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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\*** |  | **6673** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Capstone** |
| **Description\*\*** |  | **Provides students with practical hands-on clinical experience in a school setting, with a focus on authentic problems and activities that require students to demonstrate skills in teaching English language learning students.** |

***\**** 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. yes Are there any prerequisites?
   1. If yes, which ones?

All courses in the program must be successfully completed before admission to capstone

* 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: The ESL learner in the classroom and the ESL competencies for teachers k-12

Week 2: Standard 1- language 1.1-1.10

Week 3: Standard 2- Culture 2.1-2.10

Week 4: Standard 3- Planning, implementing, and maintaining instruction 3.1-3.11

Week 5: Standard 4- Assessment 4.1-4.6

Week 6: Standard 5-professionalism 5.1-55

Week 7: Culminating project

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 capstone course is designed to provide candidates with practical hands-on clinical experience in a school setting.

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 #3: Learning Environments. Candidate 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. 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.

InTASC Standard #10: Leadership and Collaboration. Candidate 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 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 |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 2** | 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? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 3** | Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs’ language learning in English |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 4** | References IPA (the International Phonetic Alphabet) to explain similarities and differences in language phonology |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 5** | Identifies concepts of World Englishes |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 6** | Explains inconsistencies and irregularities of the English language |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 7** | Analyzes the similarities and differences between first and second language acquisition and how learners’ first language can affect their second-language production and reception |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 8** | Explains how first-language literacy influences the development of English literacy |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 9** | Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 10** | Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 11** | Explains the ways cultural variables affect second-language acquisition and teaching |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 12** | 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? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 13** | Devises and implements methods to understand each ELLs’ academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 14** | Devises and implements methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 15** | Identifies and describes the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 16** | Differentiates the difference between acculturation and assimilation |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 17** | Discusses the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 18** | Explains and applies concepts about the interrelationship between language and culture |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 19** | Explains and applies knowledge about the effects of racism, stereotyping and discrimination to teaching and learning |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 20** | Designs culturally and linguistically relevant, supportive environments that promote ELLs’ learning |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 21** | Devises scaffolded instruction of language and literacies to support standards and curricular objects for ELLs in the content areas |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 22** | Utilizes effective practices for teaching literacy to English- language learners |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 23** | Promotes ELLs’ acquisition of receptive and productive skills |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 24** | Effectively integrates the four domains of language (i.e., speaking, listening, reading, and writing) into instruction |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 25** | Instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 26** | Adjust instructional decisions after critical reflection on individual ELLs’ learning outcomes in both language and content |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 27** | 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 |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 28** | 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? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 29** | Assesses and supports Students with Limited or Interrupted Formal Education (SLIFE), formerly known as Students with Interrupted Formal Education (SIFE) |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 30** | Plans and modifies lessons for ELLs with learning disabilities or gifted services |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 31** | 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 |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 32** | Utilizes assessment in the identification, placement, and exit from language-support |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 33** | 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? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 34** | Demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 35** | Utilizes strategies for communicating assessment data to English learners and their parents/guardians |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 36** | Advocates for ELLs who may be eligible for special education and/or gifted and talented services and provides feedback about assessment data |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 37** | Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 38** | Applies knowledge of school, district, and governmental policies and legislation to support ELLs’ educational rights |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 39** | Uses a variety strategies for consulting and communicating with ELL parents/guardians about each student’s progress and needs |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 40** | Self-assesses, reflects, and grows professionally in the field of English language learning and teaching |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

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| **Outcome 41** | Differentiates between disabilities and typical language proficiency development |
| Which learning activities are responsible for this outcome? | Internship Plan, Internship activities, standards content assessment, |
| Assessment Measure | Internship log |

**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 6673. Capstone** Provides students with practical hands-on clinical experience in a school setting, with a focus on authentic problems and activities that require students to demonstrate skills in teaching English language learning students.