

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

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

Academic Program

Substantive Course Changes

Misc. Course Changes

- New degree*
 - New major* (proposed)
 - New curriculum*
 - New concentration*
 - New certificate
 - New minor
 - Revised major
 - Revised minor
 - Admission requirements
 - Graduation requirements
 - Deletion Transfer
 - Other (explain**)
- 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**)
- 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 6450 Credit hours: 3

Existing course title:

Proposed course title: Capstone 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

[Signature]

Date

10/13/15

Chair, College Curriculum Committee

[Signature]

Date

10-27-15

Dean

[Signature]

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 6450 (Capstone in TESOL). This course is designed for students to demonstrate the knowledge that they gained in the Master's of Arts in Teaching English to Speakers of Other Languages program. The students will design a final project that involves the creation of an online teaching portfolio in the form of a webpage. In this portfolio, students will exhibit their CV, teaching philosophy, and three of the following options: a) a teaching project, b) a program evaluation, c) a mini research project, d) a research proposal, and e) a critical analysis of second language assessment.

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

This masters-level course is a course designed for students to demonstrate the knowledge that they have gained during the Master's of Arts in Teaching English to Speakers of Other Languages program. The course provides them the opportunity to put into practice the contents of the various courses they were required to take during the program.

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 will not have any effect on other department or college offerings. This course is designed specifically for students enrolled in the M.A. TESOL program and students from other programs will not take this course.

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 it will bring in new national and international students to campus, which will in turn increase enrollment numbers for the department.

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 in the United States or abroad. 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 Spring 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:

- Demonstrate that they have achieved the level of mastery of the M.A. TESOL program;
- Reflect on what teaching ESL means to them and how they see themselves as an ESL teacher;
- Integrate, reflect on, and apply the knowledge gained from the different courses in the program;
- Engage in research;
- Prepare students for the job market.

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 the M.A. TESOL program, the committee adhered to the TESOL Association's Standards for P-12 Teacher Education and 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. Establishing an M.A. TESOL program, which may attract students from linguistically and culturally diverse backgrounds, will certainly help in diversifying the CEHD's student population.

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 6450: Capstone in TESOL
(3 credits)

Instructor:
Term/year:
Section:
CRN:
Days:
Time:
Location:
Course credit: 3

COURSE DESCRIPTION

This course is designed for students to demonstrate the knowledge that they gained in the Master's of Arts in Teaching English to Speakers of Other Languages program. The students will design a final project that involves the creation of an online teaching portfolio in the form of a webpage. In this portfolio, students will exhibit their Curriculum Vitae, teaching philosophy, and three of the following options: a) a teaching project, b) a program evaluation, c) a mini research project, d) a research proposal, and e) a critical analysis of second language assessment.

COURSE RATIONALE

This course engages students in a professional project that focuses on both theories and practices of Teaching English to Speakers of Other Languages. Students will create a portfolio to demonstrate aspects of professional knowledge they gain through the coursework in the M.A. TESOL program.

COURSE GOALS AND OUTCOMES

Teacher candidates will be able to:

- Demonstrate that they have achieved the level of mastery of the M.A. TESOL program;
- Reflect on what teaching ESL means to them and how they see themselves as an ESL teacher;

- Integrate, reflect on, and apply the knowledge gained from the different courses in the program;
- Engage in research;
- Prepare students for the job market.

INSTRUCTIONAL METHODS AND ACTIVITIES

The TESOL Capstone Project will comprise of an online teaching portfolio in the form of a webpage that will demonstrate students' development and accomplishments as ESL teachers. The project will include the following:

- 1) A table of contents;
- 2) An "about me" page;
- 3) An updated CV;
- 4) A teaching philosophy statement;
- 5) And three of the following components:
 - a) A teaching project, including designing and teaching an original unit plan, and reflecting on the lesson based on peer feedback;
 - b) A TESOL program evaluation;
 - c) A mini research project;
 - d) A proposal of a large-scale research project;
 - e) A critical analysis of second language assessment.
- 6) A list of references.

CLASS POLICIES & PROCEDURES

The students will meet regularly as a whole class or one-on-one with the instructor as seen appropriate by the instructor. Attendance for these meetings is required. Students are expected to engage in professional/respectful behavior at all times.

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

Students' final Capstone project will be evaluated by the instructor and assigned one of the following grades:

Pass

Pass with revisions

Fail

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
Master's of Arts in Teaching English as a Second Language (M.A. TESOL)
Program

Advisors: Maria Selena Protacio, Virginia David, Hsiao-Chin Kuo

This master's degree program is designed to prepare educators to meet the unique needs of children and adults learning English as a second language in K-12 schools and tertiary education settings in the United States of America and worldwide. Graduates of this master's degree program will be eligible for the Michigan Department of Education's ESL endorsement.

This program is designed to meet the needs of teachers who:

- Are seeking to advance in their career by obtaining a master's degree;
- Would like to learn about second language acquisition theories and teaching methodologies;
- Are interested in becoming ESL teachers in K-12 schools and/or colleges and universities in the United States and other countries;
- Desire to teach in schools with a significant population of English Language Learners;
- Desire to become a district ESL coach or coordinator (requires MDE ESL endorsement);
- Want to teach in English language programs for international students in colleges and universities;
- Plan to teach in English language institutes.

Admission Requirements

- Bachelor's degree with a minimum GPA of 2.5.
- One page statement explaining applicant's interest in this master's degree program.
- Three professional letters of reference.
- Meet university requirements for graduate level admissions for domestic and international students.
(Graduate Student Application: <http://www.wmich.edu/apply/graduate/>)
(International Application: <http://www.wmich.edu/apply/international>)
- For international students, minimum iBT TOEFL score of 89 with a minimum subscore of 20 for writing or a minimum IELTS score of 6.5 with a minimum subscore of 6 for writing. Provisional admission would require a minimum iBT TOEFL score of 70 and a minimum IELTS score of 6.

Program Requirements

Students will complete a planned program of study consisting of 30 credits of coursework for the master's degree, 24 of which would lead to the Michigan Department of Education's ESL endorsement to be added to an initial teaching

certificate. An overall program grade point average of 3.0 or better is required to continue in this master's program.

The required courses for the M.A. TESOL program include:

- 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 6310 Advanced ESL Teaching Methods (4 credits)
- TEL 6220 Standards and Assessments in ESL Education (3 credits)
- TEL 6320 Advanced Standards and Assessments in ESL Education (4 credits)
- TEL 6350 Research Methods in TESOL (3 credits)
- TEL 6450 Capstone in TESOL (3 credits)

Choose one elective from the following courses:

- LS 5100 Differences in Literacy, Language, and Learning (3 credits)
- LS 6300 Teaching Reading in a Diverse Society (3 credits)
- TEL 6700 Special Topics in TESOL (3 credits)

Catalog Copy for TEL 6450

This course is designed for students to demonstrate the knowledge that they gained in the Master's of Arts in Teaching English to Speakers of Other Languages program. The students will design a final project that involves the creation of an online teaching portfolio in the form of a webpage. In this portfolio, students will exhibit their Curriculum Vitae, teaching philosophy, and three of the following options: a) a teaching project, b) a program evaluation, c) a mini research project, d) a research proposal, and e) a critical analysis of second language assessment.