

Program Change Request

New Program Proposal

Date Submitted: 03/19/18 7:14 pm

Viewing: **TESLGC : Teaching English to Speakers of Other Languages Graduate Certificate**

Last edit: 09/11/18 12:18 pm

Changes proposed by: jpenner

Submitter: User ID: jpenner Phone: 575-2897

Program Status Active

Academic Level Graduate

Type of proposal Certificate

Select a reason for this new program Adding New Graduate Certificate (12-21semester hours)--(LON 10)

Effective Catalog Year Fall 2019

College/School Code College of Education and Health Professions(EDUC)

Department Code Department of Curriculum and Instruction(CIED)

Program Code TESLGC

Degree Graduate Certificate

CIP Code

In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Provost Initial
4. Director of Program Assessment and Review
5. Registrar Initial
6. Institutional Research
7. CIED Chair
8. EDUC Curriculum Committee
9. EDUC Faculty
10. EDUC Dean
11. Global Campus
12. Provost Review
13. University Course and Program Committee
14. Graduate Committee
15. Faculty Senate
16. Provost Final
17. Provost's Office-- Documentation sent to System Office
18. Higher Learning Commission
19. Board of Trustees
20. ADHE Final
21. Provost's Office-- Notification of Approval
22. Registrar Final
23. Catalog Editor Final

Approval Path

1. 03/12/18 5:17 pm
Ketevan
Mamiseishvili
(kmamisei):
Rollback to Initiator
2. 03/20/18 8:37 am
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean Initial
3. 03/22/18 10:51 am
Patricia Koski
(pkoski): Approved
for GRAD Dean
Initial
4. 03/26/18 1:01 pm
Terry Martin
(tmartin): Approved
for Provost Initial
5. 04/03/18 4:29 pm
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
6. 06/27/18 9:31 am
Karen Turner
(kvestal): Approved
for Registrar Initial
7. 06/27/18 9:33 am
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research

8. 06/27/18 1:04 pm
Cheryl Murphy
(cmurphy):
Approved for CIED
Chair
9. 09/05/18 4:14 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Curriculum
Committee
10. 09/05/18 4:30 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Faculty
11. 09/05/18 4:32 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
12. 09/07/18 5:48 pm
Miran Kang (kang):
Approved for Global
Campus
13. 09/10/18 10:06 am
Terry Martin
(tmartin): Approved
for Provost Review

13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor.

Program Title

Teaching English to Speakers of Other Languages Graduate Certificate

Program Delivery

Method

On Campus

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total hours needed to complete the program? 15

On-line/Web-based Information

Reason for offering

Web-based Program

Arkansas is experiencing a rapid growth of English Learners across the state and the need for English as a Second Language (ESL) training is needed across the state including rural areas where access to a college nearby is not available.

Maximum Class Size for Web-based Courses 25

Course delivery mode

Method(s)
Online

Class interaction mode

Method(s):
Other

Specify Other

Interaction Methods

Asynchronous discussion board and synchronous Collaborate

Percent Online

100% with No Required Campus Component

Provide a List of Services Supplied by Consortia Partners or Outsourced Organization

none

Estimate Costs of the grant funded
Program over the
First 3 Years

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

Admission Requirements to the Graduate Certificate Programs: In addition to meeting University requirements for admission to the Graduate School as a non-degree seeking, but certificate-seeking student as well as application requirements of the Teaching English to Speakers of other Languages (TESL) graduate program, which includes:

A completed bachelor's degree at an accredited institution.

An earned 3.00 GPA on the last 60 hours of undergraduate coursework.

An earned 3.00 or above on all TESL coursework completed prior to admission to the graduate certificate.

Graduate Certificate in TESL: The graduate certificate in Teaching English to Speakers of other Languages recognizes students who take a concentrated core of courses, 15 hours, focused on second language acquisition, second language methods, second language assessment, teaching people of other cultures, professionalism, English learner parent family engagement, and program design for PK-12 English Learners. Students who earn this certificate have a working knowledge of appropriate programming and are able to apply appropriate teaching and assessment methodology for English learners in PK-16.

A Graduate Certificate in TESL is recognized worldwide as the entry-level qualification to the English language teaching profession. It is less of a commitment than a full TESL Master's degree, but is comprised of accredited coursework that is transferrable later to a graduate degree, if needed. The program is ideal for domestic or international educators who seek knowledge of focused language instruction. No prior training in language teaching or linguistics is required. The program is also perfect for recent graduates in disciplines such as English, Linguistics, Literature, Education, or Foreign Languages who wish to have recognition for preparation in the field of TESL to complement their main degree. The certificate could also serve retirees and those seeking career opportunities to explore teaching careers in the U.S. or abroad.

TESL Certificate requirements:

CIED 5923

Second Language Acquisition

3

<u>CIED 5933</u>	Second Language Methodologies	3
<u>CIED 5943</u>	Teaching People of Other Cultures	3
<u>CIED 5953</u>	Second Language Assessment	3
<u>CIED 599V</u>	Special Topics	3
or <u>CIED 6193</u>	Teaching English Language Learners in the Content Areas	
Total Hours		15

Program Costs

Development of online coursework and faculty costs paid for by grant.

Library Resources

Existing databases access

Instructional

Facilities

Blackboard suite

Faculty Resources

Paid for by student tuition and fees.

List Existing Certificate or Degree Programs that Support the Proposed Program

Program(s)
TESLME - Teaching English to Speakers of Other Languages, Master of Education

Are Similar Programs available in the area?

No

Estimated Student 50

Demand for Program

Scheduled Program fall 2026

Review Date

Program Goals and

Objectives

Program Goals and Objectives

Program Goals and Objectives

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.

Learning Outcomes

Learning Outcomes

- 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

Learning Outcomes

- 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,

Learning Outcomes

- 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.

Description and Justification for this request

Description of request	Justification for request
<p>We are requesting a graduate level certificate that will include the four required courses for the ESL endorsement on the AR teaching license plus a special topics course such as Teaching English Learners in the Content area or English Learner Parent/Family Engagement</p>	<p>Students take the 4 courses required for ESL endorsement and then desire an additional course to address current issues in ESL such as addressing student needs in the content area, family/community engagement etc.</p>

Upload attachments

[TESLGC - New Grad Certif - Ltr of Notification.docx](#)

Reviewer Comments

Ketevan Mamiseishvili (kmamisei) (03/12/18 5:17 pm): Rollback: Program Requirements and Description page needs to be revised.

Alice Griffin (agriffin) (03/26/18 4:18 pm): Changed effective date from spring 2019 to fall 2019. New programs must begin at the beginning of a new catalog year. Changed program code

to TESLGC to be consistent with campus naming convention. Changed degree code from Advanced Certificate to Graduate Certificate.

Alice Griffin (agriffin) (03/26/18 4:38 pm): CIED 6193 is not a new course. It was approved for spring 2018. However, the system is reflecting it as if it was not found.

Alice Griffin (agriffin) (04/03/18 4:18 pm): Updated program goals and objectives, along with student learning outcomes to match information in LON.

Alice Griffin (agriffin) (04/03/18 4:19 pm): Uploaded revised LON for submitter.

Alice Griffin (agriffin) (09/11/18 12:18 pm): Updated approval dates in LON.

Key: 668