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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\*** |  | **6653** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Second Language Acquisition** |
| **Description\*\*** |  | **Introduction to the foundational principles of language acquisition, including examination of theories and research in the field of second language acquisition as it applies to classroom instruction.** |

 ***\**** 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: The nature of linguistic theories

Week 2: The concept-oriented approach to second language acquisition

Week 3: Usage based approach to second language acquisition

Week 4: Skill acquisition theory to second language acquisition

Week 5: The declarative /procedural model: A neurobiologically motivated theory of first and second language

Week 6: Input, interaction, and output theory to second language acquisition

Week 7: Second language learning explained: Second Language Learning across theories explained

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 the foundational principles of language acquisition.

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 #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 #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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| **Program-Level Outcome 1 (from question #19)** | Candidate uses understanding of individual differences and diverse culturesand communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| Assessment Measure | Discussion Boards, quizzes, reflections  |
| Assessment Timetable | Fall and summer |
| Who is responsible for assessing and reporting on the results? | Course instructor and program director (Alicia Shaw |

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| **Program-Level Outcome 2 (from question #19)** | Candidate understands the central concepts, tools of inquiry, andstructures of the discipline(s) he or she teaches and creates learning experiences that make the disciplineaccessible and meaningful for learners to assure mastery of the content. |
| Assessment Measure | Discussion Boards, quizzes, reflections  |
| Assessment Timetable | Fall and summer |
| Who is responsible for assessing and reporting on the results? | Course instructor and program director (Alicia Shaw |

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| **Program-Level Outcome 3 (from question #19)** | 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 |
| Assessment Measure | Discussion Boards, quizzes, reflections  |
| Assessment Timetable | Fall and summer |
| Who is responsible for assessing and reporting on the results? | Course instructor and program director (Alicia Shaw |

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| **Program-Level Outcome 4 (from question #19)** | Candidate understands and uses a variety of instructional strategies toencourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. |
| Assessment Measure | Discussion Boards, quizzes, reflections  |
| Assessment Timetable | Fall and summer |
| Who is responsible for assessing and reporting on the results? | Course instructor and program director (Alicia Shaw |

 **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** | identify sequence of language acquisition in both first and second languages |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

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| **Outcome 2** | analyze language learner data from multiple perspectives |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

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| **Outcome 3** | discuss individual differences in language learners and their potential effects on learners |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

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| **Outcome 4** | explain how the field of SLA has developed historically |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

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| **Outcome 5** | describe how various teaching proposals translate into classroom practice |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

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| **Outcome 6** | articulate their own theory of SLA and describe how this will inform their future work |
| Which learning activities are responsible for this outcome? | Discussion Board, reflection, quiz |
| Assessment Measure  | Rubric and graded quiz |

**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 6653. Second Language Acquisition** Introduction to the foundational principles of language acquisition, including examination of theories and research in the field of second language acquisition as it applies to classroom instruction.