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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Alicia Shaw 2/25/2022 **Department Curriculum Committee Chair** | Alicia Shaw 3/7/2022  **COPE Chair (if applicable)** |
| Kimberley Davis 2/25/2022  **Department Chair** | Mary Jane Bradley 3/7/2022  **Head of Unit (if applicable)** |
| Wayne Wilkinson 3/3/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 2/22/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 3/4/2022 **College Dean** | Alan Utter 3/31/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Alicia Shaw, ashaw@astate.edu, 870-972-3062

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

**First offering: Fall 2022**

**First bulletin appearance 2022-2023**

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **EESL** |
| **Number\*** |  | **6633** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Methods and Materials for Teaching Second Languages**  **Short title: Teaching Second Languages** |
| **Description\*\*** |  | **Instructional strategies and techniques associated with supporting reading, writing, listening, and speaking development for English language learners, with focus on methods, materials, and technology resources.** |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. NO Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. YES Is this course restricted to a specific major?
   1. If yes, which major? Master of Science in Education, Educational Theory and Practice
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Not Applicable

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Standard Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: 8 ESL teaching methods

Week 2: Learner Diversity and Classroom Learning

Week 3: Discussions on Learner Characteristics

Week 4: Intro to Micro-Teaching-Pedagogical Approaches and Practices

Week 5: Discussions on Teaching, Listening, speaking, Writing and Reading

Week 6: Integrating Technology into Lesson Planning and Class activities

Week 7: Self-Reflection Paper

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

One faculty member

1. Will this require additional faculty, supplies, etc.?

No

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course is designed to provide information on instructional strategies and techniques associated with supporting

reading, writing, listening, and speaking development for English Language Learners

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The course content has been developed with reference to the licensure and accreditation standards for teachers of

English language learners. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the College’s commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

Students in the Master of Education, Educational Theory and Practice program

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate program

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. YES Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

The course addresses the following program learning outcomes:

InTASC Standard #1: Learner Development. Candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. Candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #4: Content Knowledge. Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. Candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

InTASC Standard #6: Assessment. Candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

InTASC Standard #7: Planning for Instruction. Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. Candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance or contact the Office of Assessment at 870-972-2989.*

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| Type & Number of Assessment | Name of Assessment | Type or Form of Assessment (Exam, Survey, Artifact, etc.) | When and Where is the Assessment Administered (End of Course, Capstone, etc.)? | Who is responsible for the Assessment (Program Coordinator, Instructor, etc)? | Benchmark (Expected Level of Achievement) |
| Assessment 1: Content Knowledge  State Licensure Assessment  All standards are assessed on the Praxis | Praxis Exam 5362 | State Licensure Exam | Administered prior to licensure with a minimum score of  155 required | Program Coordinator Alicia Shaw  **Prathima Pattada** will collect the data | 80 % of students will be successful in passing the praxis |
| Assessment 2: Content Knowledge Assessment  All standards are assessed on the content knowledge assessment | ESL Content Knowledge Assessment | Essay | Fall, Spring, Summer  ELDA 6673 Practicum in English as a Second Language | Course Instructor    Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 3:  Skill Assessment  InTASC Standard  1, 2, 4, 7, & 8 | Cultural Awareness in Assessment: Creating and presenting assessment of oral proficiency | Performance Based Field Activity | Spring and summer  EDLA 6653 Second Language Assessment | Course Instructor  Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 4:  Skill Assessment  InTASC Standard  1, 2, 4, 6 | Voice Thread/Video Assignment (utilize EPP Technology Rubric in addition to course rubric) | Performance Based Field Activity | Fall, Spring, Summer  ELDA 6673 Practicum in English as a Second Language | Course Instructor  Program Coordinator-Alicia Shaw |  |
| Assessment 5:  Skill Assessment  Standard 10 | Community Survey to determine needs for the number needs of ESL families(includes data analysis) | survey | Fall, Spring, Summer  ELDA 6673 Practicum in English as a Second Language | Course Instructor  Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 6: Optional  Standards Assessment  Candidate’s skills in a field-based setting.  Assess all standards | Site Mentor Evaluation | survey | Fall, Spring, Summer  ELDA 6673 Practicum in English as a Second Language | Course Instructor  Program Coordinator-Alicia Shaw  **Prathima Pattada** will collect the data | 80% of students will score exemplary or proficient |

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Acknowledges English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas, explains second language acquisition theory and developmental process of language to set expectations for and facilitate language learning |
| Which learning activities are responsible for this outcome? | Presentations-- Oral presentations on ESL Methods (Recorded via Zoom)  Micro-Teaching-- Lesson Plans, Materials, Reflections on Teaching |
| Assessment Measure | Rubric to evaluate presentations and teaching |

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| **Outcome 2** | Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs, explains the ways cultural variables affect second-language acquisition and teaching, and applies knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs |
| Which learning activities are responsible for this outcome? | Micro-Teaching-- Lesson Plans, Materials, Reflections on Teaching |
| Assessment Measure | Rubric to evaluate micro-teaching |

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| **Outcome 3** | Designs culturally and linguistically relevant, supportive environments that promote ELLs’ learning, plans strategies to collaborate with other educators, school personnel, and families in order to support their ELLs’ learning of language and literacies in the content areas, uses and adapts relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, ELLs, and parents/guardians to foster student learning of language and literacies in the content area |
| Which learning activities are responsible for this outcome? | Composition-- Reflective / Argumentative Paper on the Benefits of integration of Technology into Classroom and Beyond |
| Assessment Measure | Rubric to evaluate composition |

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| **Outcome 4** | Applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests and make informed instructional decisions that support language learning, utilizes assessment in the identification, placement, and exit from language-support, designs classroom-based formative, summative, and diagnostic assessments based on language and content learning goals that are scaffolded for both English language and content assessment |
| Which learning activities are responsible for this outcome? | Micro-Teaching-- Lesson Plans, Materials, Assessments, Reflections on Teaching |
| Assessment Measure | Rubric to evaluate micro-teaching |

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| **Outcome 5** | Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families, applies knowledge of school, district, and governmental policies and legislation to support ELLs’ educational rights, self-assesses, reflects, and grows professionally in the field of English language learning and teaching, and differentiates between disabilities and typical language proficiency development |
| Which learning activities are responsible for this outcome? | Discussion Board regarding policies and laws which govern ELL students and families |
| Assessment Measure | Discussion Board Rubric and Exam |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Insert page 334:

**Education English Second Language (EESL)**

**EESL 6633. Methods and Materials for Teaching Second Languages**  Instructional strategies and techniques associated with supporting reading, writing, listening, and speaking development for English language learners, with focus on methods, materials, and technology resources.