

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 16 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- New degree*
- New major*
- New curriculum*
- New concentration*
- New certificate
- New minor
- Revised major
- Revised minor
- Admission requirements
- Graduation requirements
- Deletion Transfer
- Other (explain**)

Substantive Course Changes

- New course
- Pre or Co-requisites
- Deletion (required by others)
- Course #, different level
- Credit hours
- Enrollment restriction
- Course-level restriction
- Prefix Title and description
(attach current & proposed)
- General education (select one)
- Other (explain**)

Misc. Course Changes

- Title
- Description (attach current & proposed)
- Deletion (not required by others)
- Course #, same level
- Variable credit
- Credit/no credit
- Cross-listing
- COGE reapproval
- Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: master's of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL)

Existing course prefix and #: Proposed course prefix and #: TEL 6350 Credit hours: 3

Existing course title:

Proposed course title: Research Methods in TESOL

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) N/A

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) N/A

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: N/A

Is there a minimum grade for the prerequisites or corequisites? N/A

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions: N/A

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Research Methods in TESOL

b. Multi-topic course: X No Yes

c. Repeatable for credit: X Yes

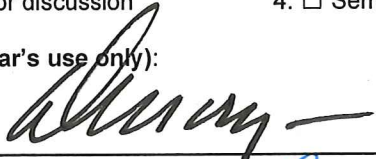
d. Mandatory credit/no credit: X Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture
- 2. Lab or discussion
- 3. Lecture/lab/discussion 30 hours
- 4. Seminar or studio
- 5. Independent study
- 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director



Date

10/13/15

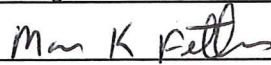
Chair, College Curriculum Committee



Date

10-27-15

Dean



Date: 11-1-15 Graduate Dean:

Date

Curriculum Manager: Return to dean Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove

Chair, GSC/USC

Date

* Approve Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

The M.A. TESOL committee proposes a new course TEL 6350 (Research Methods in TESOL). This introductory course is designed to engage practicing teachers in learning about the various research methodologies related to teaching English as a second language and bilingual education. The course will include an overview of the latest research interest areas in the field, how to collect quantitative and qualitative data with second language learners, how to analyze and interpret data, and so on. The course includes critical evaluation of research articles in the field and a research proposal created by the students that could potentially lead to a research project.

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

This masters-level course is an introductory course designed to familiarize current and prospective ESL teachers with how to do research in the field of teaching English as a second language. This course provides foundational knowledge about research methods in the field to equip teachers with tools for them to engage in action research.

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.

This course is not a duplication of any course offered at WMU. Currently, there is no course that explores research methods in the field of teaching English as a second language. The CELCIS program offers ESL courses to international students who wish to improve their English proficiency. This course, among others in the M.A. TESOL program, are directed towards teachers who want to be more effective educators of English Language Learners. The Department of Educational Leadership, Research and Technology offers courses that aim at teaching students how to engage in research, but these courses would not meet the needs of the students in the M.A. TESOL program for various reasons. The courses offered by them are not specific to research in the field of teaching English as a second language, a field which has evolved separately from other education-related fields and has specific guidelines and methodologies that relate to the different theories of second language learning and teaching. Such methodologies differ from research done in other fields.

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

This course will have a positive effect on the other offerings of the Department of Special Education and Literacy Studies. Because this is one of the introductory courses in the program, students in the graduate programs in the department who are interested in learning more about research methods in teaching English as a second language can enroll in this class as an elective.

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 conflicts in the program. This course will make it easier for students to meet graduation requirements and will be offered in a way such that students will progress through the program in a reasonable amount of time.

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 is in-service teachers who are seeking a master's degree to work with English Language Learners in K-12 or at the college level. Estimated enrollment would be a class size capped at 20 students. We currently have an ESL endorsement program, but the M.A. TESOL program would appeal to teachers who want

to take advantage of the financial advancements that they would receive if they had a master's degree in addition to the ESL endorsement. Moreover, the program would appeal to people worldwide who want to teach English as a second language at the college level in the United States and abroad. For example, the M.A. TESOL program at Indiana State University currently has 32 students, 30 of which are international. Sixty percent of the students in the M.A. TESOL program at the University of Illinois at Urbana-Champaign are international students.

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.)

As the program is launched, this course will only be offered during Fall semesters. The potential for offering it more than once an academic year will depend on enrollment in the first two years.

This master's program will draw on all the existing, tangible resources in the SPLS department and the College of Education (e.g., classrooms, technology). In terms of faculty resources, faculty in the Literacy Studies department (e.g., Virginia David, Selena Protacio, Hsiao-Chin Kuo) who already teach the ESL endorsement courses can be tapped to teach this class.

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.) NA
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.

Teacher candidates will be able to:

- Critically read peer reviewed research in the field of teaching English as a second language;
- Understand different statistic tests used in quantitative research in the field;
- Understand different qualitative methods used to do research in the field;
- Learn about different theoretical perspectives used to conduct research in the field;
- Learn about the different stages involved in conducting research in the field;
- Develop a research proposal;
- Understand various data collection methods
- Analyze quantitative and qualitative data;
- Use a statistical program to input data and gather results.

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.

This program is not a direct result of assessment outcomes by the college. However, it does address the diversity efforts of WMU CEHD's to improve in the areas of diversity and global engagement. In developing this course and the M.A. TESOL program, the committee adhered to the Michigan Department of Education's ESL Standards for the Preparation of Teachers. WMU's CEHD has identified, based on external assessments, that recruiting and retaining diverse students is a high priority of the college and our leadership has initiated the creation of this program.

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

Western Michigan University
College of Education and Human Development
TEL 6350: Research Methods in TESOL
(3 credits)

Instructor:

Term/year:

Section:

CRN:

Days:

Time:

Location:

Course credit: 3

COURSE DESCRIPTION

This introductory course is designed to engage students in learning about quantitative and qualitative research methods in the field of Teaching English to Speakers of Other Languages (TESOL). The course will include an overview of the latest research interest areas in the field, the different theoretical frameworks in language learning and teaching research, how to collect quantitative, qualitative, and mixed-methods data with second language learners, how to analyze and interpret quantitative and qualitative data, and so on. In addition, students will learn how to use a statistical program to enter and analyze second language learner data. Students will learn to read research articles and critically analyze them. Students will also engage in writing a research proposal that could lead to a research project for the Capstone in TESOL course.

COURSE RATIONALE

This course is designed to familiarize students with how research is done in the field of TESOL and provide a foundation for students to understand research articles and conduct action research in their own (future) classrooms.

COURSE GOALS/OUTCOMES

- Critically read peer reviewed research in the field of TESOL;
- Understand different statistical tests used in quantitative research;
- Understand different qualitative methods used to do research;

- Learn about different theoretical perspectives used to conduct research;
- Learn about the different stages involved in conducting research;
- Develop a research proposal;
- Understand various data collection methods;
- Analyze quantitative and qualitative data;
- Use a statistical program to input data and gather results.

INSTRUCTIONAL METHODS AND ACTIVITIES

Course goals and outcomes will be accomplished through weekly whole class and small group discussions, critical and reflective writing activities, and class presentations.

SUGGESTED COURSE TEXTS

Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition research*. Routledge.

Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Routledge.

REQUIRED ASSIGNMENTS

Participation (10%)

Ten percent of the course grade is associated with professionalism and participation in this course. These points will be earned through preparation and engagement in class discussions, readiness to discuss and critique the assigned readings in class, completing assignments in a collaborative (when applicable) and timely manner, and the positive stance demonstrated in classroom interactions with the instructor and peers.

Quizzes and homework (10%)

Students will take occasional quizzes based on weekly readings. Students will be allowed to use a one page of notes during the quiz, but they will not be allowed to refer to the readings. Students will also be required to do some homework in which they will have to perform data analysis.

Presentation of a research article (20%)

Students will present one to two research articles from the list of the assigned readings for the semester. The purpose of the presentation is for to have an opportunity to apply knowledge gained in the course and gain a deeper understanding of research articles and how to conduct research in the field of TESOL. Students will choose one of the assigned readings and prepare a 15 to 20 minute presentation of the research article. In addition, they will prepare 5 to 8 questions for the class to engage in discussion after your presentation.

Review of the literature (15%)

At the end of the semester, students will write a research proposal. This review of the literature will be the first step in the process of writing the research proposal. Students will select a topic in TESOL in which they are interested, look for research articles related to the topic, and write a 4 to 7 page review of the studies that have been conducted regarding your topic.

Research proposal methodology (15%)

At the end of the semester, students will write a research proposal. The methodology will be the second step in the process of writing the research proposal. Students will develop research questions, a detailed description of the supposed participants of the study and the data collection procedures. The research proposal methodology should be 2-3 pages long.

Research proposal (30%)

Students will revise and refine the literature review and research proposal methodology based on the instructor's feedback and combined them into one research proposal. The proposal should include a literature review and a detailed description of the participants, data collection procedures, and research questions. The students will also present their research proposals in class.

CLASS POLICIES & PROCEDURES

Attendance is required. Students are expected to engage in professional/respectful behavior at all times. Any unexcused absences over one class session will result in a reduction of the final grade. Portions of classes missed (arriving late, leaving early) will also be recorded and contribute to total absences.

All written assignments should be typed and double spaced. You should adhere to the style and, when appropriate, format conventions described in the Publication Manual of the American Psychological Association (6th ed.). Late assignments will be accepted, but as the instructor, I reserve the right to lower the grade by 10 percent per day that the assignment has not been submitted. However, special arrangements can be made if you talk to me prior to the due date (at least a few days before).

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc.) or other special need who needs to arrange reasonable accommodations must contact the professor and the Disabilities Services Office at (387-2116 or 387-4411) at the beginning of the semester.

HUMAN RIGHTS STATEMENT

It is a fundamental policy of WMU not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries, and social activities. Through its example and teaching, WMU strives to foster in its students, faculty and staff respect for basic human rights. In its external relationships, the University is supportive of these activities that seek constructive change in the development of human rights in this country and abroad.

ACADEMIC HONESTY

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification, and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charges(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE GRADES AND GRADING SYSTEM

Grades are indicated by letters and assigned honor points as shown in the table below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned.

Grade	Definition	Honor Points Per Credit Hour
A	Outstanding, Exceptional	4.0 95 – 100 %
BA		3.5 87 – 94.5%
B	Very good	3.0 79 – 87.5%
CB		2.5 70 – 78.5 %
C		2.0 63 – 69.5%
DC		1.5 55 – 62.5%
D		1.0 50 – 54.5%
E	Failing	0.0 <50%
X	(Failure) Unofficial Withdrawal	0.0
I	Incomplete ~	

COLLEGE OF EDUCATION DIVERSITY STATEMENT

The College of Education and Human Development maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

Catalog Copy for TEL 6350

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