

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ELE/MLE 4855
2. **Title (may not exceed 30 characters, including spaces):** ESL Clinical Experiences
3. **Long title, if any (may not exceed 100 characters, including spaces):** Exploring ESL Students through Clinical Experiences
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** Arr.-Arr.-1-3 hours
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2015
7. **Course description:** This course is part of a clinical experiences requirement for students who are either seeking a Graduate Certificate in English as a Second Language (ESL) Instruction or MEd. in Elementary Education with an emphasis in ESL Instruction. These clinical experiences will be in settings with linguistic diversity and will provide experiences with regard to programs designed to meet the needs of the growing population of English Language Learners (ELLs). Note: A minimum of 40 hours of clinical experiences required per credit hour.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
Not Applicable
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

- d. **Co-requisites** (course(s) which **MUST** be taken concurrently with this one): None
- e. **Repeat status:** ☐ Course may not be repeated.
☒ Course may be repeated once with credit. – Up to 6 credit hours
Please also specify the limit (if any) on hours which may be applied to a major or minor.
- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☒ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

As a result of completing this course, students will be able to

- i. Read and evaluate literature related to linguistic diversity and explain its impact by observing how teachers accommodate for such diversity within their classrooms in the clinical settings.
- ii. Identify and describe the heterogeneity of the population titled "English Language Learners" in the settings in which they are completing their clinical experiences and understand the implications of linguistic diversity based on reviewed literature.

iii. Analyze the support systems in place in the clinical settings that have English Language Learners.

- b. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.

Not Applicable

- c. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
- Depth of content knowledge (Objective i)
 - Effective critical thinking and problem solving (Objectives i and iii)
 - Effective oral and written communication (Objectives i, ii, and iii)
 - Advanced scholarship through research or creative activity (Objective iii)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Course assignments:

1. 'Context for Learning' Report – After completing the pre-clinical observation hours, students will complete a context for learning report by identifying important components of the academic setting, students' needs and learning profiles (specifically looking into the cultural assets they bring to the academic setting); and the support systems used by the classroom teacher or coordinator of the academic setting.
2. Readings and Discussions – Students will read and discuss literature related to perceptions/misconceptions and expectations regarding linguistic diversity; heterogeneity of the ELL population; and support systems for ELL students.
3. Online Journal – Students will maintain a journal to document their observations about language diversity witnessed during the clinical experience, analyze the ELL related literature examined during the course and evaluate the effectiveness of the support systems in place in the clinical settings. These journal entries will be submitted online. The requirements for the journal entries will be set depending on the number of credit hours for which a student is registered.
4. Reflection Paper – Students will write a reflection paper to synthesize the learning from the clinical experiences, the course readings, and ELL related literature. The requirements for the reflection paper will be set depending on the number of credit hours for which a student is registered. NOTE: Graduate students enrolled in the course will be required to include a literature review as part of their reflection paper.

Learning Objective	'Context for Learning' Report	Readings and Discussions	Journal Entries	Reflection Paper
	10%	20%	30%	40%
i.		X	X	X
ii.	X	X	X	X
iii.	X		X	X

3. Explain how the instructor will determine students' grades for the course:

The 'Context for Learning' report, discussions, journal entries and the reflection paper will be evaluated for correctness of factual understanding, quality of analysis, and level of detail.

GRADING SCALE: A – 93 - 100%; B – 85 - 92%; C – 77 – 84%; D – 69 – 76%;
 F – 68% and below

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The EIU approved course management system will be used to scaffold the face-to-face experiences that the students have in the course. Tools such as the online discussion board and other communication tools will be used to promote synchronous/asynchronous discussion and reflection before, during and after the clinical experiences. Other tools such as the dropbox and grade book will be used to assist with the management of the course.
- b. Describe how the integrity of student work will be assured:** The course management system will allow for an originality check when students submit their assignments in the dropboxes. These kinds of tools will be used to ensure that students submit original thoughts and work.
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Being a hybrid course, the face-to-face meetings will allow for the instructor to explain and model the skills required to meet the requirements for the online components of the course.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;**
- b. projects that require application and analysis of the course content; and**
- c. separate methods of evaluation for undergraduate and graduate students.**

Refer to II.1.c. for course objectives. Graduate students enrolled in the course will be required to include a literature review in their reflection paper to ensure a higher level of synthesis by the graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) Not applicable

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is part of a clinical experiences requirement for students who are either seeking a Graduate Certificate in ESL Instruction or MEd. in Elementary Education with an emphasis in ESL Instruction in the Department of Early Childhood, Elementary and Middle Level Education.

Course Outline:

	Area of Focus	F2F or Clinical time allotment	Explanation of Assignment/s
Weeks 1 and 2	This time will be used to expand the students' understanding of linguistic diversity in the educational settings through readings and research.	150 minutes – F2F Seminars (75 minutes each week) Students will: 1. Discuss perceptions/ misconceptions and expectations regarding language diversity. 2. Discuss assigned readings.	Students will read literature related to the topic. Begin journaling.
Weeks 3 and 4	Pre-clinical [Observation] Hours	120 minutes – Pre-clinical [Observation] Hours (60 minutes each week) Students will spend a minimum of 60 minutes each week observing the classrooms/ educational settings in which they will complete their clinical experiences.	Students will submit a “Context for Learning” report, identifying important components of the academic setting, students’ needs and learning profiles (specifically looking into the cultural assets they bring to the academic setting); and the support systems used by the classroom teacher or coordinator of the academic setting.
Weeks 5 and 6	Discussion of “Context for Learning” report with peers	150 minutes – F2F Seminars (75 minutes each week) With peers, students will discuss the context of the clinical settings in which they are going to complete their field experiences and begin to gain an understanding of the diversity of the support systems in place in different academic settings for ELL students.	Students will begin to recognize the heterogeneity of the ELL population after reviewing research briefs by professional organizations such as the National Council for Teachers of English (NCTE).

	Area of Focus	F2F or Clinical time allotment	Explanation of Assignment/s
Weeks 7 to 12	On-site the students will begin to analyze the information gained from literature, daily interactions with ELL students, and peers. They will continue to expand their understanding of linguistic diversity and key variables impacting academic achievement of ELL students.	A minimum of 40 hours on-site in the clinical setting (per credit hour) - Clinical Hours	The content of their journal entries will shift to an analysis of the impact of the heterogeneity of the ELL population within the classroom settings, drawing heavily from observations in the field experiences.
Weeks 13 to 15	Students will be encouraged to begin planning for their final reflection paper with further exploration of literature related to support systems for mainstream teachers with regard to ELL students (example listed in course readings).	225 minutes – F2F Seminars (75 minutes each week) After gaining first-hand experience in classrooms with linguistic diversity, students will be asked to reflect on their initial perceptions and expectations about ELLs and examine how this experience may have changed those perceptions.	In light of their recent experiences, the students will read literature related to effective literacy and English language instruction for English learners in preK-12 classrooms. Students will complete their final reflection paper considering implications for their own teaching practice while synthesizing what they learned from clinical experiences with class discussions and course readings.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Data from the US Census show a rapidly increasing population of ELLs nationally and in the state of Illinois. This has implications with regard to how we prepare our teachers. This course is designed to allow participants in the certificate/master's degree program to synthesize the course resources with the experiences they have in the clinical settings.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. Not applicable
- b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course will be required of all students who are either seeking a Graduate Certificate in ESL Instruction or MEd. in Elementary Education with an emphasis in ESL Instruction. If approved by the Illinois State Board of Education, the course may also serve as one of the courses in the state-approved sequence leading to an ESL endorsement.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is similar to ELE 4850 except that in this course the educational context will be clinical settings within US schools. In the ELE 4850 course, teacher candidates need to be participating in a study abroad or study away setting to take the course.

If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. Not applicable

- a. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** Not applicable

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This is not a required course.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** This course will be required of all students who are either seeking a Graduate Certificate in ESL Instruction or MEd. in Elementary Education with an emphasis in ESL Instruction (unless otherwise waived by the department chair or his/her designee).

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

Proposed catalog changes for the MEd. in Elementary Education program are attached.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Sham Md-Yunus, Dr. Kiran Padmaraju, Dr. Jeanne Okrasinski, Dr. Daniel Carter, Dr. Carrie Dale, Dr. Mildred Pearson or any qualified faculty in the department.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

Not applicable

3. Text and supplementary materials to be used (Include publication dates):

No textbook is proposed for the course. Course readings will be updated as new literature is added to the field and will be adapted for students repeating the course. Students participating in the course will be required to analyze and reflect on not only their experiences but also literature related to English Language Learners available in the clinical settings. In addition, the following reading materials are suggested:

Almaguer, I., & Esquierdo, J. (2013). Cultivating bilingual learners' language arts knowledge: A framework for successful teaching. *International Journal of Instruction* 6(2), 3-18.

De Courcy, M. (2007). Disrupting preconceptions: Challenges to pre-service teachers' beliefs about ESL children. *Journal of Multilingual and Multicultural Development*, 28(3), 188-203.

Fisher, D., Frey, N., & Rothenberg, C. (2011). Implementing RtI with English Learners. Bloomington, IN: Solution Tree Press.

Ford, K. L., Cabell, S. Q., Konold, T. R., Invernizzi, M., & Gartland, L. B. (2013). Diversity among Spanish-Speaking English Language Learners: Profiles of Early Literacy Skills in Kindergarten. *Reading And Writing: An Interdisciplinary Journal*, 26(6), 889-912.

Garcia, E., & Frede, E. C. (2010). *Young English language learners: Current research and emerging directions for practice and policy*. New York, NY: Teachers College, Columbia University.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades: IES Practice Guide. Retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>

Hamayan, E. & Field R. F. (2012). *English language learners at school*. Philadelphia: Caslon Publishing

Hickey, P. J., & Lewis, T. (2013). The common core, English learners, and morphology 101: Unpacking LS.4 for ELLs. *Language And Literacy Spectrum*, 23, 69-84.

Jong, E. & Harper, C. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 101-124.

Lee, O., Quinn, H., & Valdes, G. (2013). Science and language for English language learners in relation to next generation science standards and with implications for common core state standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233.

National Council of Teachers of English. (2008). English language learners: A Policy Research Brief. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf>

Pandya, J. Z. (2011). *Overtested: How high-stakes accountability fails English language learners*. New York, NY: Teachers College, Columbia University.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

**Date approved by the department or school: EC/ELE/MLE Curriculum Committee – 12/4/13
EC/ELE/MLE Faculty – 12/5/13**

Date approved by the college curriculum committee: 1/27/14

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablt/>

581-6583