LETTER OF NOTIFICATION - 10

GRADUATE CERTIFICATE PROGRAM

(12-21 semester credit hours)

1. Institution submitting request: University of Arkansas Fayetteville

1. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
2. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
3. Proposed effective date: Fall 2019
4. Name of proposed Graduate Certificate Program (Program must consist of 12-21 semester credit hours from existing graduate courses). Teaching English to Speakers of Other Languages Graduate Certificate
5. Proposed CIP Code:13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor
6. Reason for proposed program implementation: Arkansas teachers are wanting coursework on how best to work with English Learners. This graduate certificate will provide transcript verification that they have completed 15 hours in teaching English to Speakers of Other Languages application to PK-12 educators.
7. Provide the following:
	1. Curriculum outline - List of courses in new program – Underline required courses

CIED 5923 Second Language Acquisition - fall

CIED 5933 Second Language Methodologies - spring

CIED 5943 Teaching People of Other Cultures - fall

CIED 5953 Second Language Assessment - spring

CIED 599V Special Topics fall, spring, and summer or

CIED 6193 Teaching English Language Learners in the Content Areas - spring

* 1. Total semester credit hours required (Program range: 12-21 graduate semester credit hours) 15
	2. New courses and course descriptions

No new courses required for this certificate.

* 1. Program goals and objectives

Program Goal: To prepare PK-12 teachers to use and apply knowledge of second language methodology, assessment, acquisition, cross cultural competency, and family community engagement for students who are English Language Learners in their classrooms.

Objectives:

1. Ability to demonstrate understanding of theories and research that explains how L2 literacy development differs from L1 literacy development.
2. Ability to plan, implement and maintain appropriate instruction for English Learners.
3. Ability to demonstrate an understanding of the purposes of assessment as they relate to English learners and use results appropriately.
4. Ability to understand and utilize cross cultural competency within multi-cultural classrooms.
5. Ability to engage English Learner’s families and communities in the education of the English Learner.
	1. Expected student learning outcomes

The learner will be able to demonstrate the following:

1.1 Knowledge of the components of language and language as an integrative system

1.2 Knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English

1.3 Knowledge of rhetorical and discourse structures as applied to ESOL learning

1.4 Ability to demonstrate proficiency in English and serve as a good language model for ELLs

1.5 Ability to demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs

1.6 Ability to understand theories and research that explain how L1 literacy development differs from L2 literacy development

1.7 Ability to recognize the importance of ELLs’ L1s and language varieties and build on these skills as a foundation for learning English

1.8 Ability to understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English

1.9 Ability to understand and apply knowledge of the role of individual learner variables in the process of learning English

2.1 Ability to understand and apply knowledge about cultural values and beliefs in the context of teaching and learning

2.2 Ability to understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning

2.3 Ability to understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning

2.4 Ability to understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families

2.5 Ability to understand and apply concepts about the interrelationship between language and culture

2.6 Ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction

2.7 Ability to understand and apply concepts of cultural competency, particularly knowledge about how an individuals’ cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

3.1 Ability to plan standards-based ESL and content instruction

3.2 Ability to create supportive, accepting classroom environments

3.3 Ability to plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge

3.4 Ability to provide for particular needs of students with interrupted formal education (SIFE)

3.5 Ability to plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives

3.6 Ability to organize learning around standards-based subject matter and language learning objectives

3.7 Ability to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material

3.8 Ability to provide activities and materials that integrate listening, speaking, reading, and writing

3.9 Ability to develop students’ listening skills for a variety of academic and social purposes

3.10 Ability to develop students’ speaking skills for a variety of academic and social purposes

3.11 Ability to provide standards-based instruction that builds on students’ oral English to support learning to read and write

3.12 Ability to provide standards-based reading instruction adapted to ELLs

3.13 Ability to provide standards-based writing instruction adapted to ELLs and to develop students’ writing through a range of activities, from sentence formation to expository writing

3.14 Ability to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials

3.15 Ability to select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1

3.16 Ability to employ a variety of materials for language learning, including books, visual aids, props, and realia as well as materials in students’ L1

3.17 Ability to use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

4.1 Ability to demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately

4.2 Knowledge and ability to use a variety of assessment procedures for ELLs

4.3 Ability to demonstrate an understanding of key indicators of good assessment instruments.

4.4 Ability to demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs

4.5 Ability to distinguish among ELLs’ language differences, giftedness, and special education needs

4.6 Ability to understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs

4.7 Ability to understand the appropriate use of norm-referenced assessments with ELLs

4.8 Ability to assess ELLs’ language skills and communicative competence using multiple sources of information

4.9 Ability to use performance-based assessment tools and tasks that measure ELLs’ progress

4.10 Ability to understand and use criterion-referenced assessments appropriately with ELLs

4.11 Ability to use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development

4.12 Ability to prepare ELLs to use self- and peer-assessment techniques when appropriate

4.13 Ability to use a variety of rubrics to assess ELLs’ language development and content mastery.

5.1 Ability to demonstrate knowledge of language teaching methods in their historical contexts

5.2 Ability to demonstrate knowledge of the evolution of laws and policy in the ESL profession

5.3 Ability to demonstrate ability to read and conduct classroom research

5.4 Ability to participate in professional growth opportunities

5.5 Ability to establish professional goals

5.6 Ability to work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school

5.7 Ability to engage in collaborative teaching in general education, content-area, special education, and gifted classrooms

5.8 Ability to advocate for ELLs’ academic, cultural, and social equity

5.9 Ability to support ELL families

5.10 Ability to serve as professional resource personnel in their educational communities

f. Documentation that program meets employer needs

Northwest Arkansas has the largest population of English Learners in the state. Area school districts such as Springdale, Bentonville, Rogers, and Fayetteville have requested this type of program that meets endorsement requirements for licensure and also provides the 15 hours to advance on their salary schedules.

g. Student demand (projected enrollment) for program – 30 per year

h. Name of institutions offering similar program and the institution(s) used as a model to develop the proposed program—Have not heard of another institution offering this certificate. However, Arkansas Tech University is interested in offering a similar model.

i. Scheduled program review date (within 10 years of program implementation) 2026

1. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A graduate certificate offered for teacher/educator administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form must be submitted to ADHE along with the Letter of Notification.)

ADE has approved the four courses listed as required for ESL Endorsement on an Arkansas educator’s license. This certificate is not for endorsement, it is to show on the transcript that the educator has had 15 hours training in Teaching English to Speakers of other Languages.

1. Institutional curriculum committee review/approval date:
2. Will this program be offered on-campus, off-campus or via distance delivery? If yes, indicate mode of distance delivery. On campus and also 100% distance delivery
3. Identify off-campus location. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.
4. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date: January 21, 2019

Board of Trustees Notification Date: March 28, 2019

Chief Academic Officer: James S. Coleman Date: January 10, 2019