



UNIVERSITY OF
OREGON

College of
Education

Education Leaders for Oregon’s English Learners (ELOEL) Project
Online English for Speakers of Other Languages (ESOL)
Endorsement Program

2024-2025 Handbook



The University of Oregon’s Education Studies Department is licensed in accordance with OAR 584-018-0145 as an ESOL endorsement preparation program.

University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance the Americans with Disabilities Act

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ELOEL Staff Contact Information

- ELOEL Program Coordinator | eloel@uoregon.edu
- Edward M. Olivos: Professor, ELOEL Co-Director and Principal Investigator | emolivos@uoregon.edu
- Sylvia Thompson: Professor, ELOEL Co-Director and Principal Investigator | sthomps5@uoregon.edu
- Julie Heffernan: Director of UO Master’s Degree Programs | jheffern@uoregon.edu

Welcome!

The faculty and staff of the College of Education would like to welcome you to the Education Leaders for Oregon's English Learners Project, a grant-funded opportunity for in-service teachers throughout Oregon to earn an ESOL endorsement.

Nearly twenty percent of students in Oregon speak a primary language other than English. Each year approximately 50,000 "current English learners" attend Oregon's public schools. Nationally, an estimated 4.4 million students are English language learners. This program will provide a combination of theory and practice to help in-service teachers develop the skills and understandings necessary to provide quality instruction to English Learners in a variety of academic settings.

A note about language: There are many terms for students who are learning English as an additional language. We recognize that the term 'English Learner' can be problematic in that it implicitly emphasizes a student's perceived deficit – the fact that they do not yet speak English – rather than emphasizing their assets, including the language or languages they speak and use to make meaning. In readings, class lectures, and class discussions, you may encounter (and use yourself) other terms, including 'emergent bilingual' or 'multilingual learner,' among others. In our program materials, we primarily use the term 'English Learner' because this term is consistent with the label used in district, state and national data sets. In addition, the EL label affords these students legal supports and certain protections that do not extend to other students who may also be 'emergent bilingual' (eg. an English-speaking student in a dual language program).

This handbook is intended to provide important information specific to the post-licensure, online ESOL program of the College of Education, Department of Education Studies. **Students are responsible for informing themselves of University of Oregon policies and procedures.** Please refer to the "General Policies" section for selected University policies as well as helpful links to more information on University systems.

All information in this handbook is subject to change as we develop program improvements and adhere to state TSPC and EdTPA policies and procedures.

Project Components and Course of Study

The Education Leaders for Oregon English Learners (ELOEL) Project is a grant-funded project which provides candidates with a scholarship to earn their ESOL endorsement and develop the skills and understandings necessary for effective instruction of English Learners. Candidates are expected to participate in **two years** of the program, including coursework and follow-up professional development. Additionally, candidates are expected to participate in all grant-related evaluation measures, including surveys and focus groups.

Year 1: ESOL Endorsement Program

To complete the ESOL Endorsement, candidates must do the following:

1. Complete all ESOL coursework with a 3.0/B average or higher
2. Submit a satisfactory Professional Growth Assessment during the ESOL Practicum
3. Pass the ESOL exam from ORELA (Oregon Educator Licensure Assessments)

ESOL Endorsement Course Requirements	Credits	Terms Offered	Expected Completion
EDST 616 Language, Power, and Education	4	Summer (4 weeks)	Summer
EDST 647 ELL Instruction Methods: Applied	3	Fall (11 weeks)	Fall
EDST 646 ESOL Pedagogy for K-8 Classrooms	4	Winter (11 weeks)	Winter
EDST 618 Teaching in the English Language Development (ELD) Classroom	3	Spring (11 weeks)	Spring
EDST 606 Practicum	3	Spring (11 weeks)	Spring
Total Credits	17	Expected Completion Term	Spring

Anticipated **Synchronous** Course Days & Times:

- EDST 616: Summer Session II (7/22/24-8/18/24)
 - o Synchronous classes: Monday and Wednesday 3-4:50pm
- EDST 647: Term begins (9/30/24)
 - o Synchronous classes: Wednesdays 5-8pm **every other week**
- EDST 646: Term begins (1/6/25)
 - o Synchronous classes: Wednesdays 5-8pm **every other week**
- EDST 618: Term begins (3/31/25)
 - o Synchronous classes: Wednesdays 5-8pm **every other week**
- EDST 606: Term begins (3/31/25)
 - o Synchronous classes: Thursdays 5-6pm **every other week**

Year 2: Professional Development Sessions

During Year 2, candidates will gather online for three professional development sessions, one per quarter. The professional development sessions will be designed to deepen candidates learning around effective instruction and support of English Learners. Activities will draw on candidates' experiences implementing the strategies, including successes and challenges.

ESOL Endorsement Supervised Clinical Practicum

- **Candidate Prerequisites:** Candidates must complete all prior ESOL endorsement course work with a cumulative 3.00 GPA or higher to be placed in a practicum. Students with incomplete course grades cannot enroll in EDST 606 Practicum until course is completed. In some cases, this may mean waiting until the following term.
- **TSPC Hours / Practice Task Requirements:** The part-time ESOL practicum for an added endorsement requires 60 clock hours in the classroom. If the candidate is not the teacher of record in the classroom, during the 60 hours candidates will observe, assist, participate, and prep. Within that time, they will also teach a minimum two-week work sample. In that situation, the candidate and the teacher of record will negotiate a schedule to accommodate these requirements. The candidate is responsible for identifying the teacher of record with whom they will collaborate.
- **Site Mentor:** Interested and approved teachers or administrators serve as mentors who demonstrate professional practices, provide support and feedback, and nurture a candidate's development in the target skills. The site mentor must be licensed in the target, or closely related, endorsement area and have time in their schedule to complete licensure observation and assessment tasks.

Site Mentor Identification: The ELOEL program coordinator will coordinate with each school district to provide each candidate with a Site Mentor. If needed, coordinator will reach out to candidates for support to identify a site mentor, working with their site administrators and/or district, and must return the form to program staff before the start of Spring Term 2024.

Site Mentor Resources: Program staff will email assigned teachers a link to the program handbook and/or endorsement specific syllabi. Program staff will provide an orientation explaining the program and specific teaching assessments candidates are given during their time in the practicum.

- **Supervision:** Candidates are assigned a university supervisor who serves as a resource for both the candidate and the site mentor. The supervisor provides continuous support and consultation via virtual meetings and are available via email and phone. The supervisor is responsible for facilitating all licensure observation and evaluation activities.

Practicum Course Specifics

To earn the English to Speakers of Other Languages (ESOL) endorsement, Oregon's Teachers Standards and Practices Commission requires candidates to understand and use standards-based practices to construct learning environments that support emergent bilingual students' cultural identities, language and literacy development, and content area achievement.

- **Learning Outcomes**

The goal of the supervised practicum is to provide space for candidates to demonstrate the skills introduced in ESOL coursework, including:

1. Conduct daily, weekly, and long-range instructional planning that supports English Learners, including the ability to identify and provide for individual differences among students.
2. Identify key academic vocabulary and teach it explicitly using varied strategies throughout a unit.
3. Identify and explicitly teach and scaffold key elements of academic language in a unit.
4. Integrate oral and written English language instruction into content areas.
5. Reflect on and develop plans to support culturally and academically sustaining interaction with students and

families.

- **Practicum Requirements for Added ESOL Endorsement**

1. Keep a time log of your 60 classroom hours
2. Schedule Triad Meeting #1: An orientation meeting with your university supervisor and Site Mentor
3. Schedule two lesson observations with your university supervisor.
 - a. Pre-observation meeting
 - b. Formal Lesson plan (assessed with ESOL Lesson plan rubric)
 - c. Observation (assessed with ESOL Observation rubric)
 - d. Post-observation meeting
4. Schedule two observations from your Site Mentor.
 - a. Pre-observation meeting
 - b. Observation (Cooperating teacher narrative feedback form)
 - c. Post-observation meeting
5. Schedule Triad Meeting #2 with both your university supervisor and Site Mentor
 - a. End of term ESOL Professional Growth Assessment (PGA) Self-Reflection
 - b. End of term ESOL Professional Growth Assessment by University Supervisor and Cooperating Teacher

- **Professional Growth Assessment (PGA)**

The Professional Growth Assessment (PGA) is discussed and scored by the site mentor and supervisor during the mid-term and final triad evaluation meeting with the candidate. The PGA documents a student’s progress toward meeting Oregon State standards for endorsement and is used to identify activities and describe products, expectations, and evaluation procedures. The site mentor and supervisor share the PGA with the student during the mid-term and end of term triad conference.

- **Exit Testing Requirements:**

1. Passing NES/ORELA, English for Speakers of Other Languages (ESOL)
2. Passing Lesson Plan Rubrics, Observation Rubrics, and Professional Growth Assessment
3. To add a Bilingual Specialization: Passing ACTFL Oral Proficiency Interview (OPI)

- **Practicum Related Engagement**

Educational Activity	Approximate Hours Student Engaged	Explanatory Comments
ESOL Practicum Hours	60	Activities that will include or benefit EL students, such as: EL Planning, EL Teaching, EL Parent/Teacher & ELD meetings, observing other EL teachers, PD related to EL.
2 Triad Meetings + Preparation	3	Meetings with US & CT & PGA Self Reflection
Pre-Observation Meetings	2	Meetings with US & CT before observations
Post Observation Meetings	5	Meeting with US & CT after observations
Total	70	

- **Required Texts, Materials and Resources** (on Canvas)

1. ESOL Added Endorsement Handbook
2. Assessment Forms
3. Additional materials will be posted on Canvas

- **Course CANVAS**

Materials and assessment rubrics will be made available for this course through Canvas. Any announcements and email communications pertaining to the course, and sent through Canvas, will be sent to the email that is designated as your University of Oregon email account. Please check this email frequently throughout the term for announcements and course information updates.

University and Participant Responsibilities

UO Responsibilities	Participant Responsibilities
<ol style="list-style-type: none"> 1. Pay Participant’s tuition costs and fees for the UO Online ESOL Endorsement Program in an amount up to \$11,500 and not to exceed the cost for the number of courses required to complete the ESOL Endorsement Program. 2. Support each Participant to complete the ESOL Endorsement Program. 3. Upon Participant’s successful completion of the UO Online ESOL Endorsement Program, recommend Participant to the Oregon Teacher Standards and Practices Commission (TSPC) for the ESOL Endorsement. 4. During Year 2 of the program, provide Participant with professional development opportunities to support their continued professional growth and efficacy in service of emergent bilingual students. 5. Throughout the 5-year project, solicit feedback, via surveys and other methods, to measure program impact and determine needs for program improvement. 6. Endeavor to support each participant in completing all aspects of the program. 	<ol style="list-style-type: none"> 1. Pay costs and fees associated with the ELOEL Project / Online ESOL Endorsement Program (including obtaining the ESOL Endorsement from TSPC) not covered by ELOEL Grant Scholarship. 2. Complete the UO ESOL Endorsement Program according to the applicable timeline. 3. Upon completion of the ESOL Endorsement Program, participant will take all steps necessary to obtain their ESOL Endorsement from the Oregon Teacher Standards and Practices Commission (TSPC). 4. Participate in three sessions of professional development during the year after the ESOL Endorsement Program. 5. Participate, as directed by UO, in all activities associated with the project evaluation of the ELOEL Project, including but not limited to completing surveys across multiple years of the project. 6. Reimburse UO for the tuition costs paid by the UO / ELOEL Project Grant if Participant fails to meet any of the requirements set forth in paragraphs above.

Endorsement and Licensure Related Policies

- **Endorsement Related Policies**

1. Students must complete all 18 credits of the ESOL added endorsement program.
2. Due to the structure of the grant that provides candidate scholarships, all program courses must be taken from the UO online ESOL endorsement program; we are unable to accept requests for waivers based on previous coursework.
3. Pedagogy and Methods courses must be taken as credit, all other courses may be taken as pass/no pass.
4. Students must maintain at least a 3.0 overall grade point average (GPA) in all graduate courses taken.
 - A GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than five credits of N or F grades, regardless of the GPA, is considered unsatisfactory.
 - Grades of D+ or lower are not accepted for graduate credit, but are computed in the GPA. A grade N in a Pass/No Pass course is not accepted for graduate credit. A grade of P must be equal to or better than a B minus. Graduate students need to be aware that there are two sets of policies regarding incompletes on the student record: 1) Departmental and 2) Graduate School.
 - The Graduate School policy requires that graduate students must convert a graduate course grade of Incomplete ("I") into a passing grade within one calendar year of the term the course was taken. After one year, the student must petition to the Graduate School for the removal of an incomplete.
5. Applicants will complete an application with the TSPC for adding an ESOL endorsement during Spring Term 2025.

- **Adding a Bilingual Specialization** (OAR 584-225-0050)

A Bilingual specialization indicates that an educator has met the oral proficiency interview (OPI) assessment standards by a certified American Council on the Teaching of Foreign Languages (ACTFL) OPI tester for a specific language. The Bilingual specialization does not authorize the holder to teach the language associated with the specialization. An educator must have the appropriate endorsement to teach a language. For example, a teacher must hold a teaching license with a World Language: Spanish endorsement to teach Spanish.

A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as "added value" on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

- **Code of Professional Conduct and Communication**

As teacher candidates for an added endorsement, it is critical that you understand and operate with insight into the University of Oregon Student Code of Conduct, Education Studies professional educator values, and the TSPC Code of Ethical Educator standards throughout your time in the program. Understanding and adhering to these standards now will help you as you advance your career as a teacher.

- The University of Oregon Student Code of Conduct can be found at <http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>
- (TSPC) *Standards for Competent and Ethical Performance (Oregon Administrative Rules 584-020-005 through 584-020-0045)*
<https://secure.sos.state.or.us/oard/displayChapterRules.action?selectedChapter=180>

Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussion including termination from the licensure program.

ELOEL Program On-Leave Status Policy

ELOEL program participants who will not be registered for one or more terms must apply for academic on-leave status (leave of absence). Failure to do so will result in withdrawal from the program and may result in tuition charges that become the responsibility of the participant.

- **Deadline & Maximum On-Leave Terms**

Whenever possible, students should apply for on-leave prior to the start of the term, but leave requests will be accepted throughout the program. Please refer to UO's [Academic Calendar & Deadlines](#) to ensure to understand the financial responsibility of the participant should a drop or withdrawal from the program be completed after the deadline. To be eligible for the ELOEL program grant, participants must be able to complete the coursework by 2025-2026.

- **On-Leave Terms:**

- ELOEL program participants may not be on leave for their first term in the program.
- Only participants in good standing are eligible for on-leave status.
- Participants may request on-leave status due to health/medical condition, a family emergency, paternal/maternal needs during the 12 months immediately following a child's birth or placement in the home, or other reasons as agreed upon between participant & program administrators.
- While on leave, participants are not allowed to use ELOEL faculty/staff time.
- When participant returns, a new agreement will need to be signed according to the most updated terms & conditions, which may differ from the participant's original agreement.

- **Time Limit for Program Completion**

The time limit for program completion is not extended for an approved on-leave request.

- **Time Limit**

The ELOEL grant program is a year term program and the last year of the grant will be offered is during the 2026-2027 academic year (Summer 2026 through Spring 2027). After this time, students will be responsible for all costs beyond those already covered by the grant. And, as stated above, participants requesting a leave of absence must be able to complete the coursework by the year prior, 2025-2026.

- **Failure to Register for On-Leave Status**

A student's eligibility to continue in the ELOEL program will be cancelled if the student does not obtain approved on-leave status. Failure to file for on-leave status could result in the participant being removed from the program and financially responsible for the participant's tuition previously covered.

If a student does not obtain approved on-leave status and wishes to return to the program, they must re-apply with no guarantee of admission.

- **Revising Your On-Leave Status**

If you decide to return from leave earlier than you had intended, email us at eloel@uoregon.edu to revise your term of return. To extend your leave period, you must submit a new on-leave request form.

University of Oregon Academic Resources

****Note that you must download DUO, a dual factor identification app, onto your phone in order to be able to access many UO systems****

- **DuckWeb**

DuckWeb is the University's online information system for students, faculty, and staff. Students use DuckWeb to add and drop classes, view class schedules, and more.

- [DuckWeb Login and information](#)
- [DuckWeb Support](#)

- **Canvas**

Canvas is the course management system used by the University of Oregon and gives you access to your online courses, as well as program information via the ELOEL Program Community Canvas. Canvas enables you to access course materials, participate in discussion boards, receive and submit assignments, and more.

All the messages your instructors send via Canvas will be sent to your UO email account. You should check both Canvas and your UO email address frequently.

- [Getting Started](#) (UO email and Canvas)
- [Canvas Support](#)

- **UO Email**

- [Directions for accessing UO Email](#)

- **Office of the Registrar**

- [Continuing Education Program](#) – Non-Degree Seeking Student Info & Resources
- [Registration Step-by-Step and Support](#)
- [Registrar Support](#)

University of Oregon & College of Education Policies and Information

***Accessible Education - (see <https://aec.uoregon.edu/best-practices-faculty> for more information)**

"The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. *Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu for assistance with access or disability-related questions or concerns.*"

***Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the "Student Religious Accommodation Request" form prior to the end of the second week of the term.

***Mental Health and Wellness**

"Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number)."

***Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/> If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

***Respect for Diversity**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, and genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientation, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the (Home Department) at (contact information). For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

***Academic Integrity** - You can find faculty resources on academic misconduct here: <https://dos.uoregon.edu/faculty-resources>

"The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>."

***Mandatory Reporter Status**

The following is the recommended minimum language to include on syllabi:

"I am a [designated reporter/assisting employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

See <https://investigations.uoregon.edu/suggested-syllabus-language> for additional recommended syllabus language.

***Academic Disruption due to Campus Emergency**

"In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi."

***Inclement Weather**

"It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>"

***Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, [Sylvia Thompson, \(541\) 346-2483 sthoms5@uoregon.edu](mailto:Sylvia.Thompson@uoregon.edu). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>

- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

***Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Sylvia Thompson, \(541\) 346-2483](mailto:Sylvia.Thompson, (541) 346-2483) sthomp5@uoregon.edu).

***Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

***Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Online Resources for ESOL, Licensure, and Standards

- **K-12 Content Standards**
 - Oregon Content Standards: <http://www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx>
 - Oregon’s English Language Proficiency (ELP) Standards: <http://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/EnglishLanguageProficiencyStandards.aspx>
 - Common Core State Standards: <http://www.corestandards.org/>
 - Common Core State Standards en Español – Translation Project from San Deigo County Office of Education: <https://commoncore-espanol.sdcoe.net/>
 - Next Generation Science Standards: <http://www.nextgenscience.org/>
- **Licensure Exam**
 - ESOL Licensure Exam: http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html
- **Professional Organizations**

- Center for Applied Linguistics: <http://www.cal.org/>
 - National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>
 - National Association for Bilingual Education: <http://www.nabe.org/>
 - Oregon Association for Bilingual Education: <http://www.oabe.org/>
 - Oregon Teachers of English to Speakers of Other Languages: <http://www.ortisol.org/>
 - Teachers of English to Speakers of Other Languages: <http://www.tesol.org/>
 - Understanding Language: Language, Literacy, and Learning in the Content Areas: <http://ell.stanford.edu/>
- **State and Federal Agencies/Regulations**
 - Oregon Department of Education: <http://www.oregon.gov/ode/Pages/default.aspx>
 - ODE's English Learners Initiatives: <http://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/default.aspx>
 - Teacher Standards and Practices Commission of Oregon: <http://www.oregon.gov/TSPC/Pages/index.aspx>
 - TSPC Oregon Administrative Rules, Chapter 584: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_tofc.html
 - TSPC's Ethical Educator Brochure: http://www.oregon.gov/tspc/Documents/Ethical_Educator_Brochure.pdf
 - US Department of Education: <http://www.ed.gov>
 - Every Student Succeeds Act: <http://www.ed.gov/essa>
 - Office of English Language Acquisition: <http://www2.ed.gov/about/offices/list/oela/index.html>.