

10/30/15



ESTABLISHING GRADUATE CERTIFICATES
ARIZONA STATE UNIVERSITY
GRADUATE EDUCATION

This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed.

The graduate certificate is a programmatic or linked series of courses in a single field or in one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree, and it may be freestanding or linked to a degree program. The graduate certificate enables the university to respond to societal needs while promoting university cooperation with corporate, industrial, and professional communities.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs** in Graduate Education. Mail code: 1003 and electronic copies to eric.wertheimer@asu.edu or amanda.morales-calderon@asu.edu.

Please type.

Contact Name(s): Andrew Ross	Contact Phone(s): (480) 965-1099
College: College of Liberal Arts & Sciences	
Department/School: School of International Letters & Cultures	
Name of proposed Certificate: Graduate Certificate in Computer-Assisted Language Learning	
Requested Effective Term and Year: Fall 2016 (e.g. Fall 2014)	
Do Not Fill in this information: Office Use Only	
CIP Code:	

1. OVERVIEW. Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

Overview: The graduate certificate program in Computer-Assisted Language Learning (CALL) will be housed in the School of International Letters & Cultures on the Tempe campus and focuses on the application of technology in foreign language teaching and research which provides the practical, hands-on skills needed to create and evaluate learning and teaching materials with new computer-based technologies. The certificate teaches students how to use technology effectively to facilitate instructed second language acquisition and how to develop, manage and maintain a cutting-edge language computing facility. It also provides students with a solid theoretical and pedagogical framework for the integration of technology into the foreign language curriculum, and the tools necessary for them to conduct language courses in a hybrid format with in person and icourse instruction.

Rationale/Need: An increasing number of job descriptions for faculty tenure-track and also lecturer positions in the Modern Language Association (MLA) job list require some knowledge of the use of technology to teach language, culture, literature and linguistics. Academic jobs at all levels now typically require expertise and demonstrated abilities in computer-assisted language learning, including the ability to integrate technology into the curriculum and teach hybrid and/or online language courses.

Target audience: The certificate will be aggressively marketed to current and incoming graduate students in all language-related areas of study at ASU. It is anticipated that between 10 and 15 students will enter the CALL certificate program each year. This 15 credit hour certificate can take 3-4 semesters to complete and may be taken alongside a core language-related graduate degree program or offered as a standalone certificate for those students not currently enrolled in a degree program. The primary audiences for this certificate program are graduate students in the College of Liberal Arts and Sciences who are interested in future faculty roles and also practicing professionals in foreign or second language education with an interest in CALL, who have an undergraduate or graduate degree and seek to augment their educational background or create opportunity for advancement in their respective roles. This is a graduate certificate is open to anyone who would like to take the coursework (and who has fulfilled the admission requirements).

10/30/15

Comparable programs: The proposed certificate does not duplicate existing certificates, degrees or areas of concentration in the Arizona University System. The only U.S. institutions that advertise a related certificate are the Monterey Institute of International Studies and Ohio University. The organization Internet Center for Applied Linguistics Teaching English as a Foreign Language (ICAL TEFL) also offers students in the U.S. a CALL certificate in a format similar to that of the “open classroom” model in the UK (local tutors go over material with students instead of meeting in a regular classroom format). Iowa State University offers a CALL track in their Masters of Teaching English to Speakers of Other Languages (TESOL) program and a PhD in Applied Linguistics and Technology. In light of this situation, were ASU to offer the proposed certificate, it would be the only public institution in the western part of the U.S. to do so. The certificate will attract new students (both U.S. and international) who will see the certificate as a strong asset to their major area of study in foreign language education, TESOL, and other cognate areas.

2. ADMINISTRATION AND RESOURCES

- A. How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staffing needs for this proposed certificate program be met?**

The certificate co-directors will work closely with the graduate advisors in the Department of English (English) and the School of International Letters and Cultures (SILC) to advise students in the certificate program. Recruitment and retention efforts will be the responsibility of the certificate co-directors and the affiliated faculty.

The certificate co-directors will serve as advisors to students earning the certificate. The Graduate Academic Success Specialist in SILC will support the administration with admissions, iPOS, and any other administrative details.

The co-directors will monitor progress toward completion of the certificate requirements, will both sign off on the completion of the requirements, and will inform the Associate Dean of Graduate Education for CLAS (with a copy to the Vice Provost for Academic Programs) that the certificate has been completed. As this certificate will be “transcript recognized”, certificate students will be required to complete an iPOS for the certificate then apply for graduation.

- B. What are the resource implications for the proposed certificate, including projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate program.**

The proposed certificate will be accomplished without any new outlay of resources; however, a slight shifting of teaching and administrative duties of the core faculty may be required. English and SILC will coordinate to ensure that at least three elective courses in CALL are offered each year. Any requests for new equipment or lab space will be directed to the respective unit heads through the normal channels; however, none will be required during the first year of the program. Though the certificate program will be ‘housed’ in SILC, the certificate is collaborative in nature between SILC and English. Each unit will contribute faculty and administrative support as required. Students whose home departments are SILC or English will receive advising and learning support from their respective units. Students who are outside either of these two units will be supported by SILC. A quick check of ASU’s current library holdings shows an adequate representation of CALL-related books and core academic journals in the field. These holdings will be monitored closely and suggestions for additional purchases will be handled through the appropriate channels.

Technology, facilities, and expertise to support the work of students in the certificate program is already available in Learning Support Services in SILC. Three computer classrooms with multiple computer workstations will be accessible to students in the program, along with cutting-edge technologies available in LL68 (SILC’s Collaboratory, an active learning space). Studio space is available for media production and post-production. Multimedia production equipment including cameras, recorders, tablets, and creative and communications software are available either through ASU or local licensing within SILC Learning Support Services.

3. ADMISSIONS PROCEDURES AND CRITERIA

10/30/15

- A. Admission criteria** – Applicants must meet the admissions criteria for Graduate Education. Please also include any other additional admission requirements, e.g. type of undergraduate degree, minimum GPA, tests and/or entry-level skills that are required for this certificate program.

(http://graduate.asu.edu/sites/default/files/GraduatePolicies_1.pdf)

Applicants must have:

1) a completed bachelor's degree from a U.S. accredited institution or equivalent. Students may apply for acceptance in the certificate program once they have been accepted into a graduate program in SILC or other School or department.

2) have an undergraduate major in the language they will teach or be native speakers of the language they will teach, or have a minor or ASU minor equivalency as determined by SILC policies (18 upper-division credit hours, including at least three credit hours from the 400 level in their undergraduate program). Note: Current graduate student applicants who do not meet the requirements above must be enrolled in either a foreign language graduate program or MTESOL/Applied Linguistics graduate program or a closely related field (as determined by the co-directors). A teaching certification is not required as this certificate is open to all graduate students with an interest in CALL and meet the admission requirements.

3) completed an introduction to linguistics or applied linguistics course (to be verified by the certificate co-directors. Does not count toward the 15 credit hours required for the certificate),

4) completed a language teaching methods course (To be verified by the certificate co-directors. This course may also be taken at ASU before certificate can be awarded. This also does not count towards the 15 credit hours required for the certificate.)

Upon submitting a completed official graduate admission application to the certificate program, the co-directors will review qualified students for admittance. The application for admission to the certificate program will also include the following:

- Personal statement
- Resume or curriculum vitae
- Official transcripts
- Two letters of reference

Official notification of acceptance will come from Graduate Admissions.

Students must maintain a graduate and cumulative GPA of 3.0 to be considered 'in good standing' in the program. There are no additional admissions examinations or English proficiency requirements outside of the standard requirements of Graduate Education.

Degree(s): Bachelor's degree completed from a US accredited institution **or equivalent**; major or minor in foreign language study, English, or English Education. See also 3A2 above.

GPA: Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree.

English Proficiency Requirement for International Applicants: (See Graduate Education policies and procedures) (http://graduate.asu.edu/admissions/international/english_proficiency):

Same as Graduate Education requirement.

Required Admission Examinations: GRE GMAT Millers Analogies None required

- B. Application Review Terms** - Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

To select desired box, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

Fall Deadline (month/year): July 2016

Spring Deadline (month/year): December 2016

10/30/15

- C. Projected annual admission/enrollment** - How many students will be admitted immediately following final approval of the certificate? What are enrollment projections for the next three years?

Projections for enrollment in this program over the next three years are as follows:

	AY16-17	AY17-18	AY18-19
New students	10	15	15
Continuing students	0	10	15
Total	10	25	30

4. ACADEMIC REQUIREMENTS

- A. Minimum credit hours required for certificate** (15 credit hour minimum)

15 credit hours are required which includes 9 credits of **required core coursework**, 3 credit hours of elective coursework that may be from a variety of offerings relevant to the students' focus within the certificate program (selected in consultation with the advisor), and ENG 597 Capstone as the culminating experience.

- B. Please describe the primary course delivery mode**, (e.g., online, face-to-face, off-site etc.). Please note: If this proposed initiative will be offered completely online, clearly state that in this section.

The primary course delivery mode will be face-to-face, but occasional i-courses or hybrid courses may be implemented as needed.

- C. As applicable, please describe culminating experience required** (e.g., internship, project, research paper, capstone course, etc.)

The culminating experience will be a capstone course (ENG 597).

- D. What knowledge, competencies, and skills (learning outcomes) should graduates have when they complete this proposed certificate program?** Examples of program learning outcomes can be found at (<https://uoeee.asu.edu/program-outcomes>).

Graduates of the CALL certificate program will be able to:

- Analyze current theoretical and pedagogical issues in the area of computer-assisted language learning.
- Critically evaluate published evidence from research and practice in CALL.
- Construct a testable theoretical or pedagogical hypothesis related to CALL.
- Analyze the historical development of CALL as a field and project future directions the field may/should take.
- Design CALL course syllabi that meet the needs of their target audience/students.
- Successfully apply the principles of CALL theory and current best practices to courses that they may be required to teach.

- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 4.D above?** Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

Students will be assessed through a combination of measures. These will include the following:

Outcome 1

Graduates of the CALL certificate program will be able to recognize and critically evaluate current theoretical and pedagogical issues in the area of computer-assisted language learning.

Measure 1

Research paper in ENG 557, whereby students show evidence of a solid understanding of current theoretical and pedagogical issues in the area of CALL.

Performance Criterion 1

90% of students will earn a B or better on the assignment.

Measure 2

10/30/15

Discussion board assignments (throughout the range of classes included in the certificate) on current theoretical and pedagogical issues in CALL.

Performance Criterion 2

90% of students will earn a B or better on the assignment.

Outcome 2

Graduates of the CALL certificate program will be able to critically evaluate published evidence from research and practice in CALL.

Measure 1

Research paper in SLC 510, whereby students show evidence of a solid understanding of the published evidence from research and practice in CALL.

Performance Criteria 1

90% of students will earn a B or better on the assignment.

Measure 2

Discussion board assignments (throughout the range of classes included in the certificate) on readings reflecting the published evidence from research and practice in CALL

Performance Criterion 2

90% of students will earn a B or better on the assignment.

Outcome 3

Graduates of the CALL certificate program will be able to construct a testable theoretical or pedagogical hypothesis related to CALL.

Measure 1

Design project in SLC 510, whereby students show evidence of their ability to construct a testable theoretical or pedagogical hypothesis related to CALL.

Performance Criteria 1

90% of students will earn a B or better on the assignment.

Outcome 4

Graduates of the CALL certificate program will be able to analyze the historical development of CALL as a field and project future directions the field may/should take.

Measure 1

Paper produced in ENG 557, whereby students show evidence of their understanding of the historical development and trajectory of CALL as a sub-field.

Performance Criteria 1

90% of students will earn a B or better on the assignment.

Outcome 5

Graduates of the CALL certificate program will be able to design CALL course syllabi that meet the needs of their target audience/students.

Measure 1

Students in SLC 510 will develop a series of CALL activities that span the four skill areas of listening, speaking, reading, and writing, and which are accessible to and appropriate for their target audience/students.

Performance Criteria 1

90% of students will earn a B or better on the assignment. All four skill areas will be targeted in the set of activities developed. Students will demonstrate in a presentation how the use of technology supports the students' learning outcomes. Successful performance will include evidence of thorough planning, use of appropriate pedagogies, and justifications of the technologies used to achieve learning outcomes in all four areas of skill development.

10/30/15

Measure 2

Students in SLC 510 will develop a specific technology-rich syllabus (8 weeks in duration) for teaching the target language at the beginning, intermediate or advanced levels.

Performance Criteria 2

90% of students will earn a B or better on the assignment. The syllabus will be well-organized and contain clear learning objectives and projected outcomes; appropriate and well-planned use of technologies will be developed; clear hypotheses regarding the application of technology to student learning will be stated. Students will be evaluated on the organization and clarity of the syllabus and its objectives, and on the appropriateness of the technologies and activities contained in the syllabus.

Outcome 6

Graduates of the CALL certificate program will be able to successfully apply the principles of CALL theory and current best practices to courses that they may be required to teach.

Measure 1

Students will develop a sound and comprehensive CALL unit that is accessible to and appropriate for their target audience/students.

Performance Criteria 1

90% of students will earn a B or better on the assignment.

Measure 2

Students will submit a 5-8 page theoretical and pedagogical justification for the choices they made in constructing their CALL unit.

Performance Criteria 2

90% of students will earn a B or better on the assignment.

Outcome 7

Students will understand and be able to appropriately use common technologies in support of computer-assisted language learning (CALL).

Measure 1

Students in SLC 510 will develop multimedia CALL materials that leverage current, widely-available technologies.

Performance Criteria 1

90% of students will earn a B or better on the assignment; students will use and report on the outcomes of the deployment of the materials in a class setting. Students will select appropriate tools that demonstrate a clear understanding of current affordances in CALL technologies. They will plan and create multimedia CALL materials that are well-designed from a user perspective, that are interactive, that provide student feedback to the user, and that follow clear learning objectives.

Measure 2

Students in SILC 510 will develop an understanding of current best practices in instructional design and support of CALL by applying iterative instructional design principles to the application of the materials outlined above (Outcome 7, Measure 1).

Performance Criteria 2

90% of students will earn a B or better on the assignment. Students will map and journal the development of their CALL materials using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. The journal/map will be evaluated on the basis of adherence to ADDIE principles, organization, clarity and analysis of the work developed in Outcome 7, Measure 1.

Student success in the program will also be evaluated with some indirect measures such as course evaluations, alumni surveys and interviews. The program itself will be assessed every three years to monitor its success.

F. Please state the satisfactory student academic progress standards and guidelines (including any time limits for completion).

Satisfactory progress in the CALL certificate program is achieved by maintaining a 3.0 (B) or higher in all courses being counted toward completion of the certificate. Only courses resulting in a grade of B or higher may be counted toward completion of the CALL certificate. The CALL certificate will only be awarded to students who maintain an overall grade of B or higher in all courses being counted toward completion of the certificate. The

10/30/15

certificate is designed so that it may be completed within four regular semesters. Students must abide by all Graduate Education policies including time limits and continuous enrollment to maintain satisfactory progress.

- G. Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program?** (Please note that a maximum of 9 graduate-level credit hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU).

One 3-credit course may be shared with another degree program. Shared courses will be reviewed and approved by the co-directors.

- H. Below, please list all required and elective courses in the appropriate boxes** (you may attach additional pages if necessary).

Please ensure that all new core course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Required Courses			Credit Hours
<i>(Prefix & Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	(Insert Section Sub-total) 9
LIN 520 OR SLC 515	Second-Language Acquisition Theory or Second-Language Acquisition	No	3
ENG 557	Computer-Assisted Language Learning	No	3
SLC 510	Computer-Assisted Language Learning Praxis	Yes	3
Electives <i>Students must choose one of the following electives (in consultation with an advisor)</i>			Credit Hours
<i>(Prefix & Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	(Insert Section Sub-total) 3
ENG 654	Advanced Studies in Rhetoric, Writing, Technology, and Culture, Topic: Computer-Mediated Communication	No	3
ENG 560	Genre Studies, Topic: Digital Rhetoric	No	3
ENG 598	Topic: Educational Linguistics	No	3
	Students may select other electives outside of this list if they have been reviewed and approved by the co-directors prior to inclusion on their plan of study.		
Culminating Experience			Credit Hours (Insert Section Sub-total) 3
Graduate Capstone Seminar: ENG 597			3
Total required credit hours			15

5. PRIMARY FACULTY PARTICIPANTS - Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.

Name	Home Unit	Title
Bryan Smith	English	Associate Professor

10/30/15

Andrew Ross	School of International Letters and Cultures	Head, Learning Support Services
Barbara Lafford	School of International Letters and Cultures	Professor
Carla Ghanem	School of International Letters and Cultures	Assistant Professor
Matt Prior	English	Assistant Professor

6. REQUIRED SUPPORTING DOCUMENTS

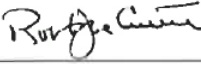
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A. Sample plan of study for students in the proposed program – See Appendix B
- B. Statements of support from all deans and heads of impacted academic units – See Appendix C

10/30/15

7. APPROVALS - If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE) Joe Cutter, Director, School of International Letters and Cultures	
SIGNATURE 	DATE 10/01/15
DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE)	
SIGNATURE	DATE

DEAN (PRINT/TYPE) Kenro Kusumi, Associate Dean for CLAS Graduate Programs	
SIGNATURE 	DATE 10-1-15

The following section will be completed by Graduate Education following the recommendations of faculty governance bodies.

VICE PROVOST FOR GRADUATE EDUCATION	
SIGNATURE	DATE

Please note: Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

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10/30/15

APPENDIX A

OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES

(This information is used to populate the [Graduate Programs Search](#) website.)

1. Provide a brief (catalog type - no more than 150 words) program description.

The graduate certificate in computer-assisted language learning focuses on the application of technology in foreign language teaching and research that provides the practical, hands-on skills needed to create and evaluate learning and teaching materials with new computer-based technologies. The certificate teaches students how to use technology effectively to facilitate instructed second language acquisition and how to develop, manage and maintain a cutting-edge language computing facility. It also provides students with a solid theoretical and pedagogical framework for the integration of technology into the foreign language curriculum and provide them with the tools necessary to teach language courses either in a hybrid and distance-learning environment.

Breakdown of requirements:

core courses (9)

ENG 557 Computer-Assisted Language Learning (3)

LIN 520 Second Language Acquisition Theories (3) **OR** SLC 515 Second Language Acquisition (3)

SLC 510 Computer-Assisted Language Learning Praxis (3)

electives (3)

culminating experience: three credit hours of Capstone course ENG 597

2. Contact and Support Information:

Office Location (Building & Room): LL62A	Campus mail code: 0202
Campus Telephone Number: 480-965-6281	Program Co-directors (Name and *ASU ID): Bryan Smith dbsmith2 Andrew Ross aross8
Program email address: silc@asu.edu	Program Support Staff (Name and *ASU ID): Tammy McDaniel trmcdani
Program website address: https://silc.asu.edu/	Admissions Contact (Name and *ASU ID): Tammy McDaniel trmcdani

* ASU ID (e.g. SHJONES)

3. Application and iPOS Recommendations: List the Faculty and Staff that will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Tammy McDaniel	x	x

4. Campus(es) where program will be offered: *
- Downtown Tempe
 Online (only) West
 Polytechnic

* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

10/30/15

5. **Keywords:** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

Computer assisted language learning, Computer-assisted, CALL, Educational Technology

Area(s) of Interest:

* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

- A. Select one (1) primary area of interest from the list below that applies to this program.

- [Architecture & Construction](#)
- [Arts](#)
- [Business](#)
- [Communications & Media](#)
- [Education & Teaching](#)
- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Health & Wellness](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [Law & Justice](#)
- [Mathematics](#)
- [Psychology](#)
- [STEM](#)
- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

- B. Select one (1) secondary area of interest from the list below that applies to this program.

- [Architecture & Construction](#)
- [Arts](#)
- [Business](#)
- [Communications & Media](#)
- [Education & Teaching](#)
- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Health & Wellness](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [Law & Justice](#)
- [Mathematics](#)
- [Psychology](#)
- [STEM](#)
- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

APPENDIX B

Sample Plan of Study for the **CALL Certificate** (15 hours)

Fall 2016

ENG 557 Computer-Assisted Language Learning (3)

LIN 520 Second Language Acquisition (3)

Spring 2017

SLC 510 Introduction to Computer-Assisted Language Learning Praxis (3)

ENG 560 Genre Studies, Topic: Digital Rhetoric (3)

Fall 2017

ENG 597 Capstone (3)

APPENDIX C
Support Statements

College of Liberal Arts and Sciences – Official Submission

From: Paul LePore [<mailto:Paul.Lepore@asu.edu>]
Sent: Friday, October 02, 2015 1:24 PM
To: curriculumplanning@asu.edu
Cc: Jenny Smith; Paul LePore; Kyle Rader; Kenro Kusumi
Subject: Proposal to establish a Graduate Certificate in Computer-Assisted Language Learning

Please accept the attached proposal to establish a Graduate Certificate in Computer-Assisted Language Learning.

Thank you.

PL

PAUL C. LEPORE, Ph.D.

Associate Dean

College of Liberal Arts and Sciences

Foundation Building, Suite 110

Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605

480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

School of International Letters and Cultures



July 20, 2015

Dr. Andrew Ross
Head of Learning Support Services
School of International Letters & Cultures
Arizona State University
Tempe, AZ 85287

Dear Dr. Ross:

I am writing to offer enthusiastic support for the Graduate Certificate in Computer-Assisted Language Learning that you and Professor Bryan Smith have worked so hard to create. This new certificate will allow graduate students to study and train in CALL, enhancing the job prospects of those students, while at the same time making maximum and creative use of existing strengths in SILC, English, and other programs. I look forward to working closely with our colleagues in English and SILC on this program.

Sincerely,

A handwritten signature in black ink that reads "Robert Joe Cutter". The signature is written in a cursive style.

Robert Joe Cutter, Director

College of Liberal Arts and Sciences
School of International Letters & Cultures
PO Box 870202
Tempe, AZ 85287-0202
(480) 965-6281 Fax: (480) 965-0135
silc@asu.edu <https://international.clas.asu.edu/>

Department of English

Friday, August 7, 2015 at 9:19:39 AM Mountain Standard Time

Subject: New Graduate-Level Certificate
Date: Friday, August 7, 2015 at 7:49:29 AM Mountain Standard Time
From: Mark Lussier
To: Andrew Ross

Dear Andrew:

Thank you for contacting me about the new graduate-level certificate focused on Computer Assisted Language and Learning (CALL). The skills gathered through completion of the certificate would be beneficial to any and all who pursue its completion, and those in our department, especially Associate Professor Bryan Smith, who teach the courses and the skills will certainly be delighted to participate in its initial delivery and (no doubt) inevitable expansion as students discover its presence and its value. I also welcome the opportunity to furthering this collaboration.

All the best,
Mark

*Mark Lussier, Professor & Chair
Department of English
Barrett Honors College Faculty
Research Fellow, Center for the Study of Religion & Conflict
Senior Sustainability Scholar
Arizona State University
Tempe, AZ 85287-0302
English = (480) 965-3168
www.public.asu.edu/~idmsl
<http://www.palgraveconnect.com/pc/doi/finder/10.1057/9780230119895>*

"Energy is Eternal Delight."
William Blake, *Marriage of Heaven and Hell*

Ira A. Fulton Schools of Engineering

Monday, July 20, 2015 at 10:16:01 AM Mountain Standard Time

Subject: RE: Graduate Certificate in Computer-Assisted Language Learning (CALL) - SILC/English
Date: Monday, July 20, 2015 at 7:28:06 AM Mountain Standard Time
From: Kyle Squires
To: Andrew Ross
CC: Bryan Smith, Annette Bowers

Dear Andrew,

Thank you for your recent email concerning the proposed graduate certificate. We're happy to support and in fact hope that this new certificate will stimulate collaborations in this general area where there is real strength within the university. Good luck!

--Kyle

Vice Dean and Interim Dean
Ira A. Fulton Schools of Engineering
Arizona State University
699 S. Mill Avenue, Suite 650
Tempe, AZ 85281
(480) 965-2147 (o) | (480) 965-4000 (f)
engineering.asu.edu

From: Andrew Ross
Sent: Wednesday, June 24, 2015 10:35 AM
To: Kyle Squires
Cc: Bryan Smith
Subject: Graduate Certificate in Computer-Assisted Language Learning (CALL) - SILC/English

Dear Dr. Squires:

Eric Wertheimer suggested that we get in touch with the Fulton Schools of Engineering to seek a letter of support for the inter-disciplinary graduate certificate that Bryan Smith (English) and I are proposing, prior to its introduction to the Curriculum and Academic Programs Committee. The courses that make up the certificate are entirely in the humanities and social sciences, and primarily include linguistics, second language acquisition theory, and applied technologies to support the learning and teaching of second and other languages.

Here is an overview of the proposed certificate program:

The certificate program in Computer-Assisted Language Learning (CALL) will be housed in the School of International Letters & Cultures on the Tempe campus and focuses on the application of technology in foreign language teaching and research and provides the practical, hands-on skills needed to create and evaluate learning and teaching materials with new computer-based technologies. The certificate teaches students how to use technology effectively to facilitate instructed second language acquisition and how to develop, manage and maintain a cutting-edge language computing facility. It also provides students with a solid theoretical and pedagogical framework for the integration of technology into the foreign language curriculum, and the tools necessary for them to conduct language courses either in a hybrid format with a distance-learning component or in a "true" distance-learning environment with no physical face-to-face meetings.

Rationale/Need: An increasing number of job descriptions for tenure-track and also lecturer positions in the Modern Language Association (MLA) job list require some knowledge of the use of technology to teach language, culture, literature and linguistics. Academic jobs at all levels now typically require expertise and demonstrated abilities in computer-assisted language learning, including the ability to integrate technology into the curriculum and teach hybrid and/or online language courses.

Target audience: The certificate will be aggressively marketed to current and incoming graduate students in all language-related areas of study at ASU. It is anticipated that between 10 and 15 students will enter the CALL certificate program each year. This 15 credit hour certificate will take approximately 3-4 semesters (up to two years) to complete and may be taken alongside a core language-related Master's program or offered as a standalone certificate for those students not currently enrolled in a Master's program. The primary audiences for this certificate program are graduate students in the College of Liberal Arts and Sciences and also practicing professionals in foreign or second language education with an interest in CALL, who have an undergraduate or graduate degree and seek to augment their educational background or create opportunity for advancement.

Comparable programs: The proposed certificate does not duplicate existing certificates, degrees or areas of concentration in the Arizona University System. The only U.S. institutions that advertise a related certificate are the Monterey Institute of International Studies and Ohio University. The organization Internet Center for Applied Linguistics Teaching English as a Foreign Language (ICAL TEFL) also offers students in the U.S. a CALL certificate in a format similar to that of the "open classroom" model in the UK (local tutors go over material with students instead of meeting in a regular classroom format). Iowa State University offers a CALL track in their Masters of Teaching English to Speakers of Other Languages (TESOL) program and a PhD in Applied Linguistics and Technology. In light of this situation, were ASU to offer the proposed certificate, it would be the only public institution in the western part of the U.S. to do so. The certificate will attract new students (both U.S. and international) who will see the certificate as a strong asset to their major area of study in foreign language education, TESOL, and other cognate areas.

Please let me know if you are able to provide a generalized letter of support for this proposed program. We are of course happy to discuss the program further with you, or a representative from Fulton, should you wish it.

Best, and thanks!

a.

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Andrew F. Ross, PhD
Head, Learning Support Services
School of International Letters & Cultures
Arizona State University
PO Box 870202
Tempe, AZ 85287
(480) 965-1099
Skype: andrew.ross.8

Monday, July 20, 2015 at 10:15:38 AM Mountain Standard Time

Subject: RE: Graduate Certificate in Computer-Assisted Language Learning (CALL) - SILC/English
Date: Monday, July 6, 2015 at 2:17:58 PM Mountain Standard Time
From: James Collofello
To: Andrew Ross

This sounds like a great program. You have the support of the Fulton Schools.

jim

James S. Collofello
Senior Associate Dean of Academic and Student Affairs
Professor of Computer Science and Engineering

From: Andrew Ross
Sent: Monday, July 06, 2015 1:20 PM
To: James Collofello
Subject: Graduate Certificate in Computer-Assisted Language Learning (CALL) - SILC/English

Dear Dean Collofello:

I'm one of the perennial name-readers at Engineering Convocations, but in the other part of my work life here at ASU, I am co-directing a planned graduate certificate in CALL — details below. Thanks very much in advance for reading and for any statement of support you can provide.

Eric Wertheimer suggested that we get in touch with the Fulton Schools of Engineering to seek a letter of support for the Inter-disciplinary graduate certificate that Bryan Smith (English) and I are proposing, prior to its introduction to the Curriculum and Academic Programs Committee. The courses that make up the certificate are entirely in the humanities and social sciences, and primarily include linguistics, second language acquisition theory, and applied technologies to support the learning and teaching of second and other languages.

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Skype: andrew.ross.8

Mary Lou Fulton Teachers College

Friday, August 7, 2015 at 9:20:20 AM Mountain Standard Time

Subject: Re: Graduate Certificate in Computer-Assisted Language Learning (CALL) - SILC/English
Date: Wednesday, June 24, 2015 at 6:02:18 PM Mountain Standard Time
From: Mari Koerner
To: Andrew Ross
CC: Bryan Smith, Sherman Dorn

Fine with us. Thanks for asking.

Sent from my iPhone
Mari Koerner, Dean
Mary Lou Fulton Teachers College
Arizona State University

On Jun 24, 2015, at 10:42 AM, Andrew Ross <Andrew.Ross.2@asu.edu> wrote:

Dear Dr. Koerner:

Eric Wertheimer suggested that we get in touch with Mary Lou Fulton Teachers' College to seek a letter of support for the inter-disciplinary graduate certificate that Bryan Smith (English) and I are proposing, prior to its introduction to the Curriculum and Academic Programs Committee. The courses that make up the certificate include linguistics, second language acquisition theory, and applied technologies to support the learning and teaching of second and other languages. All courses in the certificate have ENG, LIN, or SLC prefixes.

Here is an overview of the proposed certificate program:

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