

1. Explain briefly and clearly the proposed improvement.

The proposal is to increase the credits for the ESL graduate program from 21 to 24. Currently, the graduate certificate program is 21 credits; however, there is one course, TEL 6220 which is a prerequisite to an advanced course in the program, TEL 6320. When the ESL certificate program initially was proposed, the maximum number of credits allowed for a certificate program was 21. Now that there is not a maximum, we propose to include LS 6220 as a required course. Thus, below is the complete list of courses:

TEL 5150 Introduction to ESL/Bilingual Education (3 credits)
TEL 5200 Linguistic Principles for ESL and Bilingual Education (3 credits)
TEL 6210 ESL Teaching Methods (4 credits)
TEL 6220 Standards and Assessment in ESL Education (3 credits)
TEL 6310 Advanced ESL Teaching Methods (4 credits)
TEL 6320 Advanced Standards and Assessments in ESL Education (4 credits)

The last three credits will be for an elective of existing courses which meets Standard 2 of the Michigan ESL Standards for the Preparation of Teachers (Cultures, Literatures, and Cross-Disciplinary Concepts). An example of a course that could be recommended as an elective is Literacy Studies 6300 (Teaching Reading in a Diverse Society).

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Increasing the graduate certificate program from 21 to 24 credits involves the inclusion of TEL 6220 as a required course. Completing WMU's graduate certificate program would allow students to be qualified to apply for the Michigan Department of Education's ESL endorsement. TEL 6220 provides students with essential content that would allow them to meet the state standards. It also provides students with foundational knowledge they will need to take the advanced courses in the program. Without this course, students would not be able to meet the state standards set for ESL professionals.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There would not be an effect on other college, departments, or programs with this proposal.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Increasing the ESL graduate certificate program credits will have a positive effect on the department. It will provide more credit hours since students will be required to take the course if they want the certificate. In addition, it should also be mentioned that TEL 6220 is already a required course in the newly launched MA TESOL program.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There are no program conflicts. We intend to offer courses in a sequence that would allow the students to complete the certificate in approximately two years (if students take two courses per semester). This would allow students to complete the program in a reasonable amount of time. Please see table below for proposed sequence.

Fall – Year 1	Spring – Year 1	Fall – Year 2	Spring – Year 2
TEL 5150	TEL 6210	TEL 6310	LS 6300
TEL 5200	TEL 6220	TEL 6320	

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated student audience are in-service teachers, especially language teachers, who are seeking additional qualifications. There is a dire need for ESL endorsed teachers in Michigan, and including TEL 6220 as a required

course would ensure that graduates would be well-prepared to meet the needs of English learners, particularly in the area of assessments. However, because there is only a 6 credit hour difference between the certificate program and the MA TESOL degree, prospective students may be more likely to pursue the MA TESOL rather than just the certificate.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No additional resources are needed for this proposed change. As previously mentioned, TEL 6220 is already a required course in the MA TESOL program and is already being offered.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) N/A
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
- Understand theories and instructional practices of first (L1) and second (L2) language acquisition and development.
 - Have knowledge about linguistic (e.g., morphology, syntax, etc.) and socio-linguistic elements (e.g., dialects, language varieties, etc.) and are able to apply this knowledge to modify instruction for English learners.
 - Use a variety of methodologies and teaching strategies to teach language and content effectively.
 - Understand relevant standards (e.g. *Michigan English Language Proficiency Standards*, *Michigan Curriculum Framework*, and *ESL Standards for Pre-K-12 Students*, and TESOL standards) and are able to apply them into curriculum and instruction for English language learners.
 - Be familiar with multiple language and literacy assessments and various issues related to assessing English language learners.
 - Demonstrate their ability to interpret the results of students performances and use the results to direct and inform their instruction adapted to English language learners.
 - Provide evidence of their cultural competence and how they use this to facilitate the English learning process.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The proposed change is a response to the Literacy Study Unit's alignment with the state standards.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. N/A

Current Catalog language (just the part where changes are needed):

Students will complete a planned program of study consisting of 21 credits of course work for the graduate certificate and total of 24 credits for the Michigan Department of Education's ESL endorsement. An overall program grade point average of 3.0 or better is required to continue in this certificate/endorsement program.

The required courses for certificate/endorsement include:

TEL 5150 - Introduction to ESL/Bilingual Education Credits: 3 hours

TEL 5200 - Linguistic Principles for ESL and Bilingual Education Credits: 3 hours TEL 6210 - ESL Teaching Methods Credits: 4 hours

TEL 6220 - Standards and Assessments in ESL Education Credits: 3 hours

(Required course for MDE endorsement)

TEL 6310 - Advanced ESL Teaching Methods Credits: 4 hours

TEL 6320 - Advanced Standards and Assessments in ESL Education Credits: 4 hours

Choose an elective from one of the following courses:

LS 5100 - Diversity in Language, Literacy, and Learning Credits: 3 hours LS 6300 - Teaching Reading in a Diverse Society Credits: 3 hours

Proposed Catalog copy:

Students will complete a planned program of study consisting of 24 credits. An overall program grade point average of 3.0 or better is required to continue in this certificate/endorsement program.

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