NEW CERTIFICATE PROGRAM FORM

(Also requires Arkansas Department of Higher Education (ADHE) approval)

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

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

Annette Hux	10/31/2022	Amanda Lambertus	1/24/2023
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	

Annette Hux	10/31/2022	Mary Jane Bradley	1/24/2023
Department Chair		**Head of Unit (if applicable)**	

Joanna Grymes	12/14/2022		ENTER DATE
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	

Mary Jane Bradley	12/19/2022		ENTER DATE
College Dean		**Graduate Curriculum Committee Chair**	

	ENTER DATE	Len Frey	3/3/23
General Education Committee Chair (if applicable)		**Vice Chancellor for Academic Affairs**	

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1. **Contact Person** (Name, Email Address, Phone Number)
   Annette Hux, ahux@astate.edu, 870-972-3062

2. **Name of proposed Certificate Program (Program must consist of 6-21 semester credit hours):**
   English as a Second Language

3. **Proposed effective date:**
   Summer 2023

4. **Reason for proposed program implementation:**
   The Educator Preparation Provider (EPP) conducts an annual needs assessment of all programs offered in the state. The EPP, along with A-State Online Services, has identified a need for an additional online synchronous program in English as a Second Language to provide educators with the opportunity to improve their professional knowledge by adding a certificate. This program will provide relief in an identified shortage area.

5. Provide the following:

    a.   Curriculum outline - List of courses in new program – Underline required courses

           <u>EESL 6633, Methods and Materials for Teaching Second Languages</u>
           <u>EESL 6643, Second Language Assessment</u>
           <u>EESL 6653, Second Language Acquisition</u>
           <u>EESL 6663, Teaching People from Other Cultures</u>

    b.   Total semester credit hours required for proposed program
        12 hours

    c.   New courses and new course descriptions

        Not Applicable

    d.   Program goals and objectives

        The purpose of the program is to provide continuing training for teachers who desire additional credentials for teaching English as a second language.

    e.   Expected student learning outcomes

        The program addresses the following InTASC standards:

        Standard #1: Learner Development. The teacher 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.

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

        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.

        Standard #4: Content Knowledge. The teacher 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.

        Standard #5: Application of Content. The teacher 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.

        Standard #6: Assessment. The teacher 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.

        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.

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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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.

f. Documentation that program meets employer needs

The Educator Preparation Providers (EPP) conducts an annual needs assessments of all programs offered in the state. According to the needs assessments, there is an identified need for an English As a Second Language certification/degree program to better serve those in Arkansas and the nation access to programs to continue their education. Not only will adults in Arkansas have more access to educational programs, but so will others across the nation.

g. Student demand (projected enrollment) for proposed program

5-20 students

h. Program approval letter from licensure/certification entity, if required (attach)

i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program

Not applicable (no similar programs known)

j. Proposed program review date (within 10 years of program implementation)

Programs are reviewed by the state on a 5 year basis and every 7 years CAEP Council reviews all licensure programs.

6. **Will this program be offered:**
   a. **Traditional/Face-to-face** NO
   b. **Distance/Online** YES
      i. **If yes, indicate mode of distance delivery, and the percentage of courses offered via this modality (<50%, 50-99%, or 100%).**
         100%
      ii. **If online, will it be offered through Global Initiatives/Academic Partnerships (AP)?**
         YES
   c. **Concurrent (High School Students)** NO
         Enter text...

7. **Will this program be offered off-campus?** NO
      a. **If yes, identify the off-campus location**
         Enter text...

Bulletin Changes

Graduate Certificate
- Building Level Administration, Graduate Certificate
- Clinical Mental Health Counseling, Graduate Certificate
- Curriculum Director. Graduate Certificate
- Dyslexia, Graduate Certificate
- Gifted, Talented and Creative Director, Graduate Certificate
- Instructional Specialist Gifted, Talented and Creative, Graduate Certificate
- Play Therapy, Graduate Certificate
- Special Education Director, Graduate Certificate
- Special Education K-12, Graduate Certificate
- Superintendent, Graduate Certificate

Certification
- Adult Education Certification
- Career Development Certification

English as a Second Language

Graduate Certificate

University Requirements:	
See Graduate Degree Policies for additional information	
Required Courses:	**Sem. Hrs.**
EESL 6643, Second Language Assessment	
EESL 6653, Second Language Acquisition	
EESL 6663, Teaching People from Other Cultures	
EESL 6643, Second Language Assessment	
Sub-total	**12**
Total Required Hours:	**12**