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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**

|  |
| --- |
| **[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\*** |  | **6663** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Teaching People from Other Cultures** |
| **Description\*\*** |  | **Investigation of sociolinguistics and the role of culture in the educational context as related to teaching English as a second language, including multilingualism, multiculturalism, and cross-cultural communication as it impacts language teaching and learning.** |

 ***\**** 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: Culture and the teaching context

Week 2: Learning styles, teaching styles, and culture

Week 3: Cognitive Dimension parts 1-3

Week 4: The worldview dimension parts 1 and 2

Week 5: The social dimension parts 1 and 2

Week 6: The media dimension parts 1 and 2

Week 7: The environmental dimension

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 candidates with information in sociolinguistics and the role of culture in the

 educational context as related to teaching English as a second language.

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.

 This course is a required course in Arkansas State University’s Master of Science in Education in Educational Theory

and Practice with emphasis in English as a Second Language. 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 #3: Learning Environments. The teacher works with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in

learning, and self-motivation.

InTASC Standard #7: Planning for Instruction. The teacher 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. The teacher 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.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and

opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to

advance the profession.

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 AssessmentAll 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 AssessmentAll standards are assessed on the content knowledge assessment | ESL Content Knowledge Assessment  | Essay  | Fall, Spring, SummerELDA 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 AssessmentInTASC Standard 1, 2, 4, 7, & 8 | Cultural Awareness in Assessment: Creating and presenting assessment of oral proficiency  | Performance Based Field Activity  | Spring and summerEDLA 6653 Second Language Assessment | Course InstructorProgram 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, SummerELDA 6673 Practicum in English as a Second Language | Course InstructorProgram Coordinator-Alicia Shaw |  |
| Assessment 5: Skill AssessmentStandard 10 | Community Survey to determine needs for the number needs of ESL families(includes data analysis) | survey | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course Instructor Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 6: OptionalStandards Assessment Candidate’s skills in a field-based setting.Assess all standards  | Site Mentor Evaluation | survey  | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course InstructorProgram 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** | Interpret the social functions of language and the roles that social functions play in culture; evaluated by appropriate postings on discussion board |
| Which learning activities are responsible for this outcome? | Discussion Board |
| Assessment Measure  | rubric  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Classify, illustrate, and appreciate how language and communication works to affect the socio-cultural world; evaluated by creating a PowerPoint that highlights two of the aspects of language/communication and the effects on social/cultural world. (Recorded and presented on Loom.com)  |
| Which learning activities are responsible for this outcome? | PowerPoint Presentation |
| Assessment Measure  | rubric |

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| **Outcome 3** | Understand, appreciate, and analyze the role of language in everyday interactions by summarizing assigned readings. |
| Which learning activities are responsible for this outcome? | Assessment on readings |
| Assessment Measure  | rubric |

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| **Outcome 4** | Categorize the values/inferences associated with various ways of speaking, plus the social and personal consequences these ways of speaking impart, which will be measured by discussion/monologue presented to the classroom. (Recorded on Loom.com). |
| Which learning activities are responsible for this outcome? | Discussion  |
| Assessment Measure  | Observation and discussion rubric |

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| **Outcome 5** | Strengthen their understanding of how *contrastive rhetoric* informs ELL’s approach to writing academic papers, essays, and summaries by summarizing assigned readings.  |
| Which learning activities are responsible for this outcome? | PowerPoint Presentation |
| Assessment Measure  | rubric  |

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| **Outcome 6** | Compare language variation; including historical, social, and regional dialects by creating a chart denoting the variations of three major languages. |
| Which learning activities are responsible for this outcome? | Create a PPt presentation that highlights/compares two country’s aspects of lang/communication and the effects on social/cultural world. |
| Assessment Measure  | rubric |

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| **Outcome 7** | Explain the equality of all linguistic codes (languages, dialects, varieties, etc.)  |
| Which learning activities are responsible for this outcome? | Comparison/contrast essay |
| Assessment Measure  | rubric |

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| **Outcome 8** | Deconstruct contemporary issues in language policy and show the ability to take a public and professional role in these issues by recreating potential policies related to language acquisition |
| Which learning activities are responsible for this outcome? | Deconstruct contemporary issues in lang. policy and show the ability to take a public and professional role in these issues by recreating potential policies related to language acquisition. (Submit in Essay format) |
| Assessment Measure  | Rubric for essay |

**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:

**EESL 6663. Teaching People from Other Cultures** Investigation of sociolinguistics and the role of culture in the educational context as related to teaching English as a second language, including multilingualism, multiculturalism, and cross-cultural communication as it impacts language teaching and learning.