To: Graduate Council

From: Dr. Eldon Clary, Dean of Graduate Studies and Dr. Glenn Sheets, Registrar

Date Submitted: March 3, 2003

Type of Curriculum Change Requested:
Miscellaneous change

Submitted By: Dr. Glenn Sheets, Registrar

Approved By: Department Head:

Dean of School: [Signature] 3-24-03

Reviewed By: Registrar: [Signature] 3-24-03

Vice-President for Academic Affairs:

Program or curriculum change as it will appear in the catalog.

Proposed change—p. 27 Graduate Catalog 2003-2004

Students not completing a capstone course such as Educational Research Project, Thesis Research, Liberal Arts Project, Action Research, and Information Technology Internship will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

The proposal request is to use the grade of "R" for all courses which have been identified as capstone courses such as the ones listed below:

EDMD 6993 Thesis Research/Seminar
ELED 6991-6 Thesis Research
ENGL 6993 Thesis Research
ENGL 6996 Thesis Research
FW 6991-6 Thesis Research
GTED 6991-6 Action Research
HIST 6993 Thesis Research
INFT 6993 Internship
JOUR 6996 Professional Project
LA 6713 Liberal Arts Project
MATH 6993 Thesis Research
PE 6993 Thesis Research
SEED 6991-3 Thesis Research

The way the 2002-2003 catalog now reads:

The Graduate Catalog 2002-2003 on page 27 states that students enrolling in capstone projects such as the action research project, the liberal arts project, or thesis will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

I. Course Information

A. Rationale for the request change.

The catalog only specifies that Action Research, the Liberal Arts Project and Thesis use the grade of "R". Even though the catalog states the student must enroll again if the course is not completed but some are not. Then later the student comes into the Registrar’s Office and state that they are finished with their project and ready to graduate but they are not enrolled. This is major tracking problem for the Office of Graduate Studies and the Registrar’s Office since we don’t know what the student is doing or intending to do. By the student re-enrolling there is the possibility they may be completing the course and could graduate.

Also, there are other departments that want to use the grade of "R" for a class such as INFT 6993 Internship but this is not a valid grade for this class since it was not included in the original proposal.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change.
2. Outside the department.

This change will have no impact.

The following departments and individuals have been consulted in regarding to this change: Dr. Larry Morrell (INFT), Dr. Charlie Gagen (FW), Dr. Tom DeBlack (HIST), Dr. Annette Holeyfield (PE), Dr. Deborah Wilson (MLA), Dr. Carl Brucker (ENGL), Dr. Donald Carnahan (MATH) and Dr Donna Vocate (JOUR).

C. Effective date or term.

Fall, 2003
To: Graduate Council

From: Dr. Eldon Clary, Dean of Graduate Studies and Dr. Glenn Sheets, Registrar

Date Submitted: March 3, 2003

Type of Curriculum Change Requested:
Miscellaneous change

Submitted By: Dr. Glenn Sheets, Registrar

Approved By: Department Head:

Dean of School:

Reviewed By: Registrar:

Vice-President for Academic Affairs:

I. Program or curriculum change as it will appear in the catalog.

Proposed change—p. 27 Graduate Catalog 2003-2004

Students not completing a capstone course such as Educational Research Project, Thesis Research, Liberal Arts Project, Action Research, and Information Technology Internship will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

The proposal request is to use the grade of "R" for all courses which have been identified as capstone courses such as the one listed below:

EDMD6993 Thesis Research/Seminar
ELED6991-6 Thesis Research
ENGL6993-3 Thesis Research
FW 6991-6 Thesis Research
GTED6991-6 Action Research
HIST6993 Thesis Research
INFT6993 Internship
JOUR6996 Professional Project
LA 6713 Liberal Arts Project
MATH6993 Thesis Research
PE 6993 Thesis Research
SEED6991-3 Thesis Research
SEED6991-3 Thesis Research

The way the catalog reads now:

The Graduate Catalog 2002-2003 on page 27 states that Students enrolling in capstone projects such as the action research project, the liberal arts project, or thesis will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

II. Course Information

A. Rationale for the request change.

The catalog only specifies that Action Research, the Liberal Arts Project and Thesis use the grade of “R”. Even though the catalog states the student must enroll again if the course is not completed they are not. Then later they show up and say that they are finished with their project and ready to graduate but are not enrolled. This is major tracking problem for the Office of Graduate Studies and the Registrar’s Office since we don't know what the student is doing or intending to do. By the student re-enrolling we know there is the possibility they may be completing the course.

There are other departments that want to use the grade of “R” for a class such as INFT 6993 Internship but this is not a valid grade for this class since it was not included in the original proposal.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?
   1. Within the department requesting the change.
   2. Outside the department.

This change will have no impact.

B. Effective date or term.

Fall, 2003
To: Graduate Council

From: Dr. Eldon Clary, Dean of Graduate Studies and Dr. Glenn Sheets, Registrar

Date Submitted: March 3, 2003

Type of Curriculum Change Requested:
Miscellaneous change

Submitted By: Dr. Glenn Sheets

Approved By: Department Head:
Dean of School:

Reviewed By: Registrar:

Vice-President for Academic Affairs:

I. Program or curriculum change as it will appear in the catalog.

Proposed change—p. 27 Graduate Catalog 2002-2003

Students not completing a capstone course such as Educational Research Project, Thesis Research, Liberal Arts Project, Action Research, and Information Technology Internship will be given a grade of "R" if requirements are not completed by the end of the semester. The grade of "R" does not affect hours or grade point. Students receiving the grade of "R" will be required to enroll in the course the following semester(s) until the requirements are completed.

The proposal request is to use the grade of "R" for all courses which have been identified as capstone courses such as the one listed below:

EDFD6993 Project in Educational Research
EDMD6993 Thesis Research/Seminar
ELED6991-6 Thesis Research
ENGL6993-3 Thesis Research
FW 6991-6 Thesis Research
GTED6991-6 Action Research
HIST6993 Thesis Research
INFT6993 Internship
JOUR6996 Professional Project
LA 6713 Liberal Arts Project
MATH6993 Thesis Research
PE 6993 Thesis Research
English Department

Memorandum

To: Graduate Council
From: English Department
Date: October 28, 2003
Subject: M.A. in English – TESL option
Submitted by: Carl Brucker
Approved by: Dr. Carl Brucker, Head
Dr. Georgena Duncan, Dean
English Department
School of Liberal and Fine Arts

Reviewed by: Ms. Tammy Rhodes
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department proposes the creation of a Teaching English as a Second Language (TESL) option in the M.A. in English and a complementary change in the number of 6000-level hours required in the M.A. in English. The rewritten new catalog listing and specific degree requirements are presented in Appendix A.

Rationale:

Tech’s English Department created and began offering one of the first TESL classes in Arkansas in 1991. In 1996, the Arkansas Department of Education formulated a teaching endorsement in TESL, prescribing 12 hours of course work. Tech’s English Department has offered the four prescribed courses at both the undergraduate and graduate levels each year since then, a record unmatched by any other institution in the state.

The demand for TESL instruction has grown, and this proposed addition would serve two groups of students. First, some of the graduate students who already use 12 hours of TESL classes as part of their M.A. in English degree program would like their work in TESL reflected in their degree’s title. Second, some cohort students feel that an English degree with a TESL option would serve their needs better than the M.Ed. in Instructional Improvement because it would concentrate more of their graduate work in English.

We request that minimum number of 6000-level graduate hours for each version of the M.A. in English be set at 12. The four prescribed TESL classes (ENGL 5023, 5703, 5713, 5723) need to be offered at the undergraduate and graduate levels and a requirement of more 6000-level hours would make it difficult for us to offer either degree option efficiently.

Effect on our department:

The courses prescribed in the proposed TESL option are already offered annually. The addition of the option for master’s students attending regular classes may increase enrollment in these courses, but it will not require us to
offer more sections or offer them more frequently. Cohort classes are generally taught as overloads, and the possible effects of increased numbers of cohort students are addressed under the “Staffing” heading below.

Effect on other departments:

This proposal was developed in consultation with Dr. Hamm, Vice President for Academic Affairs; Dr. Clary, Dean of Graduate Studies; Dr. Duncan, Dean of the School of Liberal and Fine Arts; Dr. Chandler, Head of the Department of Foreign Languages; and the faculty of the Department of English. In conjunction with a proposal to be put forward by Dr. Chandler, this proposal will distinguish the TESL classes that have been taught in a regular classroom setting under the English prefix since 1991 from the TESL classes that have been taught in recent years in a compressed format through the ESL Academies. This separation will clarify accountability for and administration of these parallel programs.

Staffing:

Five current English faculty members have taught graduate TESL classes, but they are all teaching overloads this year, and it may be difficult for us to staff an increased number of cohort classes indefinitely. If this proposed TESL option becomes popular with cohort students, we might need new full-time faculty to either teach some of the TESL or to relieve our current TESL instructors from some of their other responsibilities.

Effective date:

We would like this addition to take effect Summer 1, 2004
Appendix A:

The English Department requests that the subtitle of the Master of English section in the Graduate Catalog be changed.

Master of Arts

English and English with TESL option

The English Department requests no changes to the paragraphs on degree admission, unconditional admission, conditional admission, academic advisors, and admission to candidacy.

The English Department requests that the degree requirements section be changed as indicated below. The only substantive change to the M.A. in English degree requirements description is lowering the minimum number of 6000-level hours to 12, but the section has been rewritten in an effort to increase clarity and reduce redundancy.

Degree Requirements – M.A. in English

1. The completion of at least 30 semester hours of graduate course work, at least 12 semester hours at the 6000-level.
2. The satisfactory completion of ENGL 6003 Introduction to English Graduate Study.
3. The satisfactory completion of 27 semester hours of graduate English electives (non-thesis option), or 21 semester hours and 6 hours of ENGL 6993 thesis Research or ENGL 6996 Thesis Research (thesis option).
4. The satisfactory completion of a comprehensive examination based on the M.A. in English Examination Reading List.
5. The maintenance of a cumulative grade point average of at least 3.00 in all graduate work attempted at Arkansas Tech University with a maximum of 6 hours of "C" grades.
6. The completion of a minimum of 24 semester hours of graduate course work in residence at Arkansas Tech University. Full-time residence is not required.
7. The completion of all degree requirements within six years of admission to the program.

Degree Requirements – M.A. in English with TESL Option

1. The completion of at least 30 semester hours of graduate course work, at least 12 semester hours at the 6000-level.
2. The satisfactory completion of the following graduate English courses
   ENGL 5023 Second Language Acquisition
   ENGL 5703 Teaching English as a Second Language
   ENGL 5713 ESL Assessment
   ENGL 5723 Teaching People of Other Cultures
   ENGL 6003 Introduction to English Graduate Study
   ENGL 6013 Structure of the English Language
   ENGL 6033 Rhetoric
3. The satisfactory completion of 9 semester hours of graduate English electives.
4. The satisfactory completion of a comprehensive examination based on material covered in the seven prescribed courses.
5. The maintenance of a cumulative grade point average of at least 3.00 in all graduate work attempted at Arkansas Tech University with a maximum of 6 hours of "C" grades.
6. The completion of a minimum of 24 semester hours of graduate course work in residence at Arkansas Tech University. Full-time residence is not required.
7. The completion of all degree requirements within six years of admission to the program.

The English Department requests no changes to the sections on special conditions of graduate credit and master's thesis option.
CURRICULUM CHANGE PROPOSAL

TO: Graduate Council

FROM: Department of Foreign Languages and International Studies

DATE: November 24, 2003

SUBMITTED BY: Dr. Ursula Chandler

Approved by:
Department Head: ____________________
Dean: ____________________

Reviewed by:
Registrar: ____________________
Vice President for Academic Affairs: ____________________

Graduate Council:

Approved Date: ____________________
Disapproved Date: ____________________
I. Program or curricular changes as they will appear in the catalog:
   A. Deletion of four ESL Courses
      TESL 6023
      TESL 6703
      TESL 6713
      TESL 6723
   
   B. Addition of four ESL Courses
      TESL 5023  Tesol Second Language Acquisition
      TESL 5703  Tesol Methods: Teaching English as a Second Language
      TESL 5713  Tesol Assessment
      TESL 5723  Tesol Teaching People of Other Cultures

Course Descriptions
TESL 5023  Tesol Second Language Acquisition
This course provides an introduction to the major theories of language acquisition and their application to the instruction of diverse groups of ESL students.

TESL 5703  Tesol Methods: Teaching English as a Second Language
This course introduces students to the methodology in teaching listening, speaking, reading and writing English, as well as core content, to diverse groups of ESL students.

TESL 5712  Tesol Assessment
This course is an introduction to ESL assessment practices, including the design and evaluation of classroom tests and other assessment tools.

TESL 5723  Tesol Teaching People of Other Cultures
This course provides an introduction to issues in language and culture, including sociolinguistic variations due to age, sex, social class and ethnicity.

II. Course Information
   A. Rationale for the requested change:
      The above listed four courses are required for teachers who wish to receive the ESL Endorsement in Arkansas and who attend the intensive ESL Academies offered by Arkansas Tech and the Arkansas Department of Education each summer.

   B. Impact on staffing, on other programs, budget, space allocation:
      N/A. While I typically teach the Culture course, TESL 5723, and serve as Instructor of Record for the Academy, other instructors are brought in as guest lecturers, and their expenses are paid by the Arkansas Department of Education. In effect, the ESL Academies have contributed significantly to Tech's operating budget over the past several years. Since the ESL Academies are offered only in the summer and on-site at different locations for the convenience of the teachers who attend them, there has been no impact on other programs, or space allocations.
C. Effective date: Summer I, 2004

D. Dr. Brucker, Head of the Department of English, Dr. Duncan, Dean of Liberal and Fine Arts, Dr. Clary, Dean of the Graduate School, and Dr. Hamm, Vice President for Academic Affairs were consulted.
ARAKANSAS TECH UNIVERSITY
Department of Foreign Languages and International Studies

Staff: TBA

TESL 5023 Tesol Second Language Acquisition

Syllabus

A) Course Description:

This course provides an introduction to the major theories of language acquisition and their application to the instruction of diverse groups of ESL students.

B) Text required for course:


C) Bibliography (supplemental reading list):


D) Justification/Rationale for the Course:
This course is needed for the ESL Endorsement in Arkansas. At the 4000 level, students who do not have a baccalaureate degree, may take this course.

E) Course Objectives:
- knowledge of the major theories of language acquisition
- application of major theories of language acquisition to the design of appropriate teaching practices

F) Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog):
There are now almost 22,000 children attending at least 140 Arkansas school districts whose native language is not English. All in all, 84 different languages
are spoken, ranging from Assyrian to Yoruba. However, the vast majority of LEP's (Limited English Proficiency) are Spanish speakers, approximately 82%. By providing teachers with the knowledge and the training on how to better teach the increasing numbers of language minority students in Arkansas, the ESL Endorsement courses meet the commitment to "serving the intellectual and cultural needs of the region" in which Tech is located. Furthermore, since the primary function of the university, as stated in the catalog, is teaching, improving the preparation of teachers who must now teach linguistically and culturally diverse student populations, fits Tech's mission perfectly.

G) **Assessment methods (include grading policy with specific equivalents for A, B, C):**

The grade for all four of the ESL Endorsement courses will depend on the quality of the portfolio which students are asked to prepare. The portfolio must demonstrate the students' knowledge and application of all four ESL Endorsement courses to the instruction of LEP students.

The professional portfolio shall include:
1. A diagnostic assessment of the LEP students who will be taught at the beginning of the semester or term.
4. Three sample lessons, including:
   - TESOL standards for each lesson.
   - clearly defined goals and objectives.
   - teaching methods and instructional strategies.
   - rationale for using particular teaching methods and instructional strategies.
   - inclusion of cultural information relevant to the students and the content of the lessons.
   -(if possible) inclusion of the parents in the academic life of the LEP students.
   - documentation of the academic progress LEP students have made.
   - description of assessment tool and strategies.
   - rationale for using particular assessment tools and strategies.
   - examples of LEP students' work demonstrating academic progress.
   - reflection statement of teaching effectiveness, what worked, what didn't and the reasons.

H) **Policy on absences, cheating, plagiarism, etc.:**

Students must attend all class meetings. The Arkansas Tech University policy on Academic Dishonesty will be applied in all cases of cheating, plagiarism, etc.

I) **Course content (outline of material to be covered in course):**

1. Language Acquisition
2. Linguistic Process
3. Social and Cultural Issues
4. Cognitive and Academic Development
5. Implications for the Classroom
ARKANSAS TECH UNIVERSITY

Department of Foreign Languages and International Studies

Staff: TBA

TESL 5703 Tesol Methods: Teaching English as a Second Language

Syllabus

A) Course Description:

This course introduces students to the methodology in teaching listening, speaking, reading and writing English, as well as core content, to diverse groups of ESL students.

B) Text required for course


C) Bibliography (supplemental reading list):


D) Justification/Rationale for the Course:

This course is needed for the ESL Endorsement in Arkansas. At the 4000 level, students who do not have a baccalaureate degree, may take this course.

E) Course Objectives:

Course objectives include:
-vocabulary development
-modification of content
-modification of teaching strategies
F) Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog):

There are now almost 22,000 children attending at least 140 Arkansas school districts whose native language is not English. All in all, 84 different languages are spoken, ranging from Assyrian to Yoruba. However, the vast majority of LEP’s (Limited English Proficiency) are Spanish speakers, approximately 82%. By providing teachers with the knowledge and the training on how to better teach the increasing numbers of language minority students in Arkansas, the ESL Endorsement courses meet the commitment to “serving the intellectual and cultural needs of the region” in which Tech is located. Furthermore, since the primary function of the university, as stated in the catalog, is teaching, improving the preparation of teachers who must now teach linguistically and culturally diverse student populations, fits Tech’s mission perfectly.

G) Assessment methods (include grading policy with specific equivalents for A, B, C):

The grades for all four of the ESL Endorsement courses will depend on the quality of a portfolio which students are asked to prepare. The portfolio must demonstrate knowledge and application of all four ESL Endorsement courses to the instruction of LEP students.

The portfolio shall include:
1. A diagnostic assessment of the LEP students who will be taught at the beginning of the semester or term.
2. Three sample lessons, including:
   - TESOL standards for each lesson.
   - Clearly defined goals and objectives.
   - Teaching methods and instructional strategies.
   - Rationale for using particular teaching methods and instructional strategies.
   - Inclusion of cultural information relevant to the students and the content of the lessons.
   -(if possible) inclusion of the parents in the academic life of the LEP students.
   - Documentation of the academic progress LEP students have made.
   - Description of assessment tool and strategies.
   - Rationale for using particular assessment tools and strategies.
   - Examples of LEP students’ work demonstrating academic progress.
   - Reflection statement of teaching effectiveness, what worked, what didn’t and the reasons.

H) Policy on absences, cheating, plagiarism, etc.:

Students must attend all class meetings.
The Arkansas Tech University policy on Academic Dishonesty will be applied in all cases of cheating, plagiarism, etc.
I) Course content (outline of material to be covered in course):
   1. Stages of communication-silent period; non-verbal; verbal
   2. Academic versus social language: vocabulary building
   3. Informed listening: clarifying context and visual support; questioning techniques
   4. Reading strategies
   5. Writing strategies
   6. Teaching content-areas
ARKANSAS TECH UNIVERSITY

Department of Foreign Languages and International Studies

Staff: TBA

TESL 5713 Tesol Assessment

Syllabus

A) Course Description:

This course is an introduction to ESL assessment practices, including the design and evaluation of classroom tests and other assessment tools.

B) Text required for course:

C) Bibliography (supplemental reading list):
www.tesol.edu Teachers of English for Speakers of Other Languages
www.cal.org Center for Applied Linguistics
www.rubistar.4teachers.org Rubrics for Teachers
www.arkedu.state.ar.us Arkansas Department of Education
www.csun.edu/~hcedu013/eslplans.html ESL lesson plans and resources

D) Justification/Rationale for the Course:
This course is needed for the ESL Endorsement in Arkansas. At the 4000 level, students who do not have a baccalaureate degree, may take this course.

E) Course Objectives:
Students should be able to:
1. assess the language proficiency of their ESL students
2. develop language proficiency level appropriate instruction
3. design language proficiency level appropriate assessment tools
4. evaluate other assessment tools, such as standardized tests, for appropriateness for use with their ESL students.

F) Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog):
There are now almost 22,000 children attending at least 140 Arkansas school districts whose native language is not English. All in all, 84 different languages are spoken, ranging from Assyrian to Yoruba. However, the vast majority of LEP's (Limited English Proficiency) are Spanish speakers, approximately 82%.
By providing teachers with the knowledge and the training on how to better teach the increasing numbers of language minority students in Arkansas, the ESL Endorsement courses meet the commitment to “serving the intellectual and cultural needs of the region” in which Tech is located. Furthermore, since the primary function of the university, as stated in the catalog, is teaching, improving the preparation of teachers who must now teach linguistically and culturally diverse student populations, fits Tech’s mission perfectly.

G) Assessment methods (include grading policy with specific equivalents for A, B, C):

The grade for the practicum will depend on the quality of the portfolio which students are asked to prepare. The portfolio must demonstrate the students’ knowledge and application of all four ESL Endorsement courses to the instruction of LEP students.

The professional portfolio shall include:
1. A diagnostic assessment of the LEP students who will be taught at the beginning of the semester or term.
2. Three sample lessons, including:
   - TESOL standards for each lesson.
   - Clearly defined goals and objectives.
   - Teaching methods and instructional strategies.
   - Rationale for using particular teaching methods and instructional strategies.
   - Inclusion of cultural information relevant to the students and the content of the lessons.
   - (If possible) inclusion of the parents in the academic life of the LEP students.
   - Documentation of the academic progress LEP students have made.
   - Description of assessment tool and strategies.
   - Rationale for using particular assessment tools and strategies.
   - Examples of LEP students’ work demonstrating academic progress.
   - Reflection statement of teaching effectiveness, what worked, what didn’t and the reasons.

H) Policy on absences, cheating, plagiarism, etc.:

Students must attend all class meetings.
The Arkansas Tech University policy on Academic Dishonesty will be applied in all cases of cheating, plagiarism, etc.

I) Course content (outline of material to be covered in course):

1. LAS and other diagnostic tools; student placement
2. Sample curriculum design; sample assessment design
3. Examination of types of tests: criteria of tests, objectivity, reliability
4. Analysis of competencies required to take various tests, in reading, listening, speaking or writing
5. Appropriateness of various assessment tools for LEP students.
ARKANSAS TECH UNIVERSITY

Department of Foreign Languages and International Studies

Staff: Dr. Chandler

TESL 5723 Tesol Teaching People of Other Cultures

Syllabus

A) Course Description:

This course provides an introduction to issues in language and culture, including sociolinguistic variations due to age, sex, social class, ethnicity.

B) Text required for course:
Benitez, Mario. Sociocultural Issues in English Language Teaching. Austin, TX: University of Texas, 2000.

C) Bibliography (supplemental reading list):

D) Justification/Rationale for the Course:
This course is needed for the ESL Endorsement in Arkansas. At the 4000 level, students who do not have a baccalaureate degree, may take this course.

E) Course Objectives:
Course objectives include:
- understanding the relationship between language and culture