I. Roll Call
   () Arlene Schmuland  () Peter Olsson  () Zhaohui (Joey) Yang
   () Tim Hinterberger  () Susan Garton  () FSAL vacancy (CAS)  Ex-Officio Members:
   () Patricia Sandberg  () Mary Dallas Allen  () FSAL Vacancy  () David Yesner
   () Greg Protasel  () Deb Russ  () FSAL Vacancy  () Lora Volden
   () Yoshito Kanamori  () Hsing-Wen Hu  () Jaime Spatrisano  () Scheduling & Publications

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-3)

IV. Administrative Reports
   A. Associate Dean of the Graduate School David Yesner
   B. Graduate Student Jaime Spatrisano
   C. University Registrar Lora Volden

V. Chair’s Report
   A. GAB Chair- Arlene Schmuland
   B. Faculty Alliance
   C. Graduate Council

VI. Program/Course Action Request – Second Reading
   Chg Graduate Certificate in Language Education (pg. 4-9)
   Add EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners
   (3 cr)(3+0)(pg. 10-20)
   Add EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts
   and Mathematics (STEAM) for English Language Learners in Classrooms (3
   cr)(3+0)(pg. 21-28)
   Add EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Learning
   Learners in P-6 Classrooms (1-6 cr)(0+3-18)(pg. 29-37)

VII. Program/Course Action Request - First Readings

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment
   A.
I. Roll Call
(x) Arlene Schmuland   (x) Peter Olsson   (x) Zhaohui (Joey) Yang
(x) Tim Hinterberger   (x) Susan Garton   () FSAL vacancy (CAS)
(x) Patricia Sandberg   (x) Mary Dallas Allen   () FSAL Vacancy
(x) Greg Protasel     (x) Deb Russ       () FSAL Vacancy
() Yoshito Kanamori  (x) Hsing-Wen Hu    () Jaime Spatrisano
() FSAL Vacancy       () David Yesner    () Lora Volden
() FSAL Vacancy       () FSAL Vacancy    () Scheduling & Publications

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Meeting Summary (pg. 2-3)
Approved

IV. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
Nursing Doctorate is moving forward. Received the revision of the initial justification piece; it was
signed off by the COH Dean.
Met with College of Education and they are working on their initial justification for their Doctorate
program.
Master of Mechanical Engineering was approved by Faculty Senate, but it needs to go through BOR
and NWCCU
Chapter 12 revisions will be brought to the board in January and February

B. Graduate Student Jaime Spatrisano

C. University Registrar Lora Volden

V. Chair’s Report
A. GAB Chair- Arlene Schmuland

B. Faculty Alliance

C. Graduate Council

VI. Program/Course Action Request – Second Reading

VII. Program/Course Action Request - First Readings
Chg    Graduate Certificate in Language Education (pg. 4-8)
Accepted for first reading

Add    EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners
(3 cr)(3+0)(pg. 9-18)
Accepted for first reading

Add    EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and
Mathematics (STEAM) for English Language Learners in Classrooms (3
cr)(3+0)(pg. 19-25)
Accepted for first reading

Add    EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Learning
Learners in P-6 Classrooms (1-6 cr)(0+3-18)(pg. 26-32)
Accepted for first reading

Add    BA A613 Applied Leadership (3 cr)(3+0)(pg. 33-36)
Waive first, approve for second reading
VIII. Old Business

IX. New Business
   A. Curriculum Handbook Edits (pg. 38-44)
      Approved

X. Informational Items and Adjournment
   A.
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<table>
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<td>There is a national, statewide and local need for qualified Preschool-6th grade (P-6) educators in the area of English language learner (ELL) instruction and culturally sustaining pedagogy (CCP). In addition, there is a need for highly qualified teachers who can foster the academic and English language proficiency of ELL students in P-6 grade learning environments. Candidates completing this graduate certificate may add a P-6 ELL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with people who speak languages other than English in classrooms that sustain cultural identity.</td>
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<td>Initiator (faculty only)</td>
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<td>-------------------------</td>
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Initiator (TYPE NAME)

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D. Graduate Certificate, Language Education

www.uaa.alaska.edu/coedegrees

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners in the P-6 setting. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

**English as a Second Language (ESL) and Culturally Sustaining Pedagogy Concentration**

The ESL concentration is for candidates who are seeking one of the following:
1. Institutional Recommendation for an English as a Second Language (ESL) endorsement on a current teacher certificate, OR
2. Advanced preparation in ESL for increasing professional performance in community programs.

**Student Learning Outcomes**

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL), and World-Class Instructional Design and Assessment (WIDA) Standards. More information about these standards may be found at [www.tesol.org](http://www.tesol.org) and [www.wida.us](http://www.wida.us) Students who complete the Graduate Certificate in Language Education with a concentration in Teaching English as a Second Language and Culturally Sustaining Pedagogy will:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity; cultural and linguistic bias; and political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

**Admission Requirements**

1. Satisfy the Admission Requirements for Graduate Certificates found at beginning of this chapter.
2. Document professional background
   (must hold or be eligible to hold a teacher certificate from the State of Alaska.)
3. Provide a minimum of three letters of recommendation addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement directly related to the certification program.

**Graduation Requirements**

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 18 credits beyond the baccalaureate degree including:
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A645 Culturally Sustaining Literacy for P-6
2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.

3. Maintain an overall GPA of 3.00 in the program with no more than one C in a required course.

Note: As with all graduate certificates in the College of Education, coursework applied to the certificate may apply to the MEd with faculty advisor approval.

Institutional Recommendation

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

Alaska certification note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.
D. Graduate Certificate, Language Education

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners in the Pre K-6 setting. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

English as a Second Language (ESOL) and Culturally Sustaining Pedagogy Concentration

The ESOL 7-12 concentration is for candidates who are seeking one of the following:
1. Institutional Recommendation for an English as a Second Language (ESL) 7-12 endorsement on a current secondary teacher certificate, OR
2. Advanced preparation in ESOL for increasing professional performance in community programs.

Student Learning Outcomes

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL) National Council for Accreditation of Teacher Education (NCATE) Standards for P-12 Teacher Education Programs, and World-Class Instructional Design and Assessment (WIDA) Standards. More information about these standards may be found at www.tesol.org and www.wida.us. Students who complete the Graduate Certificate in Language Education with a concentration in Teaching English as a Second Language and Culturally Sustaining Pedagogy will:
1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practice to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias; and, political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

Admission Requirements

1. Satisfy the Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Document professional background (must meet one of the two criteria):
   a. Hold or be eligible to hold a secondary teacher certificate from the State of Alaska, OR
   b. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and document appropriate professional experience or personal background in the field of English Language Learners (ELL). (See department for specific requirements.)
3. Provide a minimum of three letters of recommendation addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement directly related to the certification program.
6. Provide evidence of preparation in Language Analysis and Awareness - for example, coursework such as ENGL A475 or equivalents.

Graduation Requirements

1. Satisfy the Graduate Certificate University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.
Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 182 credits beyond the baccalaureate degree including: Most students will be expected to complete the following 23 to 25 credits:

   - ENGL A450 Linguistics and Language Teaching 4
   - ENGL A452 English Grammar and Language Teaching 4
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners 3
   - EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms 3
   - EDSY A668 Teaching English as a Second Language in Secondary Schools 3
   - EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms 1-6
   - EDSY A630 Language, Culture, and Teaching in Secondary Schools 2
   - EDSY A667A Middle/High School Second Language Teaching I 3
   - EDSY A667C Middle/High School Methods for Teaching English as a Second Language 3
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A691 Current Topics in Second Language Education (1-3) 3
   - EDFN A695E Internship: English for Speakers of Other Languages (ESOL) 2-4*

   *The number of internship credits required varies based on faculty advisor evaluation and approval of prior relevant experience.

2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.

3. Maintain an overall GPA of 3.00 in the program with no more than one C in a required course.

4. Complete a minimum of 12 credits for the certificate as well as all coursework listed on the Graduate Studies Plan. The Graduate Studies Plan is developed with a faculty advisor, who will analyze previous experience and prior coursework.

   Note: As with all graduate certificates in the College of Education, coursework applied to the certificate may apply to the MEd with faculty advisor approval.

Institutional Recommendation

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent with a secondary content endorsement.

2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.

3. Completion of all program requirements as indicated above.

Alaska certification note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.
### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

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### Complete Course Title

Culturally Sustaining Literacy for P-6 English Language Learners

Abbreviated Title for Transcript (30 character)

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### Course Action Details

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If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] College
  - [ ] Major
- [ ] Other
  (please specify)

### Course Information

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Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

### Instructor Details

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### General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Fine Arts
- [ ] Written Communication
- [ ] Social Sciences
- [ ] Quantitative Skills
- [ ] Natural Sciences
- [ ] Humanities
- [ ] Integrative Capstone

### Course Description

Examines how children learn language and become literate in their first and subsequent languages. Integrates structure of language and its application to the development and assessment of language and literacy for English language learners including Alaska Native population. Explores implications of culturally sustaining pedagogy on academic literacy practices.

### Pre-requisite(s)

- [ ] N/A

### Test Score(s)

- [ ] N/A

### Co-requisite(s)

- [ ] N/A

### Registration Restriction(s)

Department approval and admission to the Language Education Graduate Certificate Program

### Fees

- [ ] Mark if course has fees N/A

### Justification for Action

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and Culturally Sustaining Pedagogy.

### Approval Signatures

**Initiator (faculty only)**

Cathy Coulter

**Initiator (TYPE NAME)**

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I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA College of Education

Department: Department of Teaching and Learning

Subject: EDFN

Course Number: A645

Title: Culturally Sustaining Literacy for P-6 English Language Learners

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2013

Course Description: Examines how children learn language and become literate in their first and subsequent languages. Integrates structure of language and its application to the development and assessment of language and literacy for English language learners including Alaska Native population. Explores implications of culturally sustaining pedagogy on academic literacy practices.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions: Department approval and admission to the Language Education Graduate Certificate Program

Course Fee: ☐ Yes ☒ No

Justification: This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and
### Culturally Sustaining Pedagogy.

#### III. Instructional Goals, Student Outcomes, and Assessment Procedures

##### A. Instructional Goals

The instructor will:

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present and evaluate major concepts, theories, and research related to oral language and literacy development in the first and subsequent languages.</td>
</tr>
<tr>
<td>2.</td>
<td>Analyze and compare language and literacy development as related to cultural identity in primary and subsequent languages.</td>
</tr>
<tr>
<td>3.</td>
<td>Explain and demonstrate the structures of languages and relate it to the development of literacy.</td>
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<tr>
<td>4.</td>
<td>Describe and analyze reading and writing processes and discuss teaching strategies that support them.</td>
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<tr>
<td>5.</td>
<td>Present research on the development of children’s knowledge of writing and how to support English language learners’ ability to produce effective writing bilingually.</td>
</tr>
<tr>
<td>6.</td>
<td>Employ the lens of culturally sustaining pedagogy (with recognition of indigenous Alaska Native populations) to analyze and critique assessments of language and literacy proficiency, including oral language, reading, and writing.</td>
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<tr>
<td>7.</td>
<td>Demonstrate and analyze the use of multicultural children’s literature and Alaska Native storytelling in supporting cultural identity, as well as knowledge of text structure, story elements and writing craft.</td>
</tr>
<tr>
<td>8.</td>
<td>Illustrate how to examine teaching practice in order to generate research questions and a research design proposal related to action research project.</td>
</tr>
</tbody>
</table>

##### B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Integrate major concepts, theories, and research related to first and subsequent language acquisition and literacy development into classroom</td>
<td>Research Paper, Case Study</td>
<td>*ATS 2, 3, 4, 6, 7 **WIDA ELD 1, 2 ***AKCSE A, B, D, E</td>
<td>Intellectual Vitality</td>
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<tr>
<td></td>
<td>2. Develop a repertoire of teaching practices that apply knowledge of language and literacy development of English learners and Alaska Native children.</td>
<td>Research Paper</td>
<td>ATS 1, 2, 3, 4, 6, 7</td>
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<td></td>
<td>Case Study</td>
<td>WIDA ELD 1, 2</td>
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<td></td>
<td>AKCSE A, B, D, E</td>
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<td>3. Identify the structure of language and relate it to the development of literacy.</td>
<td>Research Paper</td>
<td>ATS 4</td>
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<td></td>
<td></td>
<td>Case Study</td>
<td>WIDA ELD 1, 2</td>
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<td></td>
<td></td>
<td></td>
<td>AKCSE E</td>
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<td></td>
<td>4. Utilize knowledge of reading and writing as processes and develop teaching strategies to support reading and writing for English language learners and Alaska Native children.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4</td>
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<td>Lesson Plans</td>
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<td>AKCSE A, E</td>
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<td>5. Prepare culturally sustaining lesson plans, based on writing assessments and research on writing development, that respond to the writing needs of English language learners and Alaska Native children.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 5</td>
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<td>Lesson Plans</td>
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<td>AKCSE A, B, D, E</td>
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<tr>
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<td>6. Employ the lens of culturally sustaining</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 5</td>
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<td></td>
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<td>WIDA ELD 1, 2</td>
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<tr>
<td>pedagogy to</td>
<td>design assessments</td>
<td>AKCSE A, B, D, E</td>
<td></td>
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<tr>
<td>design assessments</td>
<td>of language and literacy proficiency, including oral language, reading, and writing, and prescribe instructional response.</td>
<td>Equity</td>
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<tr>
<td>7. Demonstrate the ability to use multicultural children’s literature and Alaska Native storytelling to support cultural identity as well as knowledge of text structure, story elements and writing craft.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 6, 7</td>
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<td>8. Generate preliminary research question and research design for action research project.</td>
<td>Research Design Plan</td>
<td>ATS 8</td>
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</table>

*Alaska Teacher Standards (ATS)  
**World Class Instructional Design and Assessment English Language Development Standards (WIDA)  
***Alaska Cultural Standards for Educators (AKCSE)

IV. **Course Level Justification**
This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and Culturally Sustaining Pedagogy.

V. **Course Outline**
1. Major concepts, theories, and research related to oral language and literacy development in the first and subsequent languages.
   1.1 Psycholinguistics, sociopsycholinguistics, and sociolinguistics
   1.2 Language, power, social standing, and identity
   1.3 Academic language and social discourses
   1.4 Environments that nurture bilingual development
1.5 Strategies that foster language and literacy development and proficiency

2. Analyze and compare language and literacy development as related to cultural identity in first and subsequent languages.
   2.1 Primary (L1) language development
   2.2 Academic English development in relation to primary language
   2.3 The interplay of literacy development in the primary and the subsequent languages
   2.4 Cultural identity, age, and the influence of sociocultural and psychological factors

3. Explain and demonstrate the structure of languages and relate it to the development of literacy.
   3.1 Rule-governed nature of language
   3.2 Nature vs. nurture in language development
   3.3 Developmental sequences in English language acquisition
   3.4 Overgeneralizations in language and literacy

4. Describe and analyze reading and writing processes and discuss teaching strategies that support them.
   4.1 Models of the reading process
   4.2 Reading as a transaction
   4.3 The language cueing systems
   4.4 The writing process
   4.5 Supporting culturally sustaining reading and writing processes with English learners and Alaska Native Students.

5. Present research on the development of children’s knowledge of writing and how to support English language learners and Alaska Native student’s ability to produce effective writing bilingually.
   5.1 Cultural identity in bilingual writers
   5.2 Phonics and literacy learning in English learners
   5.3 Emerging writing in first and subsequent languages
   5.4 Supporting multilingual writing in the classroom
   5.5 Writing in the content areas
   5.6 Teaching skills in writing
   5.7 Teaching craft in writing

6. Employ the lens of culturally sustaining pedagogy (with recognition of indigenous Alaska Native populations) to analyze and critique assessments of language and literacy proficiency, including oral language, reading, and writing.
   6.1 Assessing early literacy in English learners
   6.2 Running record and miscue analysis
   6.3 Authentic writing assessments
   6.4 The reciprocal process of assessment and curricular design
7. Demonstrate and analyze the use of multicultural children’s literature and Alaska Native storytelling in supporting cultural identity as well as knowledge of text structure, story elements and writing craft.
   7.1 Insider and outsider perspectives in literature and oral storytelling
   7.2 Quality multicultural children’s literature
   7.3 Matching children and books
   7.4 Postmodern picture books
   7.5 Author studies

8. Illustrate how to examine practice in order to generate research questions and a tentative research design for action research project.
   8.1 Finding research questions in practice
   8.2 The evolving research question
   8.3 Developing data collection procedures: field observations, interviews, research journals, school artifacts, and data triangulation
   8.4 Developing a research plan
   8.5 Preliminary literature review

VI. Suggested Text(s)


VII. Bibliography


Ben-Josef, E. (2003) Respecting students’ cultural literacies. Educational...
Leadership, 61(2), 80-82.


### 1a. School or College
EA COE

### 1b. Division
choose one

### 1c. Department
EDTL

### 2. Course Prefix
EDFN

### 3. Course Number
A646

### 4. Previous Course Prefix & Number

### 5a. Credits/CEUs
3

### 5b. Contact Hours
(3+0)

### 6. Complete Course Title
Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms.

### 7. Type of Course
- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action: Add or Change or Delete

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grade Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other (please specify)

### 9. Repeat Status
- [ ] No
- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date
- From: Fall/2013
- To: 9999/9999

### 12. Cross Listed with
- [ ] Stacked with

### 13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>September 2012</td>
<td>Claudia Dybdahl</td>
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**Initiator Name (typed):** Irasema Ortega

**Initiator Signed Initials:**

**Date:**

### 13b. Coordination Email
**Date:** November 1, 2012

**submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
**Date:** October 10, 2012

### 14. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)
Focus on assessment and science inquiry methods to promote science literacy and academic English proficiency for linguistically diverse students (including Alaska Native populations). Both Alaska Native and Western ways of knowing about the environment are addressed throughout this course. Discusses the cognitive academic language demands of school science. Integrates research-based science teaching strategies for supporting academic language development; including reading, writing, oral language and auditory comprehension skills.

### 16a. Course Prerequisite(s) (list prefix and number)
EDFN A691 and EDSY A668

### 16b. Test Score(s)
N/A

### 16c. Co-requisite(s) (non-codable)
Department approval and admission to the Language Education Graduate Certificate Program

### 16d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16e. Registration Restriction(s) (non-codable)
Department approval and admission to the Language Education Graduate Certificate Program

### 17. Mark if course has fees

### 18. Mark if course is a selected topic course

### 19. Justification for Action
This is a course designed for classroom teachers who want to obtain an ESL endorsement for grades P-6.
<table>
<thead>
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<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<td>Irasema Ortega</td>
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<td>Department Chairperson</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<th>Provost or Designee</th>
<th>Date</th>
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</table>
I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA COE

Department: DTL

Subject: EDFN

Course Number: A646

Title: Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms

Credits: 3

Grading Basis: A – F

Implementation Date: Fall 2013

Course Description: Focus on assessment and science inquiry methods to promote science literacy and academic English proficiency for linguistically diverse students (including Alaska Native populations). Both Alaska Native and Western ways of knowing about the environment are addressed throughout this course. Discusses the cognitive academic language demands of school science. Integrates research-based science teaching strategies for supporting academic language development; including reading, writing, oral language and auditory comprehension skills.

Course Prerequisites(s): EDFN691 and EDSY668

Test Scores(s): None

Corequisite(s) EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms.
III. **Instructional Goals, Student Outcomes, and Assessment Procedures**

**Instructional Goals**
The instructor will prepare inservice teachers through theoretical and applied research-based principles of assessment and curriculum implementation in culturally and linguistically diverse elementary classrooms.

| 1. | Assist inservice teachers in developing a culturally and linguistically responsive philosophy of science teaching in elementary settings across Alaska. |
| 2. | Model and scaffold the implementation of differentiated science instruction that integrates the STEAM approach while emphasizing culturally-based science knowledge. |
| 3. | Provide feedback for science lesson design and implementation. |
| 4. | Assist inservice teachers in developing a classroom practice that values students' cultural and linguistic heritage with an emphasis on Alaska Native culture and language revitalization. |
| 5. | Model and scaffold assessment methods which are culturally responsive, valid, and reliable with an emphasis on balancing Alaska Native ways of knowing and Western science. |

**B. Student Learning Outcomes/Assessment Procedures**

<table>
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<tr>
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<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
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<td><strong>This outcome meets the following state and/or national standard:</strong></td>
<td><strong>This outcome addresses the following core value:</strong></td>
</tr>
<tr>
<td>1. Articulate a philosophy of science teaching that is culturally sustaining.</td>
<td>Philosophy essay Science literacy portfolio Classroom observations</td>
<td>*ATS 1 **WIDA ELD 1, 4 ***AKCSE A</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>2. Design and implement science instruction that promotes science achievement and language</td>
<td>Inquiry science lesson observation Outstanding Trade book inquiry lesson observation</td>
<td>ATS 4 WIDA ELD 1, 2, 4 AKCSE A, B, C</td>
<td>Inclusiveness and Equity</td>
</tr>
</tbody>
</table>
### Development of Culturally and Linguistically Diverse Students

Based on students' prior knowledge and cultural understandings, with a particular emphasis on Alaska Native cultural traditions and ways of knowing.

### 3. Evaluate the Effectiveness of Instruction and Adjust Strategies of Instruction to Meet the Needs of the Students

- **Teaching reflection**
- **Post-observation conference**

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<td>AKCSE A, D, E</td>
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</table>

### 4. Plan Curriculum and Strategies and Locate Instructional Resources That Foster Students' Academic Achievement and Language Proficiency Development.

- **Unit plan**
- **Inquiry lesson plan**
- **Trade book lesson plan**
- **Alaska Native Knowledge and Inquiry Lesson**

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<td>AKCSE A, D</td>
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</table>

### 5. Demonstrate Proficiency in the Implementation of Reform-Based, Culturally Responsive Assessment Strategies.

- **Classroom observation**
- **Assessment plan**

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<td>AKCSE A, B, D, E</td>
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### IV. Course Level Justification

This is a graduate level course designed for classroom teachers who want to obtain

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*Alaska Teacher Standards (ATS)
**World Class Instructional Design and Assessment English Language Development Standards (WIDA)
***Alaska Cultural Standards for Educators (AKCSE)
an ESL endorsement for grades P-6.

V. Course Outline

1. Scientific Inquiry in the Diverse Classroom
   1.1 The Nature of Science
   1.2 Science literacy and its implications for ELL students
   1.3 Inquiry Science in the classroom
   1.4 Differentiating Inquiry
   1.5 Assessment in the inquiry-based classroom
   1.6 How cultural ways of knowing contribute to science knowledge

2. Learning Language: Language-rich science curriculum
   2.1 The importance of contextualized vocabulary
   2.2 Using trade books to support science inquiry
   2.3 Outstanding science trade book lesson design
   2.4 Building a language-rich science curriculum
   2.5 Learning about nouns
   2.6 Analyzing classroom science discourse

3. Reading and writing strategies in the context of science
   3.1 Principles and practices of reading strategy instruction in science
   3.2 Scaffolding reading comprehension in the science classroom
   3.3 The importance of written communication in science
   3.4 Using science journals as an instructional strategy
   3.5 Writing and metacognition
   3.6 Alaska Native ways of knowing in traditional stories

4. Integrating science, technology, engineering and mathematics (STEAM) in the elementary science curriculum
   4.1 STEAM as cross-curricular approach in classroom science
   4.2 Strategies for designing STEAM lessons
   4.3 Assessing student performance and achievement
   4.4 Community and world connections in STEAM curriculum
   4.5 Gender and cultural issues in STEAM curriculum
   4.6 Literacy in the STEAM curriculum
   4.7 STEAM as a pathway to cultural science knowledge

VI. Suggested Text(s)


VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>EA COE</td>
<td>choose one</td>
<td>EDTL</td>
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<table>
<thead>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A689</td>
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#### 6. Complete Course Title

**Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms**

**Action Research_ELL_in_P-6**

Abbreviated Title for Transcript (20 character)

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<td>Professional Development</td>
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<th>Delete</th>
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*If a change, mark appropriate boxes:*

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- College
- Major
- Other (please specify)

#### 9. Repeat Status

- Yes
- No

**# of Repeats**

**Max Credits**

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

**From:** Fall /2013

**To:** 9999/9999

#### 12. Cross Listed with

- Stacked with

**Cross Listed Coordination Signature**

#### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<td>3.</td>
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**Initiator Name (typed):** Irasema Ortega

**Initiator Signed Initials:** ____________

**Date:** ____________

#### 13b. Coordination Email

**Date:** November 1, 2012

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison

**Date:** October 10, 2012

#### 14. General Education Requirement

*Mark appropriate box:*

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Social Sciences
- Natural Sciences
- Integrative Capstone

#### 15. Course Description (suggested length 20 to 50 words)

Action research project in P-6 classroom to support the development of academic language proficiency and culturally sustaining pedagogy with an emphasis on theory-based inquiry into teaching and learning with English Language Learners and Alaska Native children.

#### 16a. Course Prerequisite(s) (list prefix and number)

- EDFN A691 and EDSY A668

#### 16b. Test Score(s)

- N/A

#### 16c. Co-requisite(s) (concurrent enrollment required)

- EDFN A646

#### 16d. Other Restriction(s)

- College
- Major
- Class
- Level

#### 16e. Registration Restriction(s) (non-codable)

- Department approval and admission to the Language Education Graduate Certificate Program

#### 17. Mark if course has fees N/A

#### 18. Mark if course is a selected topic course

#### 19. Justification for Action

There is a national, statewide and local need for highly qualified P-6 professionals in the area of English as a second language who can foster the academic and English language proficiency of ELL students in P-6 learning environments. Candidates completing this graduate certificate may add a P-6 ESL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with students who speak languages other than English.

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<th>Initiator (faculty only)</th>
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<td>Irasema Ortega</td>
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I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA College of Education

Department: Department of Teaching and Learning

Subject: EDFN

Course Number: A689

Title: Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms

Credits: 1-6

Grading Basis: A-F

Implementation Date: Fall 2013

Course Description: Action research project in P-6 classroom to support the development of academic language proficiency and culturally sustaining pedagogy with an emphasis on theory-based inquiry into teaching and learning with English Language Learners and Alaska Native children.

Course Prerequisites(s): EDFN 691 and EDSY 668

Test Scores(s): 

Corequisite(s) EDFN A646

Registration Restrictions: Department approval and admission to the Language Education Graduate Certificate Program

Course Fee: □ Yes ☒ No

Justification: There is a national, statewide and local need for highly qualified P-6 professionals in the area of English as a second language who can foster the academic and English
language proficiency of ELL students in P-6 learning environments. Candidates completing this graduate certificate may add a P-6 ESL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with students who speak languages other than English.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Supervise research protocol and facilitate discussion regarding research on human subjects, particularly concerning the ethics and protocols concerning postcolonial research with Alaska Native populations.

2. Discuss major theoretical frameworks related to education and/or classroom teaching (e.g. sociocultural theory, feminist theory, critical theory, decolonizing methodologies, etc.) and guide student articulation of the theoretical framework within the Action Research Project.

3. Provide feedback on literature review for Action Research Project.

4. Lead discussions regarding research methodologies for data collection and analysis (i.e. qualitative, quantitative, and mixed methods methodologies) including nontraditional forms of data collection.

5. Support research conversations about the implications of Action Research Project results to teacher practice.


7. Discuss and model the importance of Professional Learning Communities (PLC).

8. Facilitate observations of student in the field.

B. Student Learning Outcomes/Assessment Procedures

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Design and implement an ethical, IRB compliant Action Research Project.</td>
<td>Action Research Project</td>
<td>*AKTS 4, 8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>2. Articulate theoretical framework and use it as a lens to design, implement and analyze Action Research</td>
<td>Action Research Project (Theoretical Framework) Research Journal</td>
<td>AKTS 2, 8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>4.</td>
<td>Discern and select appropriate research methodologies to align with the research questions that guide their Action Research Project.</td>
<td>Action Research Project, Research Journal</td>
<td>AKTS 4,8</td>
</tr>
<tr>
<td>5.</td>
<td>Engage in research conversations and reflect on the implications to their own personal classroom practice, student achievement, and ethical considerations.</td>
<td>Research Group discussions, Research Journal</td>
<td>AKS 2,4,8</td>
</tr>
<tr>
<td>6.</td>
<td>Present results of Action Research Project.</td>
<td>Poster Session</td>
<td>AKS 4,8</td>
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<td>7.</td>
<td>Articulate the importance of Professional Learning Communities and take steps toward implementation at their individual school sites.</td>
<td>Discussion, Research Journal</td>
<td>AKS 2,4,8</td>
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<td>8.</td>
<td>Reflect on teaching practice in dialogue with clinical faculty/instructor.</td>
<td>Discussion, Research Journal</td>
<td>AKS 2,4,8</td>
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*Alaska Teacher Standards (ATS)*

**IV. Course Level Justification**

This is a graduate level course designed for classroom teachers who want to obtain an ESL endorsement for grades P-6.
V. Course Outline

1. IRB Compliance in Action Research Projects
   1.1 History of human subject research.
   1.2 Implications of IRB protocols to Action Research Project.
   1.3 Parental, School, District, and University clearance.
   1.4 IRB forms and letters for classroom research.
   1.5 Ethical considerations, cultural implications and decolonizing methodologies.

2. Educational Theories and Theoretical Frameworks
   2.1 Sociocultural Theory, Feminist Theory, Critical Theory, etc.
   2.2 Using the theoretical framework as an interpretive lens.
   2.3 Theoretical framework and data collection/analysis as reciprocal processes.

3. Literature Reviews
   3.1 Identifying areas of research pertinent to Action Research Project.
   3.2 Identifying major contributions to the field.
   3.3 Setting up parameters of a literature review (e.g., dates, key words, databases, journals, etc.)
   3.4 Using the literature review as a guide and interpretive lens.
   3.5 Evaluating Action Research Project implications based on literature review.

4. Research Methodologies, Data Collection and Analysis
   4.1 Overview of instruments, data, and procedures for conducting qualitative research.
   4.2 Overview of instruments, data, and procedures for conducting quantitative research.
   4.3 Overview of instruments, data, and procedures for conducting mixed-methods research.
   4.4 Identifying suitable research methodology for Action Research Project.
   4.5 Conducting data collection and analysis aligned with research questions.

5. Dialogue and Reflection on Teaching and Research
   5.1 Teacher self-reflection.
   5.2 Engaging in dialogues (with members of the PLC and instructor) about teacher practice.
   5.3 Engaging in critical and collaborative research conversations.
   5.4 Identifying and reflecting on implications of results to teaching practice.
   5.5 Identifying and reflecting on implications of results to student achievement.
6. Sharing and dissemination of Action Research Projects
   6.1 Identifying essential elements of research project and articulating them to peers.
   6.2 Preparing research posters.
   6.3 Presenting research.

7. Professional Learning Communities
   7.1 Rationale for professional learning communities.
   7.2 Structure and dynamics of professional learning communities.
   7.3 Discussing and reflecting on relevant research on education (e.g. performance assessment, practices, curriculum, context and community).
   7.3 Analyzing student work in professional learning communities.
   7.4 Formulating and implementing intervention based on work analysis.
   7.5 Reflecting on results of modified practices.

VI. Suggested Text(s)


VII. Bibliography


