language Application* (Appendix B) *Internship Evaluation Form* (Appendix D) 5. Professionalism

These key assessments provide the information necessary to determine the extent to which students are meeting program learning outcomes.

Table 5 provides information about the relationship between each assessment and the TESOL/TSPC standards, which serve as the basis for our program learning outcomes.

Table 5. Program Assessments Aligned with TESOL/TSPC Standards

Domain	TESOL/TSPC Standard	DL Application	Course GPA	Language Exam	DL Portfolio	Internship Evaluation
1. Language	A. Describing Language		X		X	X
	B. Language Acquisition & Development		X		X	X
	C. Communicating proficiently in two languages		X	X	X	X
2. Culture	A. Nature & Role of Culture		X		X	X
	B. Cultural Groups & Identity		X		X	X
3. Planning, Implementing, and Managing Instruction	A. Planning for Standards-based Dual Language Instruction		X		X	X
	B. Managing & Implementing Standards-based Dual Language Instruction		X		X	X
	C. Using Resources Effectively in Dual Language Instruction		X		X	X
4. Assessment	A. Issues of Assessment for Dual Language		X		X	X
	B. Language Proficiency Assessment		X	X	X	X
	C. Classroom-Based Assessment For Dual Language		X		X	X
5. Professionalism	A. Dual Language Research & History		X		X	X
	B. Partnership & Advocacy		X		X	X
	C. Professional Development & Collaboration		X		X	X
6. Community and Family Engagement	A. Demonstrate knowledge of research and applications related to community and family engagement.		X		X	X
	B. Draws on community and family engagement to construct supportive and inclusive learning environment		X		X	X

Because the Dual Language specialization was just approved by TSPC in January 2018 and the first students entered the program in Fall 2018, we are just at the beginning stages of gathering and analyzing key assessment data. However, we will use the same approach and cycle to data analysis as we have used for our long-standing ESOL endorsement program. The ESOL/DL Lead, in collaboration with other ESOL/DL faculty, will prepare an annual report each year summarizing assessment data and reflecting on trends and areas for improvement within each program.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Tenure-track faculty within the Dual Language program have appointments that include 40% FTE dedicated to research and are expected to produce scholarly work that is consistent with OSU's criteria for promotion and tenure. Indicators include satisfactory annual performance evaluations, as well as successful promotion and tenure, when applicable.

Tenure-track faculty within the Dual Language program have already produced a wide variety of scholarship that has made a valuable contribution to the field. Dr. Thompson successfully earned tenure and was promoted to Associate Professor in 2018. Dr. Colomer's dossier is currently under review for promotion and tenure during the 2018-19 academic year. Their work has been published in a variety of leading journals, including *Educational Researcher*, the *American Educational Research Journal*, the *Journal of Policy Analysis and Management*, *TESOL Quarterly*, *TESOL Journal*, *Bilingual Research Journal*, and *Linguistics and Education*. They have served as invited speakers for a variety of national audiences and regularly present at national conferences, including the American Educational Research Association, the Literacy Research Association, and the Association of Applied Linguistics.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

As noted above, the proposed Dual Language Education Certificate within the College of Education is closely related to the ESOL Graduate Certificate. The Oregon Administrative Rules for the ESOL endorsement and the Dual Language specialization are very similar, and both focus on preparing K-12 teachers to effectively educate multilingual students. The key differences between the two is that the Dual Language specialization/certificate focuses on preparing teachers to work in dual language contexts and requires teachers to demonstrate proficiency in a second language, while the ESOL endorsement/certificate is applicable to teachers in any context and does not require second language proficiency. Because of the similarities, the course sequences for the ESOL endorsement/certificate and the Dual Language specialization/certificate overlap, as outlined section 1(c). Both proposals would formalize programs already approved by TSPC as graduate certificates at OSU.

In addition, we eventually hope to make Dual Language coursework available in an on-campus format to students getting their initial teaching licenses through a variety of OSU degree programs, including the Double Degree program (based in Corvallis). However, preliminary licensure students completing Dual Language coursework through these on-campus courses would not be part of the Dual Language Education certificate because they would be taking these courses as part of their regular degree program.

The Dual Language specialization was created by TSPC in 2016. Since that time, three Oregon universities have gained approval from TSPC to offer the specialization: OSU, Western Oregon University, and George Fox University.

b. **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

As noted above, there is a pressing need both nationally and within Oregon for K-12 teachers to learn more about effectively educating multilingual students, particularly in dual language contexts. We will continue collaborating with other Oregon universities to meet this need.

To date, faculty from Dual Language programs around Oregon, including OSU, have collaborated in a variety of ways. For example, faculty have met to create proposals advocating that TSPC expand its definition of ways in which teacher candidates can demonstrate proficiency in a second language.

Another vehicle for collaboration could be the creation of joint promotional audiovisual materials to attract diverse talent, furthering the goals of the statewide Educator Equity initiative (described more fully above). The audiovisual materials could feature recent graduates of various Dual Language programs from diverse backgrounds who would share their own experiences with the programs, outline the courses and fieldwork, describe the impact the programs had on their careers in education, and make recommendations for those interested in applying. The goal would not be to attract talent to one institution over the other; rather, the promotional partnership would center around strengthening the state's ability to effectively serve students in dual language programs.

c. **If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

N/A

d. **Potential impacts on other programs.**

Because OSU already offers a Dual Language specialization, we do not anticipate that formalizing this TSPC-approved program as a graduate certificate at OSU would have either positive or negative impacts on programs at other universities. We will continue to collaborate with faculty from Dual Language programs at other institutions towards the goal of improving opportunities and outcomes for multilingual K-12 students in the state by improving teacher preparation for effectively educating students in dual language contexts.

7. **External Review**

N/A

Teacher Standards and Practices
Commission   250 Division Street NE
Salem OR 97301

OREGON STATE UNIVERSITY (OSU): NEW PROGRAM: DUAL LANGUAGE SPECIALIZATION

ITEM: **ACTION ITEM**

ACTION: **RESOLVED** that, the Commission conditionally approves the Oregon State University (OSU) Dual Language Specialization based upon favorable review of the materials submitted to the Commission;

RECCOMENDATION:

RESOLVED FURTHER that, pending Commission approval of proposed changes to assessment requirements for the Dual Language Specialization (Item 5.15), OSU candidates may demonstrate target language proficiency through the passage of National Evaluation Series (NES) assessments within the target language, or through passage of the currently Commission-approved American Council on the Teaching of Foreign Languages (ACTFL) assessment; and

RESOLVED FURTHER that, the OSU College of Education is authorized to recommend candidates for the Dual Language Specialization effective January 22, 2018; and

RESOLVED FURTHER that, OSU's Dual Language Specialization will have a focused program review prior to the Winter of 2020 pursuant to OAR 584-010-055(4). Upon favorable review by the Commission, the conditional approval may be removed.

INFORMATION: The OSU Dual Language Specialization Program is designed to assist pre-service and licensed teachers in developing knowledge, skills and abilities in dual language instruction in order for them to effectively help K-12 students, who are learning in bilingual or dual language classrooms, improve their bilingual, biliterate and multicultural competencies.

OSU will begin this program at the graduate level via online Ecampus courses. Although pre-service candidates could take the new dual language specialization courses online, this would be the exception. The online program for dual language specialization candidates will follow OSU's online program model for ESOL endorsement candidates in focusing on the needs of Oregon licensed teachers adding the specialization.

In recent years, both Oregon as a whole and Oregon State University (OSU) have undertaken a variety of initiatives to improve outcomes for

Data Classification Level – 1 Published

5.11

underrepresented students. At the K-12 level, a key focus has been improving outcomes for English learners (ELs) by expanding dual language (DL) programs. In DL programs, students with a native language other than English learn alongside native English speakers, becoming bilingual and biliterate while also learning grade-level content. Research suggests that dual language programs are the most effective known strategy for reducing the opportunity and achievement gaps that ELs face. A key constraint limiting the expansion of DL programs, both in Oregon and across the country, is a shortage of qualified dual language teachers.

In order to help address this need, OSU's College of Education has been building capacity to implement a dual language specialization program for at least the past three years, through making strategic hires, developing and piloting courses, and securing external funding to assist with start-up costs.

The OSU Dual Language Specialization Program consists of seven courses for a total of twenty-one quarter hour credits. Each course is worth three quarter hour credits. As detailed in the Program Curriculum and Course Syllabi section of the proposal, fifteen of these credit hours would be earned through taking existing ESOL endorsement courses, which already incorporate most of the dual language program standards. The additional six credit hours come from two new courses, ED 470/570 Biliteracy Instruction and ED 471/571 Multilingual Linguistics for Teachers.

Appendix B: Dual Language Application

Dual Language Specialization Program Application

Applicants for the Dual Language Specialization program must (a) hold an active K-12 teaching license in the state of Oregon <u>or</u> (b) be enrolled in a teacher preparation program at OSU. Please refer to http://education.oregonstate.edu/dls for more information.

Please use blue or black ink.

Name _____

OSU Student ID # _____   Phone Number _____

Mailing Address _____

_____

Non-OSU Email _____

Oregon Teaching License:

Endorsement(s) _____

☐ currently teaching for _____ School District

☐ substitute teaching

☐ other _____

<u>or</u> **OSU Teacher Preparation Program Enrollment:**

☐ program _____

Please answer the following questions.

1. Do you have a current ESOL Endorsement on your teaching license?

   ☐ No, I do not. I plan to pursue both the Dual Language Specialization and the ESOL Endorsement simultaneously.

   ☐ Yes, I do. I earned the ESOL Endorsement through _____ _____ [university] in _____ [month/year].

   ☐ Other _____

2. Have you completed a standardized exam of Spanish language proficiency?

   TSPC currently requires the ACTFL OPI or OPI(c). We expect them to also accept NES Spanish in the near future. You must complete the TSPC language proficiency exam requirement before adding the Dual Language Specialization to your teaching license.

   ☐ ACTFL OPI or OPI(c): Date of Exam? _____ Score? _____

   ☐ NES Spanish: Date of Exam? _____ Score? _____

   ☐ Other _____

3. What experiences have you had learning an additional language?

    ☐ My first/home language wasn't English. Language? _____

    ☐ I took college coursework: How long? _____ Language?_____

    ☐ I took high school coursework: How long? _____ Language?_____

    ☐ I was in a K-12 bilingual program: How long? _____ Language?_____

    ☐ I studied abroad: How long? _____ Language?_____

    ☐ Other _____

4. What experiences have you had working with English language learners?

    _____

    _____

    _____

    _____

5. What experiences have you had working in K-12 dual language programs?

    _____

    _____

    _____

    _____

Please answer questions 6, 7, and 8 on a separate paper. Do not exceed one page total.

6. Why are you interested in earning the Dual Language Specialization?

7. How does diversity impact K-12 schools?

8. What does it mean to be a culturally-responsive educator?

Signature _____ Date _____

Please return you completed request in person, by mail, or by email:

Nelly Patiño-Cabrera   OSU College of Education
Dual Language Specialization Instructor   104 Furman Hall
nelly.patinocabrera@oregonstate.edu   Corvallis, OR 97331-3502

For office use only: _____

☐ Approved   ☐ Approved with conditions   ☐ Denied   Starting Term _____

Specialization Coordinator's Signature _____ Date _____

Rubric for Evaluating Dual Language Specialization Applications

Candidate: _____   Reviewer: _____   Date: _____

Do you recommend accepting this applicant?   ☐ yes   ☐ no

These scores are for our own program reporting. Candidates only see if they are accepted or not.

	Unacceptable (1)	Novice (2)	On Target (3)	Advanced (4)
3. What experiences have you had learning an additional language?	N/A	Some college coursework or high school coursework.	First home language was not English High school coursework for 1-2 years in an additional language	First home language was not English College course work in an additional language for 2 year or more. OR Was in a bilingual K-12 program Studied abroad for 1 year
4. What experiences have you had working with English Language Learners?	N/A	no experiences **OR** very minimal interaction as classmate, neighbor, or co-worker	sustained interactions (of at least one academic term) with classmates, students, friends, or co-workers	personal experience as an ELL him/herself (or as a parent of an ELL) in K-12 schools **OR** sustained interactions (of at least one year) while serving as a teacher/tutor
5. What experience have you had working in K-12 dual language programs?	N/A	no experiences **OR** very minimal experience working in K-12 dual language programs (less than 3 months)	Work experience includes part time tutoring and voluntary work with K-12 dual language programs for at least 3 months.	Worked as a dual language and/or Spanish teacher for at least one year. (It includes student teaching experience).
6. Why are you interested in earning the Dual Language	does not indicate any personal interest	focuses on immediate practical reasons, such as job search	includes personal learning goals	student-focused AND asset-based

Specialization?				
7. How does diversity impact k-12 schools?	focuses on negative impacts	general answer that lacks depth/specificity	includes impact on teachers or students **AND** some indication of asset-based view	includes impact on teachers and students **AND** response is asset-based
8. What does it mean to be a culturally responsive educator?	advocates hostile or deficit-based view of culture	general answer that lacks depth/specificity	reasonable and thoughtful response that includes multiple factors and/or specific examples **AND** some indication of asset-based view	student-centered **AND** asset-based

Appendix C: Dual Language Portfolio Guidelines

Portfolio Guidelines

The purpose of the Dual Language portfolio is as a summative assessment, requiring you to demonstrate what you have learned throughout the other DL coursework and encouraging reflective practice. The portfolio is split into five sections.

During the internship term, you will submit portfolio assignments on the ED 410/510 Internship's Canvas site to receive instructor feedback. At the end of the term, all five parts will be evaluated on Taskstream by both your Internship instructor and a second faculty member who is affiliated with the Dual Language Specialization Program.

Portfolio, Part A: Context

The first part of this portfolio is about getting to know your school and students. You will select three focal students for the internship. You will also process what it means to practice culturally and linguistically sustaining pedagogy, given your specific class context.

Evidence: written explanations

A-1   Describe the school context and class profile.

A-2   Describe the educational background and characteristics of three focal

students.

A-3   Explain the instructional implications of this contextual information.

Portfolio, Part B: Instruction

The second part of your portfolio is perhaps the most important. It is based on two formal observations by your university field supervisor. You will complete the process twice.

Evidence: written explanations and two lesson plans

B-1   Write thorough lesson plans.

B-2 Differentiate instruction for students' language proficiency

levels.

B-3 Justify your instructional decisions based on first and second language

acquisition theory. B-4 Explain how you will adjust your instruction based on

student performance and post- observation dialogue.

Portfolio Part C: Assessment

The third part of your portfolio is about demonstrating how you assess dual language learners and use the data to inform instruction.

Evidence: written explanations and focal students' assessments

C-1 Use a variety of assessments that are appropriate for

dual language learners.

C-2 Analyze assessments for your focal students.

C-3 Explain how you use assessment data to inform future instruction.

Portfolio Part D: Professionalism

The fourth part of your portfolio is focused on demonstrating professionalism primarily through collaboration and family engagement.

Evidence: written explanations

D-1 Describe collaboration and family engagement observed/completed

during the internship.

D-2 Describe additional ideas, opportunities, and goals related to

professionalism.

Portfolio Part E: Reflection

The final part of your portfolio is reflecting on the internship as a whole.

Evidence: written explanations

E-1   Reflect on what you learned from the internship experience.

E-2   Explain your Dual Language-related goals beyond the internship.

College of Education

Oregon State University

Internship Team Evaluation

Please use blue or black ink.

Candidate _____   OSU ID # _____

Instructions: The information reported on this form presents <u>summary</u> judgments about the endorsement candidate's performance during the Dual Language Internship. Completion of the internship requires verification of satisfactory performance by both the university supervisor and the DL cooperating teacher (as indicated by a scaled score of at least 3) in all six domains below. Each domain receives <u>one</u> circled score, using this scale:

0 = No Evidence	1 = Significantly Below Standard	2 = Progressing Toward Standard	3 = Meets Standard	4 = Exceeds Standard

---

(1) Language: Apply language acquisition theories and research, as well as knowledge of language as a system, to improve dual language students' abilities to use first and second language for social and academic purposes.

- Applied knowledge of first and second language acquisition to help dual language students develop a range of oral and literacy skills in English and Spanish.
- Discussed students' language proficiency levels using linguistic terms.
- Demonstrated proficiency in English and Spanish and serve as a good language model for students.

Scaled Score: 0   1   2   3   4

Comments:

---

(2) Culture: Apply major concepts and research related to the nature and role of culture to construct supportive learning environments for all dual language students.

- Created a supportive learning environment that reflects an understanding of difference, power, and discrimination issues for dual language students.
- Demonstrated sensitivity to cultural values and beliefs, as well as the impact of students' socioeconomic status, native language, race, religion, class, national origin, disability, gender, and educational history on learning and teaching.
- Communicated a teaching philosophy that embraces a social justice and asset-based perspective.

Scaled Score: 0   1   2   3   4

Comments:

---

(3) Planning, Implementing, and Managing Instruction: Use dual language appropriate instructional practices and strategies that integrate standards-based English language proficiency and content-area objectives.

- Planned instruction based on students' language proficiency, students' prior knowledge, and language proficiency standards.
- Taught to complimentary, standards-based content and language objectives.
- Incorporated culturally responsive, age-appropriate and linguistically accessible activities that developed authentic uses of language and integrated listening, speaking, reading, and writing.
- Used dual language strategies to scaffold learning.
- Helped students develop effective language learning strategies.

Scaled Score: 0   1   2   3   4

Comments:

(4) Assessment: To inform instruction, effectively implement a variety of standards-based assessment tools and techniques that demonstrate an understanding of assessment issues for students learning in multiple languages.

- Demonstrated understanding of the limitations of assessment situations and made accommodations for dual language students.
- Using multiple sources, assessed dual language learners' progress in both English and Spanish in terms of language proficiency and content standards, lesson/unit objectives, and language proficiency levels.

Scaled Score: 0   1   2   3   4

Comments:

(5) Professionalism: Demonstrate a willingness and ability to serve as professional resources, advocate for multilingualism and multiingual students, and build partnerships with students' families.

- Developed a disposition as an ethical, reflective practitioner.
- Demonstrated a willingness and ability to work with classroom/core-content teachers, ELD specialists, educational assistants, and other staff to provide comprehensive, challenging educational opportunities for dual language students in the school.

Scaled Score: 0   1   2   3   4

Comments:

(6) Community and Family Engagement: Use principles, theories, and research related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

- Demonstrated a willingness and ability to build relationships with students' families.
- Worked to learn about families' and communities' funds of knowledge.

Scaled Score: 0   1   2   3   4

Comments:

General Comments

Areas of Strength:

Areas for Growth:

Attach another paper if necessary.

Required Signatures		
ESOL Cooperating Teacher (print name)	Signature	Date
[Optional] Other Cooperating Teacher (print name)	Signature	Date
University Supervisor (print name)	Signature	Date
Endorsement Candidate (print name)	Signature	Date

BEAVERTON
SCHOOL DISTRICT

MULTILINGUAL
department

BEAVERTON SCHOOL DISTRICT

Toshiko Maurizio
Director of Multilingual Programs
(503)356-3755
18640 NW Walker Road, Suite B.
Beaverton, OR. 97006

WE EXPECT EXCELLENCE   WE INNOVATE   WE EMBRACE EQUITY   WE COLLABORATE

February 26, 2019

To whom it may concern:

The Beaverton School District welcomes the opportunity to offer our support for Oregon State University College of Education's proposal to offer a Dual Language Education Graduate Certificate.

We recognize that this proposal would formalize OSU's current Dual Language specialization program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

BSD enrolls more than 5,000 English learners, the second-highest total across Oregon districts. Our mission is to honor and develop multilingual, multiliterate and multicultural students through rigorous, culturally inclusive education while nurturing the diversity of identities, and empowering students to become agents of change in a global community. Dual language programming is one high leverage strategy we use to ensure we fulfill our mission and contribute to the success of our ELs. Currently, we have Spanish-English dual language immersion programs in two elementary schools, two middle schools, one K-8 school, and three high schools. A key challenge we face in our dual language programs is ensuring our teachers are fully prepared to work effectively in a dual language context. OSU's Dual Language Specialization/Graduate Certificate directly addresses this need.

We are pleased to continue our collaboration with the OSU College of Education, including with the Dual Language Education Graduate Certificate program.

Sincerely,

Toshiko Maurizio
Administrator of Multilingual Programs
Beaverton School Disrict

February 21, 2019

To whom it may concern:

The Corvallis School District strongly supports Oregon State University College of Education's proposal to offer Dual Language Education Graduate Certificate.

We recognize that this proposal would formalize OSU's current Dual Language specialization program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

Corvallis has a longstanding partnership with Oregon State University's College of Education, as well as a long-standing commitment to dual language (DL) education. The dual language program in our district began in 2001 as a strand at one elementary school. The DL program now extends K-12 and enrolls more than 700 students. Two Corvallis elementary schools now have school-wide DL programs, and approximately two-thirds of the students at one of the district's two middle schools are enrolled in the DL program.

Given this expansion, we see a pressing need for teachers in DL schools to complete coursework specifically focused on theory and practice within the DL context. OSU's Dual Language Specialization/Graduate Certificate fully aligns with this goal and enhances our district's efforts to most effectively educate our students. We are eager to continue partnering with OSU to provide our teachers with access to highly relevant coursework focused on ensuring effective dual language education.

Sincerely,

Marcianne Koetje

Marcianne Rivero Koetje
ELL and Equity Coordinator
Corvallis School District
Marcianne.koetje@corvallis.k12.or.us

Graduate Certificate in Dual Language Education MOU

College of Education
Prepared 3/7/19

OSU Ecampus welcomes the opportunity to partner with College of Education to make a Graduate Certificate in Dual Language Education, available to students fall 2019.

The following MOU provides an overview of the partnership expectations of the College of Education, hereafter referred to as "the College", and the support and services Ecampus provides.

Program coordination

The College agrees to ensure there is sufficient coordination between the department and Ecampus. It is the responsibility of the academic unit to provide for ongoing administrative support for these options.

Program coordinator:

Tiffany Palaniuk, ESOL/Dual Language Endorsement Lead, College of Education

Ecampus Support

Ecampus will assign the academic programs manager to be the key contact for the College. The academic programs manager will work with program personnel to coordinate efforts within Ecampus, The College will ensure a continuous relationship with the academic programs manager and keep them informed of any impactful changes within the program.

Marketing and Enrollment Services (MES)

Whether it's through the Ecampus website, an inspiring story or a friendly phone call or email, the Ecampus Marketing and Enrollment Services team helps connect prospective online students with Oregon State.

- Upon curricular review and approval, the Ecampus MES team will develop a program microsite (hosted on the Ecampus website) and will follow up with prospects through individualized and automated communications.

Course delivery

Ecampus provides scheduling and proctoring support for course delivery every term.

> **Term of Offer**: Students may enroll in the online options starting in **fall 2019**

Program maintenance

A major factor in continued excellence is the maintenance and refreshment of courses and the Dual Language Education program. As part of maintenance, the College commits to the following:
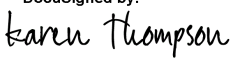
- Course redevelopment cycles every 3-5 years to ensure course material is current, relevant, and maintains curricular alignment (Ecampus has a proposal process and offers course development funding, training, and support for the redevelopment of courses.)

- Regular check-ins, coordinated through the Ecampus academic programs manager, to ensure marketing and recruitment, advising, student services, and course offerings are current and effective
- Communicate with Extended Campus' academic programs manager as changes to the program are being proposed

Signatures
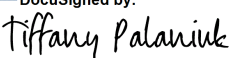
Signatures below indicate acceptance of these terms and conditions. Signatures also indicate that identified personnel (coordinators, advisors, course developers, Ecampus staff, etc.) will be notified of their responsibility in meeting the expectations outlined within this MOU.

Karen Thompson   3/15/2019 | 15:37:23 PDT

Karen Thompson, Program Chair   Date
College of Education

Tiffany Palaniuk   3/15/2019 | 10:24:37 PDT

Tiffany Palaniuk, Program Lead   Date
College of Education
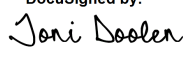
Jennifer Bachman   3/14/2019 | 14:39:16 PDT

Jennifer Bachman, Director of Programming   Date
and Operations, College of Education

Toni Doolen   3/16/2019 | 16:15:40 PDT

Toni Doolen, Dean   Date
College of Education

Lisa Templeton   3/26/2019 | 08:03:02 PDT

Lisa L. Templeton, Associate Provost   Date
OSU Extended Campus

22 April 2019

Toni L. Doolen, Dean
College of Education
Oregon State University
Toni.doolen@oregonstate.edu

Dean Doolen:

Thank you for taking the time to discuss your proposal for a Dual Language Education Graduate Certificate. The University of Oregon's College of Education supports Oregon State University College of Education's proposal to offer a Dual Language Education Graduate Certificate.

We recognize that this proposal would formalize OSU's existing Dual Language specialization program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

We also recognize the shortage of dual language teachers across the country and in Oregon, and we support OSU's efforts to address this need by offering the Dual Language Education Graduate Certificate.

We look forward to continued collaboration with the OSU College of Education to prepare teachers to serve the state's increasingly diverse student population.

Sincerely,

R.W. Kamphaus, Ph.D.
Professor and Dean

Julie D. Wren, Ph.D.
Assistant Dean Accreditation & Assessment

Office of the Dean
1215 University of Oregon, Eugene OR 97403-1215
541-346-3405 | FAX 541-346-5818 **http://education.uoregon.edu**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

ACCESSIBILITY
New Program Proposal
(Degree or Certificate)
Guidelines for Addressing Accessibility

Oregon State
University

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

For questions and assistance with addressing access, please contact:
Disability Access Services (541-737-4098) or the Office of Equal Opportunity and Access (541-737-3556)

Title of Proposal: Date:

Dual Language Education
Graduate Certificate   April 12, 2019

_____   _____

School/Department/Program: College:

ESOL / Dual Language   College of Education

✓ Accessibility (https://accessibility.oregonstate.edu/policies)
✓ Faculty Guidelines (http://ds.oregonstate.edu/facultyguidelines)
✓ Information Technology Guidelines (https://accessibility.oregonstate.edu/ITpolicy)

By signing this form, we affirm that we have reviewed the documents listed above and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

DocuSigned by:

Karen Thompson

Sign (School/Department/Program Director/Chair/Head)

Karen Thompson   4/12/2019 | 11:11:42 PDT
_____   _____
Print (School/Department/Program Director/Chair/Head)   *Date*

Source: Office of Academic Programs, Assessment, and Accreditation (glb/ch; 4-26-16, 1-25-19)

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

___Graduate Certificates in Dual Language and ESOL Education___
Title of Proposal

___Education___
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ ] marginally adequate to support the proposal
[x] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:   Ongoing (annual):
$

Comments and Recommendations:

Date Received: __02/25/19__   Date Completed: __02/28/19__

__Laurel Kristick__   _____
Collection Assessment Librarian   Signature

__Kerri Goergen-Doll__   _Keri Doll_ _3/8/19_
Head of Collections & Resource Sharing   Signature   Date

__Faye A. Chadwell__   _Faye Chadwell_ _3/8/19_
Donald and Delpha Campbell   Signature   Date
University Librarian and
OSU Press Director

Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate Graduate Certificate Programs in ESOL and Dual Language

This Oregon State University Libraries and Press (OSULP) assessment reviews the print monographic, e-book, and electronic serials collections needed to support two proposed programs, a graduate certificate in English to Speakers of Other Languages (ESOL) and a graduate certificate in Dual Language.

Summary of Recommendations
As both of the proposed graduate certificates are online-only programs, the electronic collections of OSULP and the services providing access to print resources are key to supporting the proposed programs. OSULP collections and services are adequate to support the proposed graduate certificate programs.

Print Monographs and E-Books
Library evaluations of proposed programs have traditionally included the analysis of OSULP's print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the monograph collection with peer institutions with a program similar to the one proposed. Overall OSU's ranks 4th of 6 and is below the median collection size. However, this comparison does not include the number of electronic books available in the relevant subjects, which bring the monograph collection into an adequate size.

Table 1. Monograph Comparison with Peer Institutions.

Subject terms	OSU	Western Oregon Univ.	Univ. Georgia	Univ. Central Florida	American Univ.	Grand Canyon Univ.	OSU Rank
Bilingualism in children	22	10	116	68	41	1	4
Education, Bilingual	299	159	703	581	269	31	3
English language--Study and teaching as a second language	9	2	50	38	28	4	4
English language--foreign speakers	260	187	1,071	858	536	71	4
Language acquisition	235	140	1,074	591	413	36	4
Language and education	80	31	320	194	119	12	4
Language and languages--Study and teaching	297	126	1,508	667	510	48	4
Linguistic minorities--education	52	28	106	89	53	9	4
Multilingualism	62	7	372	141	118	10	4
Second language acquisition	146	77	883	490	337	31	4
Total	1,186	617	5,007	2,940	1,982	197	4

The growing availability of e-books makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any

time. The library currently has over 17,000 e-books on education, over 3,000 e-books on linguistics, and almost 1,300 e-books in the above subject areas listed.

Streaming media is becoming more important in teaching and learning, and OSULP has a decent collection of streaming videos, including over 11,800 education-related videos, 11 linguistic videos, and 347 videos on the identified subject areas.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Serials/Journals

The OSULP maintain an adequate collection of journals appropriate for this proposed program. A list of key journals for this program was developed using the subject headings used for the monograph analysis, supplemented with relevant titles from the Journal Citation Report in the categories of Education and Education Research and Linguistics. See Appendix A for the full list of 67 journals.

OSU Libraries has current subscriptions to 55 of these titles (82 %), and delayed access to an additional eight titles. Only three journals are not available through OSULP's collections, and there have been no inter-library loan (ILL) requests in the past two years for those titles.

There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs (these journals are only available after a 12-18 month delay). The library will monitor usage of inter-library loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals.

Indexes and Databases

The core indexes to the relevant information for this program are listed in Table 2. The OSULP maintain access to all, as these are core to many of OSU's primary research areas.

Table 2. Current Indexes and Databases

Database	Years Covered	Description
ERIC	1966-present	Index to research articles, government and independent reports, and conference papers covering all areas of education
Educators Reference Complete	1980-present	Full-text access to over 1,100 periodicals in education
Education Research Complete	Varies by title	Covers all levels of education and all educational specialties, including multilingual education
PsycInfo	1887-present	Index to journal articles, series and books for all areas of psychology

Database	Years Covered	Description
Professional Development Collection	1984-present	Highly specialized collection especially for professional educators
Sociological Abstracts	1963-present	Index to articles in sociology, social work and other social sciences

Key library services & librarian expertise

Library faculty help students develop information literacy skills--the ability to locate, evaluate, and use information effectively--and help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. More information on library instruction is available at https://library.oregonstate.edu/instruction-services.

The Library Liaison for the College of Education is Brooke Robertshaw. Liaisons are library faculty members that monitor the strategic directions and priorities of college and programs, and are a conduit to the expertise and services of the OSU Libraries.

Ecampus programs are also supported by the Ecampus librarian, who supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at https://guides.library.oregonstate.edu/c.php?g=285892&p=1906544 for more information.

The OSULP Collection Council maintains the libraries' collections. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Laurel Kristick
February 28, 2019

Appendix A. Dual Language and ESOL Journals

Journal Title	ISSN	Journal Impact Factor	OSU Holdings
Advances in language and literary studies : AL&LS	2203-4714		2010-present
Apprentissage de langues et systèmes d'information et de communication : ALSIC	1286-4986		1988-present
Asian EFL journal	1738-1460		2002-present
Asian-Pacific journal of second and foreign language education	2363-5169		2016-present
Beyond Words : a journal on applied linguistics and language education	2338-6339		2013-present
Bilingual research journal	1523-5890		1992-present
Bilingualism-language and cognition	1366-7289	2.707	
Cahiers de L'ILOB = OLBI working papers	1923-2489		2010-present
CATESOL news /	1070-387X		2003-present
Contemporary online language education journal	2146-4200		2011-present
Dialog on language instruction	1058-3858		2000-present
Edulite : Journal of English education, literature, and culture	2528-4479		2016-present
Electronic journal of foreign language teaching	0219-9874		2004-present
Elope	2386-0316		2004-present
ELT journal	1477-4526	1.276	2007-2009
English for specific purposes	1873-1937	1.362	1995-present
English language teaching	1916-4750		2008-present
English teaching forum : online	1559-663X		2001-present
English teaching forum	0425-0656		1993-present
ESL magazine	1098-6553		2008-2010
Essential teacher : ET	1545-6501		2003-2009
Ethical lingua : journal of language teaching and literature	2540-9190		2015-present
European English messenger	0960-4545		2012-2015
Forum : a journal for the teacher of English outside the United States	8755-0393		1993-present
GEMA online journal of language studies	2550-2131		2001-present
Gist	2248-8391		2007-present
How : a Colombian journal for English teachers	0120-5927		2009-present
Indonesian EFL journal : journal of ELT, linguistics, and literature	2460-2604		2015-present
International journal of bilingual education and bilingualism	1367-0050	1.765	
International journal of bilingualism	1367-0069	1.463	1999-present
International journal of English studies	1989-6131		2001-present
Internet TESL journal			1995-2010
Issues in applied linguistics : IAL	2379-4542		1990-present
JELE : journal of English language and education	2541-6421		2015-present

Journal Title	ISSN	Journal Impact Factor	OSU Holdings
Journal of ELT research	2527-7448		2016-present
Journal of English education and linguistics studies	2503-2194		2014-present
Journal of language & education	2411-7390		2015-present
Journal of language and cultural education	1339-4584		2013-present
Journal of language teaching and research	2053-0684		2010-present
Journal of language teaching, linguistics and literature	0128-5157		2006-present
Journal of linguistics and language teaching : JLLT	2190-4677		2010-present
Journal of second and multiple language acquisition	2147-9747		2013-present
Journal of second language writing	1873-1422	3.324	1995-present
L2 journal : an electronic refereed journal for foreign and second language educators	1945-0222		2009-present
Language and Education	0950-0782	1.262	1995-present
Language learning	0023-8333	1.655	1960-2006 (print); 2007 (online)
Language learning & technology	1094-3501	2.113	1997-present
Language teaching research	1362-1688	2.086	1999-present
Latin American journal of content & language integrated learning	2322-9721		2008-present
Linguistic approaches to bilingualism	1879-9264	1.349	
Modern English teacher	0308-0587		2008-2010
NYS TESOL journal	2332-8541		2014-present
Premise : journal of English education	2442-482X		2015-present
PROFILE issues in teachers' professional development /	2256-5760		2015-present
Research papers in language teaching and learning	1792-1244		2010-present
Second language research	1477-0326	1.239	1997-present
Studies in second language acquisition	1470-1545	2.702	2006-2011
Studies in second language learning and teaching	2084-1965		2011-present
TESL Canada journal = Revue TESL du Canada	1925-8917		2004-present
TESL reporter	0886-0661		1967-present
TESL-EJ : teaching English as a second or foreign language	1072-4303		1995-present
TESOL quarterly	1545-7249	2.256	1967-present
The CATESOL journal /	1535-0517		1997-present
The EUROCALL review	1695-2618		2008-present
Working papers in applied linguistics and TESOL	2576-2907		2001-present
Working papers in TESOL & applied linguistics	1936-7384		2001-present

New Graduate Certificate Proposal
College of Education

ESOL / Dual Language Faculty Credentials

Name of faculty member	Highest degree awarded	Professorial rank	Area of involvement in proposed graduate certificate
Dr. Karen Thompson	Ph.D. in Educational Linguistics	Associate Professor	
Dr. Kathryn Ciechanowski	PhD in Educational Studies: Language, Literacy, and Culture	Associate Professor	
Dr. Soria Colomer	Ph.D. in Language and Literacy Education	Assistant Professor	
Holly Boyd-Berman	Master's in Applied Linguistics	Full-time Instructor	
Sharon Sánchez-Aragón	M.S. in Education (emphasis in ESOL, Bilingual Education, and Language Acquisition)	Full-time Instructor	
Cheridy Aduviri	M.A. in English	Full-time Instructor	
Nelly Patiño-Cabrera	Master's in Elementary Education	Half-time Instructor; Half-time Grant Coordinator	
Tiffany Palaniuk	M.A. in Teaching; M.S. in ESOL and Linguistics	Part-time Instructor; Part-time academic coordinator	Oversee certificate marketing, application review, scheduling, advising, and reporting.

Additional faculty resources in College of Education

Name of faculty member	Highest degree awarded	Professorial rank	Area of involvement in proposed graduate certificate
Claire Meints	Coordinator of Communications and Marketing	B.A. in Political Science	Collaborating with ESOL/Dual Language Lead on marketing and outreach efforts
Gosia Wojtas	Graduate Administrative Program Assistant	B.S. in Business	Collaborating with ESOL/DL Lead on application management and scheduling

Sue Helback	College Coordinator	M.S. in Natural Resources	Collaborating with ESOL/DL Lead on hiring and scheduling
Nell Winokur O'Malley	Director of Licensure	MAT in Elementary Education	Collaborating with ESOL/DL Lead and ESOL/DL Chair on accreditation and state licensure matters
Dr. Randy Bell	Associate Dean of Academic Programs	PhD in Science Education	Collaborating with ESOL/DL Lead and ESOL/DL Chair on graduate program reviews
Dr. Toni Doolen	Dean	PhD, Industrial and Manufacturing Engineering	Ultimate oversight of ESOL Graduate Certificate Program

Capital Planning and Development
Oregon State University
3015 SW Western Blvd
106 Oak Creek Building
Corvallis, Oregon 97331

P 541-737-5412
F 541-737-4810
cpd.oregonstate.edu

3/5/2019

Jennifer Bachman, PhD
Director of Programming and Operations
College of Education
Oregon State University
201-B, Furman Hall, Corvallis OR 97331
541-737-1819
jennifer.bachman@oregonstate.edu

Dear Jennifer,

We appreciate the opportunity to review the College of Education proposal to offer a new instructional program leading to a Dual Language Education Graduate Certificate. Per our review of the documentation provided, we understand that the program will require no immediate additional space to accommodate new faculty, instructional, research, student support and administrative functions.

From the Cat 1 proposal all core curriculum courses will be taught online with no on-campus classroom space necessary. Existing faculty will be used to teach the courses need to attain this Dual Language Education Graduate Certificate.

Given that your proposal outlines that no new space will be need to complete the Dual Language Education Graduate Certificate, Capital Planning and Development supports this proposal.

Sincerely,

Libby Ramirez
University Architect/Manager, Capital Resources
Oregon State University

Eric Smith
Management Analyst / Space Management
Oregon State University

Email from Ecampus Liaisons

From: "Curry, Erica Noel" <Erica.Curry@oregonstate.edu>
Date: Tuesday, April 9, 2019 at 9:37 AM
To: "Palaniuk, Tiffany" <tiffany.palaniuk@oregonstate.edu>
Cc: "Riggs, Shannon" <Shannon.Riggs@oregonstate.edu>, "Bradoch, Alfonso"
<Alfonso.Bradoch@oregonstate.edu>, "Nave-Abele, Janice Lorie" <Janice.Nave-
Abele@oregonstate.edu>
Subject: FW: Request for Review and Feedback: Category 1 Proposal

Hi Tiffany,

Thank you for reaching out. Ecampus supports both new online graduate certificates:
- Graduate Certificate in ESOL
- Graduate Certificate in Dual Language Education

Please note, the signature page of the MOUs for these can be uploaded in "Other Attachments" as well.

Thank you,
Erica

Erica Noel Curry, Academic Program Manager
Oregon State University | **Ecampus** | 541-737-78675
Pronouns: she/her/hers
OSU Ecampus is ranked No. 3 in the nation by U.S. News & World Report

----

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **DL Grad Certificate**

BUDGET PERIOD: From FY ___20___ to FY ___23___

Business Center: ASBC   Date

Name and Title of Reviewer: Penny Pinard, FAM

	One-Time			
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track - A				
Faculty, fixed-term -B				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies				
Capital Equipment				
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	-	-	-	-

Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
non-CLA/MSI budgetary units				
Degree conferrals				
Total Resources	-	-	-	-

No Impact

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **DL Grad Certificate**

BUDGET PERIOD: From FY ___20___ to FY ___23___

Business Center: ASBC   Date

Name and Title of Reviewer: Penny Pinard, FAM

	Recurring			
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track				
Faculty, fixed-term				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	-			
Library, Electronic	-	-	-	-
Services & Supplies				
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses ---field trips/field study support				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	-	-	-	-

No Impact

Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
non-CLA/MSI budgetary units				
Degree conferrals				
Total Resources	-	-	-	-

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE:	**DL Grad Certificate**			
BUDGET PERIOD:	From FY 20		to FY 23	
Business Center	ASBC		Date	2/25/2019
Name and Title of Reviewer	Penny Pinard, FAM			

	Total			
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track	-	-	-	-
Faculty, fixed-term	-	-	-	-
Sub-total, Faculty	-	-	-	-
Graduate Assistants	-	-	-	-
Support Staff	-	-	-	-
Fellowship/Scholarship	-	-	-	-
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	-	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	-	-	-	-
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Check math	-	-	-	-
Total Cost of Program	-	-	-	-
				-

No Impact

Resources				
Current Budget, unit	-	-	-	-
Tuition (e campus, differential)	-	-	-	-
Institutional Reallocation from other budgetary units	-	-	-	-
Special State Appropriation	-	-	-	-
Federal Funds and other Grants	-	-	-	-
Fees/Sales	-	-	-	-
Foundation Endowment	-	-	-	-
Tuition remission (GA support)	-	-	-	-
Other, describe:				
non-CLA/MSI budgetary units	-	-	-	-
Degree conferrals	-	-	-	-
Total Resources	-	-	-	-
				-

Revenue/Expense check	0	0	0	0

OSU BUDGET NARRATIVE - DL Graduate Certificate

Please provide details on Personnel, FTE directly supported by the budget and reallocation of personnel if appropriate

The Dual Language (DL) Graduate Certificate will use existing Ecampus courses and instructors. There will be no need for new personnel. Our college FTE, salary rates, and OPE will remain the same with normal and reasonable rate increases already budgeted.

Personnel:
Faculty, Tenured/tenure-track: No new faculty, No budgetary impact.
Faculty, Fixed-term: No new faculty, No budgetary impact.
Graduate Assistants: No new GAs, No budgetary impact.
Support Staff: No new support staff, No budgetary impact.

OPE:
   Tenured Faculty: No new faculty, No budgetary impact
   Part-Time Faculty: No new faculty, No budgetary impact
   Support Staff: No new support staff, No budgetary impact.

Other Expenses:
Library: (include supporting material from Library, and note if library expenses are one time or recurring)
       Printed material: No new printed materials required. No budgetary impact.
       Electronic material: No new electronic media required. No budgetary impact.

Services and Supplies: No new services or supplies required. No budgetary impact.

General Operating Costs: No new operating costs required. No budgetary impact.

Capital Equipment: No new software or equipment required. No budgetary impact.

Physical Facilities: No new facilities required. No budgetary impact.

Resources: Please identify and explain sources of all funds and highlight whether they are recurring or one time.

Current Budget: E and G funds and e-campus revenue will be used to support the new program and cover expenses. No new expenses are expected.
Tuition remission support (for Graduate Programs only): Graduate school, Laurels and Block Grant awards and other Grants
Other: Describe other resources including endowments and any special appropriations.

Finally: Show that Expenses = or are less than Resources

The College of Education already offers the Ecampus courses that will compose the DL graduate certificate. We have been under-enrolled in these courses with expenses exceeding revenue annually. This graduate certificate should help increase our enrollment numbers to cover current expenses. No new expenses are expected and current resources will be used with better return on investment.