

Date Submitted: 08/30/19 12:40 pm

Viewing: **TESLME : Teaching English to Speakers of Other Languages, Master of Education**

Last approved: 05/20/19 4:22 pm

Last edit: 08/30/19 12:40 pm

Changes proposed by: jpenner

Catalog Pages Using
this Program

[Teaching English to Speakers of Other Languages \(TESL\)](#)

Submitter: User ID: **jpenner pschaefe** Phone:
2897 3302

Program Status Active

Academic Level Graduate

Type of proposal Major/Field of Study

Select a reason for this modification

Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology
—(LON)

Are you adding a concentration?

No

Are you adding or modifying a track?

No

Are you adding or modifying a focused study?

No

Effective Catalog Year Fall 2020

College/School Code

College of Education and Health Professions (EDUC)

Department 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

Department of Curriculum and Instruction (CIED)

Program Code TESLME
Degree Master of Education
CIP Code

Approval Path

1. 08/20/19 11:33 am
Ketevan
Mamiseishvili
(kmamisei):
Rollback to Initiator
2. 08/28/19 4:16 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean Initial
3. 08/28/19 4:42 pm
Pat Koski (pkoski):
Approved for GRAD
Dean Initial
4. 08/29/19 3:45 pm
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
5. 08/29/19 3:55 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
6. 08/30/19 8:58 am
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
7. 08/30/19 12:00 pm
Lisa Kulczak
(lkulcza): Rollback to
Initiator
8. 08/30/19 12:52 pm
Ketevan

- Mamiseishvili
(kmamisei):
Approved for EDUC
Dean Initial
9. 08/30/19 1:01 pm
Pat Koski (pkoski):
Approved for GRAD
Dean Initial
10. 08/30/19 2:59 pm
Terry Martin
(tmartin): Approved
for Provost Initial
11. 08/30/19 4:34 pm
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
12. 08/30/19 5:22 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
13. 09/03/19 8:43 am
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
14. 09/03/19 8:46 am
Cheryl Murphy
(cmurphy):
Approved for CIED
Chair
15. 10/02/19 2:18 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC

- Curriculum
Committee
16. 10/02/19 2:56 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Faculty
17. 10/02/19 2:58 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
18. 10/10/19 11:28 am
Suzanne Kenner
(skenner): Approved
for Global Campus
19. 10/10/19 2:38 pm
Terry Martin
(tmartin): Approved
for Provost Review

History

1. Mar 3, 2017 by
Peggy Schaefer
(pschaefe)
2. May 20, 2019 by
Ketevan
Mamiseishvili
(kmamisei)

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

Program Title

Teaching English to Speakers of Other Languages, Master of Education

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? 33

On-line/Web-based Information

Reason for offering

Web-based Program

The English Learner population in AR is growing rapidly and currently comprises 8.1% of the AR schools PK-12 population. Some of the areas with heavy EL populations are in rural areas without easy access to a college campus. Online delivery will serve these teachers who have ELs in their classrooms.

Maximum Class Size for Web-based Courses 25

Course delivery mode

Method(s)
Online

Class interaction mode

Method(s):
Other

Specify Other

Interaction Methods

Collaborate via Blackboard, Voice Thread, and Discussion Board.

Percent Online

50-99%

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

none

Estimate Costs of the **0**
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:

Students must be officially accepted by the Graduate School and accepted into the M.Ed. TESOL degree program. Once information is reviewed, the Graduate School will submit applicant's completed packet to the program for review.

Students must complete an appropriate undergraduate degree with a minimum 3.0 grade-point average (**or equivalent for international students**) on the last 60 hours of the course work ~~for~~ **for** the undergraduate degree.

Applicants with a minimum GPA of 3.0 on the last 60 hours of undergraduate coursework are exempt from the standardized test requirement.

Students with a 2.7-2.9 on the last 60 hours of undergraduate course work may be considered if an acceptable score on the Graduate Record Examination or Miller Analogies Test is obtained and letters of recommendation are submitted. ~~GRE, Praxis Core or equivalent~~

Degree Requirements:

~~All students must complete 33 hours of course work Major Required Courses Students are encouraged to take CIED 599V in their first semester as this course introduces students to TESOL and helps them explore the career options through field experiences.~~

CIED-5923	Second Language Acquisition	3
CIED-5933	Second Language Methodologies	3
CIED-5943	Teaching People of Other Cultures	3
CIED-5953	Second Language Assessment	3
CIED-5393	Introduction to Linguistics	3
CIED-5543	Structures of American English	3
CIED-5313	Principles of Qualitative Research in Curriculum & Instruction	3
SPED-5883	Research in Inclusive Education	3
CIED-6193	Teaching English Language Learners in the Content Areas	3

CIED 599V	Special Topics	3
CIED 600V	Master's Thesis (or Elective)	3
Total Hours		0
All students must complete 33 hours of course work		
<u>CIED 5923</u>	<u>Second Language Acquisition</u>	<u>3</u>
<u>CIED 5933</u>	<u>Second Language Methodologies</u>	<u>3</u>
<u>CIED 5943</u>	<u>Teaching People of Other Cultures</u>	<u>3</u>
<u>CIED 5953</u>	<u>Second Language Assessment</u>	<u>3</u>
<u>CIED 5393</u>	<u>Introduction to Linguistics</u>	<u>3</u>
<u>CIED 5543</u>	<u>Structures of American English</u>	<u>3</u>
<u>CIED 5313</u>	<u>Principles of Qualitative Research in Curriculum & Instruction</u>	<u>3</u>
<u>SPED 5883</u>	<u>Research in Inclusive Education</u>	<u>3</u>
<u>CIED 5913</u>	<u>Parent/Family Engagement for Culturally & Linguistically Diverse Students</u>	<u>3</u>
<u>CIED 6193</u>	<u>Teaching English Language Learners in the Content Areas</u>	<u>3</u>
<u>CIED 600V</u>	<u>Master's Thesis</u>	<u>3</u>
Total Hours		33

Students who do not wish to ~~complete~~ ~~complete~~ a thesis may choose one elective to ~~complete~~ ~~complete~~ the ~~33~~ ~~33~~-credit hour ~~course of~~ ~~course of~~ study.

Research Requirements: Students are required to take two research courses (CIED 5313 and SPED 5883).

Students wishing not to complete a thesis are required to ~~design and carry out an action research project or to~~ take a comprehensive exam in the ~~next to last~~ ~~final~~ semester of their coursework.

For students who have the experience and desire to complete a formal thesis, this option exists. In such cases, students will form a thesis committee and then propose, write and defend a thesis. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree but students must complete at least three hours of master's thesis credit (CIED 600V).

Students should also be aware of Graduate School requirements with regard to master's degrees.

Are Similar Programs available in the area?

No

Estimated Student Demand for Program N/A

Scheduled Program Review Date 2019-2020

Program Goals and Objectives

Program Goals and Objectives

Program Goals and Objectives

The program is designed to prepare teachers in the U.S. and abroad to teach English to students whose first language is not English; graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second language (ESL). It also prepares students for further graduate study (Education Specialist or Ph.D.s). Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL.

Learning Outcomes

Learning Outcomes

Student Understanding of Concepts and Theory

- A) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL).
- B) The candidates will be knowledgeable about structure and development of American English.
- C) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).
- D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar).

Student Understanding of Practice

The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.

Student Understanding of Assessment

The candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.

Student Understanding of Diversity

The candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.

Student Understanding of Research

The candidates will investigate problems in their own teaching contexts.

Description and justification of the request

Description of specific change	Justification for this change
<p>1. The requirement for standardized test scores for admission has been deleted unless the minimum of a 3.0 gpa in the last 60 hours of undergraduate coursework is not met.</p> <p>2. Special topics course that was an Intro to TESL has been changed to Parent/Family Engagement Course for CLD. This is the only change in the curriculum. We have also clarified that the program is only 33 credit hours.</p> <p>3. Online is added as a method of delivery.</p>	<p>1. Scores on standardized tests do not predict success in the TESOL M. Ed. program. GPA in last 60 hours of undergraduate work is a much more reliable predictor.</p> <p>2. Parent/Family engagement is an emphasis in the state and for national TESL. Students completing a thesis will only take 3 hours of thesis.</p> <p>3. The English Learner population in AR is growing rapidly and currently comprises 8.1% of the AR schools PK-12 population. Some of the areas with heavy EL populations are in rural areas without easy access to a college campus. Online delivery will serve these teachers who have ELs in their classrooms.</p>

Upload attachments

[TESLME - Distance Offering - Curriculum.docx](#)

[TESLME - Distance Offering - Ltr of Notification.pdf](#)

Reviewer Comments

Ketevan Mamiseishvili (kmamisei) (08/20/19 11:33 am): Rollback: Rolling back to address the changes as indicated in the e-mail to Dr. Penner-Williams sent on August 20.

Alice Griffin (agriffin) (08/29/19 10:07 am): Click the sum hours in order for the curriculum to total 33 credit hours.

Alice Griffin (agriffin) (08/29/19 2:10 pm): Edited Research Requirements section, as requested by submitter. College is encouraged to review Program Requirements section to make sure the language is presented as desired.

Alice Griffin (agriffin) (08/29/19 2:27 pm): Revised curriculum document to include edits from submitter. Also inserted degree code into the LON and made minor edits. Also inserted approval dates into the LON. Renamed both documents to match BOT naming convention.

Alice Griffin (agriffin) (08/29/19 3:39 pm): Changed CIED 600V hours from 1-6 to 3, as requested by submitter.

Lisa Kulczak (lkulcza) (08/30/19 12:00 pm): Rollback: Rolled back to submitter to adjust reason for proposed change.