Date Submitted: 11/06/20 11:01 am

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

Last approved: 11/06/20 8:14 am

Last edit: 01/14/21 9:32 am

Changes proposed by: kmamisei

Catalog Pages Using
this Program

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

Submitter:	User ID:	jpenner	Phone:
575-2897			

Program Status   Active

Academic Level   Graduate

Type of proposal   Certificate

Select a reason for this modification
Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours,
changing admission/graduation requirements, adding/changing Focused Study or
Track)

Effective Catalog Year   Fall 2021

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

Department Code
     Department of Curriculum and Instruction (CIED)

Program Code   TESLGC

Degree   Graduate Certificate

In Workflow

1. **EDUC Dean Initial**
2. **GRAD Dean Initial**
3. **Director of Program Assessment and Review**
4. **Registrar Initial**
5. **Institutional Research**
6. **CIED Chair**
7. **EDUC Curriculum Committee**
8. **EDUC Dean**
9. **Global Campus**
10. **Provost Review**
11. **University Course and Program Committee**
12. Graduate Committee
13. Faculty Senate
14. Provost Final
15. Provost's Office--Notification of Approval
16. Registrar Final
17. Catalog Editor Final

Approval Path

1. 11/06/20 11:02 am Ketevan Mamiseishvili (kmamisei): Approved for EDUC Dean Initial
2. 11/13/20 5:07 pm Pat Koski (pkoski):

CIP Code

Approved for GRAD
Dean Initial

3. 11/16/20 3:02 pm
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review

4. 11/30/20 1:12 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial

5. 11/30/20 1:51 pm
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research

6. 11/30/20 1:52 pm
Ed Bengtson
(egbengts):
Approved for CIED
Chair

7. 12/02/20 2:42 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Curriculum
Committee

8. 12/02/20 2:43 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean

9. 12/02/20 4:27 pm
Suzanne Kenner

(skenner): Approved
for Global Campus

10. 01/06/21 3:55 pm
    Terry Martin
    (tmartin): Approved
    for Provost Review

History

1. May 13, 2019 by
   Janet Penner-
   Williams (jpenner)
2. Nov 6, 2020 by
   Janet Penner-
   Williams (jpenner)

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

Program Title

Teaching English to Speakers of Other **Languages,** ~~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   15
hours needed to
complete the
program?

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

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

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
CIED 5933	Second Language Methodologies	3
CIED 5943	Teaching People of Other Cultures	3
CIED 5953	Second Language Assessment	3
CIED 5913	Parent/Family Engagement for Culturally & Linguistically Diverse Students	3
or CIED 6193	Teaching English Language Learners in the Content Areas	
Total Hours		15

Dismissal Based on Unethical or Unprofessional Behaviors from the TESOL program

The University of Arkansas' TESOL program adheres to the Code of Ethics of the Education Profession as established by the Arkansas Division of Elementary and Secondary Education Code of Ethics, as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student, and referred to the program's coordinator. It may also be reported to the Professional Review Committee housed within the Office of Teacher Education.

The Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from the TESOL program.

The TESOL Program Coordinator, in consultation with the Professional Review Committee and the Graduate School, has the authority and responsibility to dismiss a student from the TESOL program for unethical or unprofessional behavior and/or not recommend the student for licensure.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Academic Grievance Procedures for Graduate Students section of the Graduate Catalog of Studies**.**

Are Similar Programs available in the area?	
No	
Estimated Student Demand for Program	50
Scheduled Program Review Date	fall 2026
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

Learning Outcomes

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

Learning Outcomes
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.

Description and justification of the request

Description of specific change	Justification for this change
Adding dismissal policies based on unethical or unprofessional behaviors to the catalog.	These policies are not new for the program; however, they are being added to the catalog to ensure that they are approved by Graduate Council and Faculty Senate to be consistent with Graduate School's dismissal policies based on ethical and professional conduct violations.

Upload attachments

Reviewer Comments

Alice Griffin (agriffin) (11/16/20 3:00 pm): Changed Department to Division in program requirements.

Alice Griffin (agriffin) (11/16/20 3:01 pm): Due to changes to the program's progression policy, this request will require campus approval.

Alice Griffin (agriffin) (01/11/21 10:20 am): Inserted an appeal statement on behalf of the college.

Alice Griffin (agriffin) (01/14/21 9:32 am): Corrected program title field. Added a comma to be consistent with campus naming convention.

Key: 668