



COLLEGE OF
EDUCATION

**ELL ENDORSEMENT ACADEMY
STUDENT HANDBOOK**

Fall 2019 – Spring 2020

ELL ENDORSEMENT ACADEMY STUDENT HANDBOOK

Welcome to the English Language Learners Endorsement Academy! We hope that your learning experience with Seattle University is exciting, challenging and rewarding.

This handbook will provide you information on what to expect over the next year from courses, dates and times to policy and attendance requirements. Please keep it available for reference during your time in the endorsement academy.

The ELL Endorsement Academy Faculty and the office of Professional & Continuing Education

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PROGRAM OVERVIEW

The online English Language Learners (ELL) Endorsement Academy consists of eight classes that meet in virtual, synchronous sessions twice a week in the evenings, with additional asynchronous work throughout the week. Our classes are developed with teacher's schedules in mind.

This program helps Washington state teachers regardless of where they live prepare for the required WEST-E exam, offering a rigorous and affordable pathway to earning an ELL endorsement. The academy focuses on both the content and the pedagogy necessary to be an effective educator. Teachers will be able to apply their learning in the classroom immediately and adjust their techniques as the academy progresses.

Brought to you by the College of Education, the courses are taught by expert practitioners including certified current and former classroom teachers from a variety of Washington school districts and Puget Sound Educational Service District. Seattle University faculty oversee the courses to ensure that the materials and teaching are current and relevant.

Academy Courses

8 courses – 24-credits

- Culture, Language, and Literacy (3 credits)
- Language, Literacy, and Numeracy: Acquisition and Implications for Teaching (3 credits)
- Introduction to Diverse Needs of English Language Learners (3 credits)
- Assessing and Teaching Academic Language and Literacy in Content Area Subjects (3 credits)
- Educational Practices: The Cultures of Teachers and Learners (2 credits)
- Assessing and Teaching Literacy for Language Learners (4 credits)
- Advanced Diverse Needs of English Learners: Disability, Special Considerations and Implications for Teaching (3 credits)
- Practicum: English Language Learners (3 credits)

Course Location

All courses are online with synchronous and asynchronous parts:

- Synchronously via web video conference on **Mondays and Wednesdays from 5:00-6:30 pm** and
- Asynchronously over the course website on Canvas.

Synchronous meetings are conducted over [Zoom \(zoom.us\)](https://zoom.us)

Academy courses utilize [Canvas](https://canvas.com) for readings, assignments and discussions. An estimated 4 – 6 hours of asynchronous work is required each week, for all courses. Additional homework may be assigned for each class session.

Canvas & Zoom Help

Login to Canvas at <https://seattleupce.instructure.com> using the email and password you registered with.

Canvas Guides and Tutorials: <https://www.seattleu.edu/cdlihelp/students/canvas/>

- **Canvas App** for [Android or iPhone](#) –
Important – to log into the app, search for seattleupce.instructure.com.

[How Do I join a Zoom Meeting](#)

For additional Zoom support see their [‘Getting Started’ section](#)

EQUIPMENT REQUIREMENTS

You must have access to a computer and Internet for connection to the course platform as determined by [SU's Office of Information Technology \(https://www.seattleu.edu/its/\)](https://www.seattleu.edu/its/). This includes a stable internet connection in a quiet space so that you can join the Zoom sessions.

You must have a webcam, microphone, and headphones or speaker so that you can communicate and be visible in the Zoom sessions. All of these are generally standard in laptops. Contact our office if you have any questions or concerns about your equipment.

TUITION, FEES and CREDIT OPTIONS

The endorsement academy offers two credit tracks: post-baccalaureate credit or graduate credit. Once the endorsement academy has begun students are not allowed to switch their chosen credit track. Graduate level students must complete the [ENES Master's program](#) within six years of the first academy course in order to apply credits to the graduate program requirements.

Admission to the Master's Degree in Educating Non-Native English Speakers (ENES) at Seattle University is not guaranteed to participants who complete the online ELL Endorsement Academy courses. Students must apply to the masters program directly through the University's Graduate Admissions office. For more information on the program visit their website at: <https://www.seattleu.edu/education/ell/>

Academy fees are non-refundable.

Additional Program Fees

Quarterly technology fee \$90 per academic quarter.

Total Tuition by Credit Level

The Office of Professional & Continuing Education bills tuition by the credit. Post-baccalaureate credits are \$275 per credit and Graduate credits are \$350 per credit.

Post-baccalaureate level		Graduate level	
Per credit fee:	\$275 (24 credits)	Per credit fee:	\$350 (24 credits)
Per quarter technology fee:	\$90 (total of \$270)	Per quarter technology fee:	\$90 (total of \$270)
Total Academy fee:	\$6,870.00	Total Academy fee:	\$8,670.00

Materials, books, test fees, endorsement processing fees and graduate application fees are not included in the Academy fee and are the responsibility of the student.

Payment Schedule on Canvas Catalog

All student payments will be processed with Canvas Catalog. Payments will be due no later than two days before the start of class. Students are responsible for making these payments and will only be able to join classes after payments have been made. Failure to pay in a timely manner will result in students not enrolled into their courses on time. All payments are final.

Students will receive a separate document outlining all payment details for either post-baccalaureate or graduate credits.

PESB's Educator Retooling Conditional Scholarship Program

The State of Washington Professional Educator Standards Board offers a limited number of Educator Retooling Conditional Scholarships. For details on their program, visit their [website](#). To submit the Endorsement Budget Document to the College of Education for signature please email it to e-academy@seattleu.edu. PESB has three deadlines each year, for details on those dates please visit their [website](https://www.pesb.wa.gov/workforce-development/developing-current-educators/educator-retooling/) (<https://www.pesb.wa.gov/workforce-development/developing-current-educators/educator-retooling/>).

GRADING SCALE AND EXPECTATIONS

Professional & Continuing Education courses offered for post-baccalaureate credit use a Credit/No Credit system for grading. Participants who complete the minimum requirements equal to a “C” (73-76%) or better will earn a “CR” for Credit. Participants who do not meet minimum requirements will receive “NC” for No Credit.

Graduate students must complete all academy courses with a “B” or higher, to apply to the master’s degree program. If students receive a grade lower than a B, students will be required to repeat that course when it is offered in the next sequence.

Grading Scale
A = 94-100
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76

ADMINISTRATIVE NOTES

Address Change

Contact both the office of Professional & Continuing Education (PCE) and the Registrar’s Office (<https://www.seattleu.edu/redhawk-axis/contact-us/>)

Legal Name Change

Contact both the office of Professional & Continuing Education (PCE) and the Registrar’s Office (<https://www.seattleu.edu/media/redhawk-axis/registrar/Student-Update-Form.pdf>)

General Contact Information

Professional & Continuing Education
Seattle University – College of Education
901 12th Ave, P.O. Box 222000
Seattle, WA 98122

e-academy@seattleu.edu
(206) 296-2147 (office)
(206) 220-8235 (fax)

Evaluations

The College of Education faculty commitment to student learning is a hallmark of the program, and we fully expect you to have a challenging and successful experience.

We also want you to understand the importance of ongoing evaluations of our courses and instructors. At the conclusion of each course, you will be asked to participate in an anonymous survey. We encourage students to participate in the evaluations to ensure our program continues to meet the needs of our students.

ENDORSEMENT ACADEMY POLICIES

Attendance and Participation Policy

Because the program is sequential, students must satisfactorily complete each course before proceeding to the next. Consistent and punctual attendance and active participation are required in all classes and are important for your success in the program. Attendance and participation are part of your final grade for each course.

Attendance in all course sessions is required. Please do not schedule travel or appointments during program synchronous sessions. Your full attention is required.

While no one can predict when she or he may become ill or have a serious family emergency. Each course module is highly integrated and cumulative, absence from even one class or a portion of a class results in a significant loss of learning time and correspondingly may result in a significant failure to meet the course requirements.

Being absent even a few days can result in missing an entire course or program requirement that is necessary for the endorsement academy completion. Such an absence may require repeating that course when it is offered in the next sequence, if space is available, which may be a full year later.

For this reason, attendance and participation are required for all class sessions. **All classes on Zoom require your full participation and sole attention. Please refrain from scheduling other activities during these times** such as driving or cooking.

Illness and family emergency are the only permissible reasons for an absence. However, even though excusable, any absence may result in lowered grades. Consult course syllabi for details.

Class Conduct Policy

a) Professional Responsibilities

Appropriate professional responsibilities are demonstrated by fully participating in each class. Including the following: completing assignments on time, seeking assistance from instructors when appropriate, prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive feedback and using that feedback to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

b) Behavioral and Social Attributes

Appropriate behavioral and social attributes are demonstrated by:

- Building positive relationships with members of the cohort including treating individuals with respect, using tact and discretion, as well as setting a positive and respectful tone.
- Actively listening to others' viewpoints, recognizing your own strengths and areas of improvement.
- Perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups.
- The belief that all students can learn compassion, justice, empathy, integrity, responsibility, and collaboration.

Refund Policy

There are no refunds for the Academy once the academy has begun. If extenuating circumstances arise, please contact the office of Professional & Continuing Education as soon as possible to discuss the surrounding circumstances.

Inclement Weather Policy

Synchronized online classes are not canceled due to inclement weather. Classes *may* be canceled due to power outage or other weather-related issues. Your instructor will be in contact in these situations with as much prior notice as they are able to give. Regularly check your email and Canvas for notification.

If you are unable to attend class due to unforeseen circumstances that are out of your control, such as power outage or disruption to child care due to weather conditions, notify your instructor as soon as possible. Your instructor will determine how you will make up for lost class time.

SEATTLE UNIVERSITY POLICIES

Notice to Students Concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through the office of Professional & Continuing Education at (206) 296-2147.

Academic Integrity Policy

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>

Academic Integrity Tutorial: Visit the following URL: <https://www.seattleu.edu/academicintegrity/>

Grading Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can be downloaded using the following URL:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Grading-Grievance-2004-07.pdf>

Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Professional-Conduct-2011-2.pdf>

SEATTLE UNIVERSITY RESOURCES

SU Writing Center

The Writing Center is one of the five Learning Commons Partners dedicated to supporting teacher candidates in the Library. The Seattle University Writing Center (206-296-6239) is a "drafting place" where writer and consultant work on

the generation and clarification of ideas and the gradual transformation of drafts from chaos to organized, finished products. You may find this service helpful as you prepare assignments. The Writing Center is located in the Lemieux Library & McGoldrick Learning Commons, on the 2nd floor. You can make an appointment using the following URL: <https://www.seattleu.edu/writingcenter/>

SU Library

The Lemieux Library provides a wide range of services and collections primarily to support the teaching, research, and learning goals of the Seattle University community. You will use your SU email account to access library databases. <https://www.seattleu.edu/library/>

CONCLUSION OF ACADEMY and WEST-E EXAM

Next steps after your endorsement academy is complete.

1. Take your corresponding West-E or NES test. For information on registering for tests, go to the West-E/NES website at <http://www.west.nesinc.com/Home.aspx>.
2. At the time of registration, be sure to indicate Seattle University as a recipient of your test scores.
3. Once all your grades are posted and you have successfully passed your WEST-E or NES test, email the College of Education's Certification Office, at coe-certifications@seattleu.edu. When emailing make sure you indicate which endorsement academy cohort you were part of (Year Started, Quarter and Subject) and which test you have completed and passed.
 - Please note that your application and recommendation will not be started until the Certification Office has heard from you.
4. If you have not set up your OSPI e-cert portal you can do so here: <http://www.k12.wa.us/Certification/e-Cert/>
 - DO NOT start your application for endorsement until you have heard from the Certification Office.
 - The Certification Office will initiate all applications.
5. To order official transcripts after your final grades have been posted, use the following link:
<https://www.seattleu.edu/registrar/student-records/transcripts/>
6. For dual endorsements, you are not required to add both endorsements to your teaching certificate at the same time.
 - Make sure you indicate which endorsement you want to add, or that you want to add both endorsements when contacting the Certification Office.

ORDERING TRANSCRIPTS

SU transcripts can be ordered through the SU registrar's office. All transcript requests will be fulfilled through the National Student Clearinghouse online ordering process. The Seattle University fee for each transcript will be \$5.00. A National Student Clearinghouse fee will also be charged per order (\$2.25 for paper transcript orders and \$2.75 for electronic transcript orders). Please see the link below for ordering the electronic or printed transcripts.

<https://www.seattleu.edu/registrar/student-records/transcripts/>

COURSES and TEXTBOOKS

Note: *It is important to purchase the specific book edition listed below.*

EPDES – 5008-9000 - Culture, Language, and Community (3 credits)

You will explore the ways in which language and communities intersect. Course content will include the issues confronted by English language learners and their families as well as with available community resources that promote advocacy for families. You will learn strategies that improve how you communicate with you students, parents and agencies.

Textbooks: Affirming Diversity: The Sociopolitical Context of Multicultural Education. Sonia Nieto and Patty Bode. Boston: Pearson, 2018 (7th edition)

EPDES – 5009/9001 - Language, Literacy, and Numeracy: Acquisition and Implications for Teaching (3 Credits)

When you complete this course you will understand the building blocks required for learning language, reading, and developing an understanding of numbers. Beginning strategies for instructing and assessing language development will be covered. You will learn how to plan, implement, adapt, and modify curriculum & instruction as well as how to choose the right materials for each learning activity.

Textbooks: Reading, Writing, and Learning in ESL: A resource book for teaching K-12 learners by Peregoy & Boyle (7th edition)

EPDES – 5010/9002 - Introduction to Diverse Needs of English Learners (3 Credits)

You will learn how to respond to the needs of English language learners who have special learning considerations such as giftedness or learning challenges. Course content includes theories, practices and laws pertaining to identifying and supporting English language learners with learning challenges. Not knowing English sometimes seems like a disability, in this class you will know when language is not the issue.

Textbooks: English Language Learners with Special Education Needs. Artiles, Alfredo J. & Ortiz, Alba A. Center for Applied Linguistics. McHenry, IL. 2002
ISBN-10: **188774469X** ISBN-13: **978-1887744690**

EPDES – 5015/9007 Practicum: English Language Learners (3 Credits)

This practicum course is designed to give you experience in instructing and assessing ELL and literacy knowledge and skills.

Textbooks:

❖ None

EPDES – 5011/9003 - Assessing and Teaching Academic Language and Literacy in Content Area Subjects (3 Credits)

You will learn methods of instruction and assessment for teaching English through content area subjects. In this class you will acquire a variety of formative and summative classroom based assessment tools and strategies to use to plan instruction for ELL in the mainstream classes.

Textbooks: Making Content Comprehensible for English Learners: The SIOP Model (5th Edition) by Jana Echevarria, MaryEllen Vogt, Deborah J. Short.

EPDES – 5013/9005 Educational Practices: The Cultures of Teachers and Learners (2 Credits)

Cultural and linguistic differences affect the learning environment. You will learn how to observe and reflect on how your classroom, school and community influence the education of culturally and linguistically diverse populations.

Textbooks: *(Repeat text)* Affirming Diversity: The Sociopolitical Context of Multicultural Education. Sonia Nieto and Patty Bode. Boston: Pearson, 2018 (7th Edition)

EPDES – Assessing and Teaching Literacy for Language Learners (4 Credits)

The purpose of this course is to introduce you to methods of instruction and assessment focused specifically on teaching literacy skills to English language learners. You will discover the potential educational biases of current curriculum and assessment tools and discover effective strategies to modify and adapt based on English language proficiency.

Textbooks: Scaffolding Language, Scaffolding Learning, Second Edition: Teaching English Language Learners in the Mainstream Classroom 2nd Edition by Pauline Gibbons

EPDES – 5014/9006 - Advanced Diverse Needs of English Learners: Disability, Special Considerations, and Implications for Teaching (3 Credits)

This course asks you to reflect on the issues related to English learners with learning challenges and delves deeper into identifying appropriate instructional and assessment interventions. You will be asked during your practicum to identify issues you will bring to this classroom discussion.

Textbooks:

- ❖ Special Education Considerations for English Language Learners: Delivering a Continuum of Services. Else Hamayan, Barbara Marier, Christina Sanchez-Lopez, Jack Damico. Caslon, 2013 (2nd edition)
ISBN-10: **1934000116** ISBN-13: **978-1934000113**