



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): Ida Malian, Meredith Toth, Ann Keith, Margarita Jimenez-Silva	Contact Phone(s): (602) 543-6043
College: Mary Lou Fulton Teachers College	
Department/School: Division of Educational Leadership and Innovation (CEDGRAD)	
Name of proposed Certificate: English as a Second Language	
Requested Effective Term and Year: Fall 2014 (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 of the Certificate

The proposed graduate certificate in English as a Second Language (ESL) prepares students to teach English language learners in a variety of settings, including U.S. schools. The program caters to professionals with a wide range of roles, including both new and experienced teachers, administrators, policymakers and community workers. Students will gain strategies for developing ESL skills across reading, writing, and listening, and for involving community and families as partners. The program teaches educators specific skills for assessing English learner proficiency and content area knowledge, knowledge of various program models, and a stronger foundation in supporting ESL students' language acquisition. They will leave the program with a historical perspective of English learners in the U.S. and context of past and current policy towards ESL. The coursework in the proposed ESL graduate certificate leads to the ESL endorsement in the State of Arizona.

Rationale and Need for the Program

The six courses for the proposed graduate certificate in English as a Second Language are currently offered online as part of the M.A. in Curriculum and Instruction: English as a Second Language concentration. Currently, students interested in taking the 6 courses required to qualify for Arizona Department of Education endorsement in ESL follow one of two options: 1) enroll at ASU as a non-degree seeking student, or 2) enroll in the master's degree but take only the 6 courses and drop out of the program prior to graduation. Both options pose challenges for tracking students' degree progress and advising them during their program. Establishing a graduate certificate for these courses would improve student tracking and advising and also indicate completion of the certificate on student transcripts.

Potential Size and Nature of the Target Audience

Approximately 6 non-degree seeking students currently register for the courses that make up the proposed graduate certificate in English as a Second Language. The addition of the graduate certificate will make it easier for students seeking the Arizona Department of Education (ADE) English as a Second Language endorsement to find and apply to the ASU graduate certificate that offers the required subset of courses. Currently, a search for institutions offering

the coursework required for the endorsement in the state of Arizona returns information about the comparable programs at other institutions, but not ASU's available coursework. Equally important, the students will receive recognition for their expertise in ESL when they are awarded the certificate after meeting the specified requirements and completion of the graduate certificate is noted on their ASU transcript. Furthermore, establishment of the new graduate certificate will improve the process by which the college can track and advise students throughout the program. The proposed graduate certificate can also serve as a recruiting mechanism for the master's degree, since students who begin the graduate certificate may decide after taking 1-2 classes to apply for the master's degree and apply up to 9 graduate-level credits from the graduate certificate to the master's degree at ASU.

Enrollment for the graduate certificate and master's degree are usually mutually exclusive and students tend to pursue one program or the other for specific personal and professional reasons. Students with a bachelor's degree and state teaching certificate may choose to pursue the proposed graduate certificate in order to obtain the state endorsement required to teach a class where the majority of students are identified as English language learners. Once they complete one to two classes in the graduate certificate, some decide to apply to the master's degree, so in that regard the graduate certificate serves as a recruitment mechanism. Alternatively, a student may be required by a school district to obtain a state endorsement so as to teach English language learners, in which case the student may choose to complete the graduate certificate rather than the master's. In other cases, students decide to pursue a master's degree in order to advance their salary or career opportunities. Other students already hold a master's degree in education in another area, but want to gain additional knowledge and skills and so they pursue the graduate certificate. Several less prestigious colleges and universities offer ESL certificates or coursework, however, none offer the same quality of coursework, or provide the students a pathway to apply those credits to a master's degree in the field. Currently, although Teachers College offers the coursework required for the state ESL endorsement, the courses are not packaged in such a way that students can easily find them when searching for options to obtain the state endorsement in English as a second language except by completing the master's degree, which may not be the most appropriate option for them. Offering both a master's and graduate certificate in ESL will provide students with two options depending on their needs.

Information on Comparable Programs

ASU does not currently offer a comparable graduate certificate in English as a Second Language. Mary Lou Fulton Teachers College offers an M.A. in Curriculum and Instruction: English Second Language concentration. Courses for the proposed graduate certificate are drawn from this existing degree program.

Mesa Community College offers a 9-course (27 credits) in-person, cohorted program that provides the coursework required for the Arizona Department of Education ESL endorsement, including 6 credits on Spanish for Educational Settings (not included in the proposed ASU graduate certificate).

Rio Salado College offers a 6-course (18 credits) online sequence that provides the coursework required for the Arizona Department of Education ESL endorsement, including an optional 3 credit practicum for students who do not have 2 years of verified ESL or bilingual teaching experience.

University of Phoenix offers a 6-course (18 credits) online sequence that provides the coursework required for the Arizona Department of Education ESL endorsement, including an optional 3 credit practicum for students who do not have 2 years of verified ESL or bilingual teaching experience.

How the Program Relates to Existing Programs at ASU

As noted above, the courses in the proposed graduate certificate are already being offered as part of the M.A. in Curriculum and Instruction: English as a Second Language concentration. No new courses are required for the proposed graduate certificate. The primary goal for establishing the graduate certificate is to facilitate student admissions, tracking, and advising for the numerous students currently taking these courses as non-degree seeking students.

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?

Individuals in the Mary Lou Fulton Teachers College Office of Student Services currently administer the M.A. in Curriculum and Instruction: English as a Second Language concentration and will administer the graduate certificate if approved. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed graduate certificate.

- 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.**

As the M.A. in Curriculum and Instruction: English as a Second Language concentration is currently offered and the classes that form the graduate certificate are offered as part of that degree, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved class fees associated with the classes. No provisions are necessary to support doctoral students. No new books, library holdings, equipment, laboratory space and or personnel will be required at this time.

3. ADMISSIONS PROCEDURES AND CRITERIA

- 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/ASU_Graduate_Policies_and_Procedures.pdf)

Degree(s): Completion of a bachelor's degree, preferably in education or related field.

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):

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): 8/2014

Spring Deadline (month/year): 12/2014

Summer Deadline (month/year): 5/2015

- 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?**

Approximately 5 non-degree seeking students are currently enrolled in the courses required for the proposed graduate certificate in English as a Second Language. Following approval of the graduate certificate, approximately 2-5 students will be admitted each semester with an enrollment projection of 15-45 students over the next three years.

4. ACADEMIC REQUIREMENTS

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

18 credit hours

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 graduate certificate will be delivered completely online and will be an ASU Online “managed” program. All courses for the program are already developed for online and are currently offered as part of the existing M.A. in Curriculum and Instruction: English as a Second Language concentration.

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

No culminating experience required for the graduate certificate.

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>).

Upon completion of the program, graduates will be able to:

- Describe, evaluate and apply strategies for developing ESL skills across reading, writing, and listening.
- Describe, evaluate and apply strategies for involving community and families as partners.
- Describe historical perspective of English learners in US and context of past and current policy.
- Evaluate English learner proficiency and content area knowledge.
- Describe and evaluate various program models in working with English learners.
- Provide a strong foundation in supporting ESL student’s language acquisition.
- Employ best practices within the field of bilingual education to meet the needs of students.

The learning outcomes identified for the proposed graduate certificate are similar to those identified for the M.A. in Curriculum and Instruction, English as a Second Language concentration. The master’s provides more in-depth knowledge of the issues impacting English learners, beyond the knowledge and skills conveyed by the graduate certificate. The proposed graduate certificate will appeal to students who already have a master’s degree or need only the state ESL endorsement, while a master’s would be more appropriate for individuals seeking leadership positions in school districts or considering doctoral studies. Offering both options allows ASU to provide a high-quality program for students currently looking to other institutions (either in-state or out-of-state) to expand their expertise and preparation to teach English learners.

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>).

Evaluation of student achievement of the knowledge, competencies and skills outlined in 4D will be assessed via course projects and assignments.

Major assignments in each of the English as a second language courses require students to apply knowledge and skills from the course and demonstrate fulfillment of the course learning objectives. Course assignments model the practice of assessing English learner proficiency and content area knowledge then selecting appropriate strategies to help English language learners master academic content as well as the English language.

Assignments require students to interact with English language learners, their parents, and other school and district personnel and demonstrate acquisition of both knowledge and skills central to the field. Not all online coursework is conducted on the computer or submitted in written form, but may require students to upload video footage (or a PowerPoint presentation that includes a series of photos with annotations) that demonstrates their use of a particular technique or strategy, conduct case studies to analyze oral and written language samples, explore how schools or institutions promote bilingualism or second language, evaluate ELL test and/or assessment item(s), or conduct another similar activity that requires students to apply relevant theory and practice in their local setting.

The majority of students applying to the program are already working with this population in their existing school, community or family setting. For students needing assistance identifying an individual with whom they can work, instructors and facilitators provide contacts and suggestions, as do other students in the class (students can post requests and suggestions to each other). In addition, the division and the full-time faculty receive requests or opportunities from parents and community organizations and post those in the online classrooms for students who are interested.

In developing the online coursework for the program, the faculty have made it a priority to include requirements for student experiences in practical settings to every degree possible. Students in these graduate courses who

will be teaching English language learners receive substantial school-based experience, and those who are non-teachers (e.g., family members, educators, community workers, social workers, or health care professionals) must identify individual(s), schools or other settings/sites (such as parent support groups, community networks, or local organizations that provide services to English language learners) in which they can apply their knowledge from these courses through practical experiences. Developing these local connections during the program provides a long-term benefit for the students and their community.

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

The Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy is located online: <http://education.asu.edu/uploads/general/Satisfactory-Academic-Progress-Professional-Conduct-Policy-Div-12.pdf>

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).

Students may be concurrently enrolled in the proposed graduate certificate in English as a Second Language and a degree program at ASU. If enrolled in the M.A. in Curriculum and Instruction: English as a Second Language concentration, students may share credit hours from that degree as part of this certificate program. Because of the specific nature of the courses required for the Arizona Department of Education English as a Second Language endorsement, courses other than those listed below may not be used as part of this certificate program.

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) 15
BLE 511	Introduction to Language Minority Education	No	3
BLE 520	ESL for Children	No	3
BLE 522	Literacy/Biliteracy Development	No	3
BLE 529	Language Assessment and Evaluation of ESL/BLE Students	No	3
BLE 561	Parent Involvement in Language Minority Education Programs	No	3
Electives <i>Students choose 1 course (3 credit hours) from the list below</i>			Credit Hours
<i>(Prefix & Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	(Insert Section Sub-total) 3
BLE 535	Sociolinguistic Issues in Bilingual Education	No	3
BLE 537	Language Structure Acquisition	No	3

<u>Culminating Experience (if applicable)</u>	<u>Credit Hours</u> (Insert Section Sub-total)
Total required credit hours	18

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
Margarita Jimenez-Silva	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Associate Professor and Faculty Program Coordinator
Kate Anderson	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Assistant Professor
Rosa Jimenez	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Assistant Professor
Robert Kleinsasser	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Associate Professor
Dawn Lambson	Department of English, College of Letters and Sciences	Clinical Assistant Professor
Irina Okhremtchouk	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Assistant Professor
Pablo Ramirez	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	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 plans of study for students in the proposed program (see course list above in section 4. H.)
- B. Statements of support from all deans and heads of impacted academic units

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

DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE)	
Ida Malian	
SIGNATURE	DATE
	9/9/13

DEAN (PRINT/TYPE)

Mari Koerner	
SIGNATURE 	DATE 9/9/13

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.

GF1112G-89

APPENDIX

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 English as a Second Language (ESL) prepares students to teach English language learners in a variety of settings, including U.S. schools. The program caters to professionals with a wide range of roles, including both new and experienced teachers, administrators, policymakers and community workers. Students will gain strategies for developing ESL skills across reading, writing, and listening, and for involving community and families as partners.

The program teaches educators specific skills for assessing English learner proficiency and content area knowledge, knowledge of various program models, and a stronger foundation in supporting ESL students' language acquisition. Students will leave the program with a historical perspective of English learners in the U.S. and context of past and current policy towards ESL. The coursework in the proposed ESL graduate certificate leads to the ESL endorsement in the State of Arizona.

- 2. Campus(es) where program will be offered: ***
- | | | | |
|-------------------------------------|---------------|--------------------------|-------|
| <input type="checkbox"/> | Downtown | <input type="checkbox"/> | Tempe |
| <input checked="" type="checkbox"/> | Online (only) | <input type="checkbox"/> | West |
| <input type="checkbox"/> | 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

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

Curriculum, Instruction, Education, English as a Second Language, English language learners

4. 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 & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness
- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Engineering & Technology
- Environmental Issues & Physical Sci
- Interdisciplinary Studies

B. Select any additional Areas of Interest that apply to this program from the list below.

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness

- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Engineering & Technology
- Environmental Issues & Physical Science
- Interdisciplinary Studies
- Languages & Cultures
- Law & Justice
- Social Science, Policies & Issues

(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

Obtain letters or memos of support or collaboration. (if applicable)

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

Set-up a Graduate Faculty Roster for new PhD Programs – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to http://graduate.asu.edu/graduate_faculty_initiative.

Establish Satisfactory Academic Progress Policies, Processes and Guidelines – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

Establish a Graduate Student Handbook for the New Degree Program – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.

Mary Lou Fulton Teachers College
Official Proposal Submission

From: Hilary Pierce [<mailto:Hilary.Pierce@asu.edu>]
Sent: Sunday, September 22, 2013 11:13 AM
To: curriculumplanning@asu.edu
Cc: Ann Keith
Subject: Graduate Certificate Proposals Applied Behavioral Analysis and English as a Second Language
Importance: High

Hello

Attached you will find three proposals that we would like to submit for Fall 2014. These proposals have been reviewed by Graduate Education and we have edited from their feedback.

- Graduate Certificate in Applied Behavioral Analysis
- Graduate Certificate in English as a Second Language
- Graduate Certificate in Gifted Education

Please let us know if you have any questions,

Hilary Pierce, Ed.D.

Senior Assistant Dean of Academics

Mary Lou Fulton Teachers College | Arizona State University

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