



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

Name:	Sara Beaudrie	Title:	Associate Professor
Phone number:	4809654100	Email:	sara.beaudrie@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and college/school levels of review, and the college/school(s) has the resources to offer this degree program. I recommend implementation of the proposed certificate program.

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

College/School/Division Dean name: Kenro Kusumi

Signature:

Date:

1/25/2018

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 (two readings), 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.

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.

The certificate program in Spanish Language Pedagogy will be housed in the School of International Letters & Cultures on the Tempe campus. This new certificate helps ASU meet the local, regional, and national need to provide professional development to practicing teachers of Spanish in K12, community colleges, or at the university level. Teachers in Arizona who are interested in continuing their professional development in both Spanish Language Pedagogy and Spanish language proficiency can pursue this certificate. The certificate provides that training by allowing teachers to pursue graduate degree work in Spanish teaching methodologies, second language acquisition, heritage language pedagogy, computer-assisted language teaching, applied linguistics, and the teaching of literature and culture. Heritage language pedagogy provides specialized training in how to teach language to students who are heritage learners. These students grow up in a household or community where a minority language, in this case Spanish, is spoken and they speak and/or understand the language. Due to the type of exposure to the language, their cultural, language, and affective needs are different from second language learners, who learn Spanish in the classroom. In addition, this certificate will benefit current master's and PhD students who want to graduate with extensive academic preparation in the teaching of Spanish. In Arizona, no other university or unit at ASU offers a certificate in Spanish language pedagogy.

Target audience: The primary audience for this certificate is practicing professionals in Spanish language teaching who have an undergraduate or graduate degree and seek to strengthen their educational background and expertise in language acquisition and teaching of Spanish. The certificate will also be marketed to current and incoming graduate students in the Spanish master's and PhD at ASU and will help attract students to ASU who want to improve their teaching performance.

Comparable programs: The proposed certificate does not duplicate existing certificates, degrees or concentrations in the Arizona University System. In other words, no other university in Arizona offers a Spanish Language Pedagogy Certificate. Peer institutions outside of Arizona do not offer this type of certificate with a focus on Spanish Pedagogy.

2. ADMINISTRATION AND RESOURCES

A. Administration

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



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part of a larger interdisciplinary agenda. How will the graduate support staffing needs for this proposed certificate program be met?

The certificate will be administered by the School of International Letters and Cultures (SILC) graduate office, which currently oversees PhD programs in Spanish, International Letters and Cultures, and East Asian Languages and Civilizations (Chinese). This office is staffed by one full-time specialist. The certificate co-directors will work closely with the graduate advisor in 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. Students interested in the certificate make a formal application to the graduate college, which will be reviewed by certificate co-directors.

The certificate co-directors will serve as advisors to students earning the certificate. The Graduate Academic Success Specialist in SILC will handle the administrative aspects of admissions and the co-directors will make admission decisions.

The co-directors will monitor progress toward completion of the certificate requirements, will both sign off on the completion of the requirements. As this certificate will be “transcript recognized”, certificate students will be required to complete an iPOS for the certificate.

The Spanish section has a graduate advisor who can also mentor students through the admission process and during the completion of their studies. Faculty in Spanish can also mentor students to help with student retention.

B. Resource requirements needed to launch and sustain the program

Describe any new resources required for this program’s success such as new staff, new facilities, new library resources, new technology resources, etc. 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.

No additional resources are necessary for this certificate.

SILC already has 3 tenure-track faculty members who can teach required courses for this certificate and 2 lecturers who teach graduate courses. Two of the faculty members specialize in second language acquisition and teaching and heritage language pedagogy. SILC also has four faculty members whose area of expertise is in language pedagogy and second language acquisition who can offer graduate courses that students may elect to take. Some elective courses can be taken in the English Department (see letter of support attached). Due to the focus on linguistics, applied linguistics, and second language acquisition, collaboration will take place with the English department and not with Mary Lou Fulton Teachers College.

C. Projected Enrollment:

How many new students do you anticipate enrolling in this program each year for the next three years?

3-YEAR PROJECTED ANNUAL ENROLLMENT			
Please utilize the following tabular format	1 st Year	2 nd Year (Yr. 1 continuing + new entering)	3 rd Year (Yr. 1 & 2 continuing + new entering)
Number of students in certificate (Headcount)	4	8	12

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

- A. List the knowledge, competencies and skills** students should have attained by graduation from the proposed degree program. (Examples of program Learning Outcomes can be found at <https://uoeee.asu.edu/>. Go to the Assessment accordion dropdown and select Assessment Plan to view sample outcomes.)

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See Appendix II for the Assessment Plan (reviewed and approved by UOEEE)

- B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes listed above. Please list measures and scales for each outcome. (You can find examples of assessment methods at <https://uoeee.asu.edu/>. Go to the Assessment accordion dropdown and select Assessment Plan to view sample measures.)

See Appendix II for the Assessment Plan (reviewed and approved by UOEEE)

4. ACADEMIC REQUIREMENTS

- A. Minimum credit hours required for certificate** (18 credit hour minimum)

18

- B. As applicable, please describe culminating experience if required** (e.g., applied project, portfolio, capstone course, etc.)

Portfolio

Students will put together a portfolio where they will have to include the following materials:

1. Personal teaching philosophy statement
2. Sample curriculum for one semester or one year of studies
3. Sample lesson plan for a short thematic unit (including lesson goals, activities, materials, assessment, and time distribution)
4. Sample activities: Original learning activities that integrate language content, culture and technology
 - a. a sample vocabulary activity
 - b. a sample communicative grammar activity
 - c. a sample cultural activity
 - d. a sample writing activity
 - e. a sample communicative test

The student will work with one certificate faculty and one second reader who will evaluate the project but it is important to note that the individual elements of the portfolio will be completed during coursework and are not additional assignments. .

- C. Please state the satisfactory student academic progress standards and** guidelines (including any time limits for completion). All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit, maintaining continuous enrollment.

Students will need to maintain a 3.0 average in the courses within the certificate to show good academic progress in the program.

- D. 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 12 graduate-level credit hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards



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a future graduate degree at ASU. No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program.)

yes

E. 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.

Note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Required Core Courses for the Certificate			
Prefix and Number	Course Title	New Course?	Credit Hours
SPA596	Second Language Methodologies	Yes	3
<i>Section sub-total:</i>			3
Other Requirements			
(other courses may be used with approval of the certificate co-directors)			
SPA546	Heritage Language Pedagogy	Yes	3
SPA543	Structure of Spanish	No	3
SPA598	ST: Spanish Second Language Acquisition	No	3
<i>Section sub-total:</i>			9
Elective Courses			
(Select two courses for a total of six credit hours)			
Prefix and Number	Course Title	New Course?	Credit Hours
SPA598	ST: Teaching Language through Culture and Literature	Yes	3
SPA598	ST: Spanish Applied Linguistics	No	3
SPA598	ST: Language Program Administration	No	3
ENG557	Computer-Assisted Language Learning	No	3
SPA598	Sociolinguistics	No	3
SPA598	Bilingualism	No	3
LIN524	Curriculum Design & Materials Development	No	3
LIN523	Language Testing & Assessment	No	3
SPA542	Studies in the Spanish in the Southwest	No	3
<i>Section sub-total:</i>			6
Culminating Experience (if applicable)			Credit Hours
<i>E.g. – Capstone course, portfolio, written comprehensive exam or applied project</i>			
Portfolio			0
<i>Section sub-total:</i>			0
Total required credit hours			18



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1. List all required core courses and total credit hours for the core (required courses other than internships, capstone course, etc.).
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

F. Current Faculty: Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Sara Beaudrie	Associate Professor	PhD	Second Language Acquisition, Heritage Language Pedagogy	Certificate Co-director
Álvaro Cerrón-Palomino	Assistant Professor	PhD	Sociolinguistics, Bilingualism	Faculty
Marta Tecedor	Assistant Professor	PhD	Second Language Acquisition, Computer Assisted Language Learning	Certificate Co-director
Bryan Smith	Associate Professor	PhD	Second Language Acquisition, Computer Assisted Language Learning	Faculty
Michael Gradoville	Lecturer	PhD	Spanish Linguistics, Phonology	Faculty
Omar Beas	Lecturer	PhD	Spanish Linguistics, Syntax	Faculty
Andrew Ross	Clinical Associate Professor	PhD	Computer Assisted Language Learning	Faculty

5. COURSES

A. New Courses Required for Proposed Certificate: Provide course prefix, number, title, credit hours and brief description for any new courses required for this certificate program.

SPA546: Heritage Language Pedagogy (3 credits): This course presents an overview to the theories and pedagogical principles most relevant to Heritage Language Education. This course incorporates practical components of classroom observation and lesson and activity planning to prepare future teachers for effective teaching practices with heritage learners.

SPA596: Second Language Methodologies (3 credits): This course provides an overview of current methodologies in Foreign/Second language teaching and learning, including the national standards, *World-readiness standards for learning languages*, and the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). The course will focus on current pedagogical trends and theories in several areas of Spanish acquisition, including grammar and vocabulary, reading, writing, listening and speaking, and intercultural competence.

SPA598: Teaching Language through Culture and Literature (3 credits): This course explores pedagogical principles for teaching language through culture and literature. Literature and culture are presented as fundamental teaching tools to introduce students to the diverse aspects of language learning. This is accomplished by analyzing, from a critical perspective, literary and cultural artifacts (books, movies, songs, TV programs, and so on) that embody the culture of a Hispanic country. Accordingly, language learning is presented



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as a dialogic process in which the learners of a foreign language integrate/adjust their values of the target language.

6. REQUIRED SUPPORTING DOCUMENTS

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

Please include the following with your proposal:

- A. Statements of support from all deans
- B. Impact statements of heads of impacted academic units (programs with similar names/content, utilizing courses, faculty, etc.) – See Appendix III

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APPENDIX I

OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES

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

1. **Proposed name of certificate:** Spanish Language Pedagogy

2. **Marketing description** *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

This certificate allows teachers and graduate students to discover cutting-edge teaching methodologies and second language theories for effective Spanish second language teaching. They will also develop expertise to teach students with diverse linguistic and cultural backgrounds and to utilize modern technologies to enhance student learning.

3. **Provide a brief program description** *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

Through graduate course work, this certificate enables practicing teachers and graduate students to understand the process of Spanish language acquisition and learn cutting-edge teaching methodologies to make sound pedagogical decisions that lead to effective teaching and learning. They gain competence in designing effective and engaging Spanish language lessons for their students and learn to be sensitive to the needs of students with diverse linguistic and cultural backgrounds, such as heritage learners. They will be able to design accurate assessment measurements, writing assignments, and culture-based lessons as well as utilize modern technologies to enhance Spanish language education.

4. **Delivery/Campus Information Options:** On-campus only (ground courses and iCourses)

5. **Campus(es) where program will be offered:**

ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content

Note: Office of the Provost approval is needed for ASU Online campus options.

ASU Online only (all courses online and managed by ASU Online)

All other campus or location options (please select all that apply):

Downtown Phoenix Polytechnic Tempe West Other: _____

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

**Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process*

If the certificate program is ground only, it will only be open to international students who are already enrolled in a degree program at ASU and they must complete the certificate before the degree is awarded. If this certificate is ground only, please indicate this in the additional application information below.

6. **Admission Requirements**

An applicant must fulfill the requirements of both the Graduate College and the College of Liberal Arts and Sciences.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in Spanish, Spanish Literature & Culture, Spanish Linguistics, Applied Linguistics, Second Language Acquisition and Teaching, or related field, from a regionally accredited institution.



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Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

Applicants are required to submit:

1. graduate admission application and application fee
2. official transcripts
3. professional resume
4. proof of English proficiency

Additional Application Information

Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency.

7. Application Review Terms (if applicable session):

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
<input checked="" type="checkbox"/> Fall (regular) <input type="checkbox"/> Session B	(year): 2018 (year):	July 1st October 1st
<input checked="" type="checkbox"/> Spring (regular) <input type="checkbox"/> Session B	(year): 2019 (year):	December 1st February 8th
<input type="checkbox"/> Summer (regular) <input type="checkbox"/> Summer B	(year): (year):	May 14th May 14th
<p><i>Note: Session B is only available for approved online programs.</i></p>		

Program admission deadlines website address: <https://silc.asu.edu/content/graduate-faqs>

8. Curricular Requirements:

Curricular Structure Breakdown for the Academic Catalog:

(To be completed by the Graduate College)

Required Core (3 credit hours)

SPA 596 Second Language Methodologies (3)

Other Requirements (9 credit hours)

SPA 543 Structure of Spanish (3)

SPA 546 Heritage Language Pedagogy (3)

SPA 598 ST: Spanish Second Language Acquisition (3)

Electives (6 credit hours)



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Culminating Experience (0 credit hours)
Portfolio (0)

Additional Curriculum Information

For courses listed as other requirements, alternative courses may be used with approval of the certificate co-directors.

9. Keywords: List all keywords that could be used to search for this certificate. Keywords should be specific to the proposed certificate – limit 10 keywords.

Spanish, pedagogy, language teaching, language learning, second language acquisition, certificate,

10. Area(s) of Interest

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

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

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

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input checked="" type="checkbox"/> Humanities | |

11. Contact and Support Information:

Office Location - Building Code & Room: <i>(Search ASU map)</i>	LL448B
Campus Telephone Number: (may not be an individual's number)	4809652715
Program Email Address: (may not be an individual's email)	apeeples@asu.edu
Program Website Address: (if one is not yet created, use unit website until one can be established)	www.silc.asu.edu
Program Director (Name):	Sara Beaudrie Marta Tecedor



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Program Director (ASURITE):	sbeaudri mtecedor
Program Support Staff (Name):	Avanna Peeples
Program Support Staff (ASURITE):	apeesles
Admissions Contact (Name):	Avanna Peeples
Admissions Contact (ASURITE):	apeesles

12. 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	ASURITE	ADMSN	POS
Avanna Peeples	apeesles	yes	yes



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APPENDIX II

Assessment Plan



Date: 1/11/2018	Program Name: CERT in Spanish Language Pedagogy	Status: UOEEE Provisional Approval
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Comment

Assessment Plan

Outcome 1: Graduates of the Spanish language pedagogy certificate program will be able to recognize and apply current second language acquisition theoretical and pedagogical recommendations in the area of Spanish language teaching and learning.

Measure 1.1 Sample lesson plan in SPA 596 and SPA 546 will demonstrate the application of at least two second language acquisition theories and its resulting pedagogical applications.

Performance Criterion 1.1 90% of students will earn a B or better on the assignment.

Measure 1.2 Discussion board assignments on current theoretical and pedagogical issues in SLA in SPA598: Spanish Second Language Acquisition.

Performance Criterion 1.2 90% of students will earn a B or better on the assignment.

Measure 1.3

Performance Criterion 1.3

Outcome 2: Graduates of the Spanish Language pedagogy certificate program will be able to critically evaluate published evidence from research and practice studies.

Measure 2.1 Research paper in SPA 598 (second language acquisition), whereby students show evidence of a solid understanding of the published research.

Performance Criterion 2.1 90% of students will earn a B or better on the assignment.

Measure 2.2 Discussion board assignments on readings reflecting on the relevance of published research in SPA598 (second language acquisition)

Performance Criterion 2.2 90% of students will earn a B or better on the assignment.

Measure 2.3

Performance Criterion 2.3

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Outcome 3: Graduates of the Spanish Language pedagogy certificate program will be able to create different types of language related activities following current pedagogical recommendations.

Measure 3.1 Sample activities in the portfolio will demonstrate an understanding of research-based pedagogical strategies relevant to second language and/or heritage learners.

Performance Criterion 3.1 90% of students will earn a B or better on the assignment in the portfolio.

Outcome 4: Graduates of the Spanish Language pedagogy certificate program will be able to adapt lessons to accommodate a diverse population of students such as heritage language learners

Measure 4.1 Assignment in SPA546, whereby students show evidence of their ability to build a lesson plan taking into account the affective, linguistic, and cultural needs of heritage learners

Performance Criterion 4.1 90% of students will earn a B or better on the assignment in the portfolio.

Measure 4.2

Performance Criterion 4.2

Measure 4.3

Performance Criterion 4.3

Outcome 5: Graduates of the Spanish Language pedagogy certificate program will be able to verbalize their teaching practices and beliefs about how languages are learnt and taught.

Measure 5.1 Personal teaching philosophy statement in portfolio will demonstrate understanding and application of current pedagogical practices

Performance Criterion 5.1 90% of students will earn a B or better on the assignment.

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Letters of Support**

College of Liberal Arts and Sciences – Official Submission

From: Paul LePore [<mailto:Paul.Lepore@asu.edu>]
Sent: Monday, February 05, 2018 3:43 PM
To: curriculumplanning@asu.edu
Cc: Jenny Smith <jenny.smith@asu.edu>; P.F. Lengel <PFLengel@asu.edu>; Paul LePore <Paul.Lepore@asu.edu>
Subject: Spanish Language Pedagogy Certificate Proposal

Please accept the attached proposal to establish a new graduate certificate in Spanish Language Pedagogy.

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

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New College of Interdisciplinary Arts and Sciences – Support

From: Sara Beaudrie
Sent: Thursday, January 04, 2018 12:09 PM
To: Melanie Saridakis; Kyle Rader
Subject: FW: Impact letter

From: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Date: Thursday, January 4, 2018 at 12:08 PM
To: Sara <Sara.Beaudrie@asu.edu>
Subject: Re: Impact letter

Dear Sara:

I consulted the relevant programs, and there is no concern regarding this request. Good luck with the certificate!

Patty

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046



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Mary Lou Fulton Teachers College – Support



December 15, 2017

Sara M. Beaudrie, Ph.D.
School of International Letters and Cultures
Arizona State University
PO Box 870202
Tempe AZ 85287-0202

Re: SILC Spanish Language Pedagogy Certificate

Dear Dr. Beaudrie:

Per your conversation with Ida Malian, Associate Dean of Academic Affairs at the Mary Lou Fulton Teachers College, regarding your submission of a graduate level Spanish Language Pedagogy Certificate, there does not appear to be any overlap with the Teachers College. We support your request for a Spanish Language Pedagogy Certificate.

Sincerely,

A handwritten signature in cursive script that reads "Carole G. Basile".

Carole G. Basile
Dean



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Department of English – Support

From: Bradley Ryner <Bradley.Ryner@asu.edu>
Date: Tuesday, December 12, 2017 at 10:37 AM
To: Sara <Sara.Beaudrie@asu.edu>
Cc: Krista Ratcliffe <Krista.Ratcliffe@asu.edu>, Karen Adams <KLAdams@asu.edu>, Aya Matsuda <Aya.Matsuda@asu.edu>, Kathleen Lamp <kslamp@asu.edu>
Subject: Re: Impact letter

Dear Dr. Beaudrie,

Thank you for requesting an impact statement from the Department of English on the proposed Spanish Language Pedagogy Certificate. I have consulted with Program Directors of Linguistics and Applied Linguistics (LAL) and Writing, Rhetorics, and Literacies (WRL) in our department. We noticed one apparent error. The attachment to your email lists "ENG 555: CALL" as a course that would count toward the Spanish Language Pedagogy Certificate. This course number is incorrect. The correct course number for Computer-Assisted Language Learning is ENG/APL 557. Assuming that the intention is to have ENG/APL 557 count toward the certificate, we have concluded that the impact of this certificate on English would be minor, but beneficial.

We would likely see increased enrollment in the four English Department courses that could count toward the certificate: LIN 523: Language Testing and Assessment; LIN 524 Curriculum Design and Materials Development; ENG/APL 557: Computer-Assisted Language Learning; ENG 525: Teaching Second Language Writing. Because these are courses that our Department offers as electives, we cannot guarantee their availability in any given semester. However, when they are offered we would value the presence of Spanish Language Pedagogy Certificate students in them.

Sincerely,

Bradley D. Ryner
Associate Professor and



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From: Sara Beaudrie
Sent: Tuesday, December 5, 2017 11:03 AM
To: Krista Ratcliffe
Subject: Impact letter

Dear Dr. Krista Radcliffe-

I am writing to request an impact statement from the English department. We submitted a proposal for a graduate Spanish Language Pedagogy Certificate. This certificate seeks to provide interested teachers or graduate students with training on Spanish second language teaching and learning. The certificate includes the following courses:

- 1-Second Language methods
- 2-Heritage Language pedagogy
- 3-Structure of Spanish
- 4-Second Language Acquisition

5-One elective in Applied Linguistics.

We had already obtained approval to list some courses from English as part of this certificate (see attachment).

If this certificate does not impact your graduate programs negatively, we will need a support letter as requested by the graduate college.

Please let me if you have questions, or concerns. I would really appreciate a response by December, 15 since it needs to be submitted before December 18.

Thank you very much

Sara

Sara M. Beaudrie, Ph.D.
Associate Professor of Spanish Linguistics
SILC Graduate Studies Director
Spanish heritage program coordinator
School of International Letters and Cultures (<https://silc.asu.edu/>)



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October 14, 2016

TO: Young Oh, Director of Graduate Studies, SILC

From: Karen Adams, Director of Graduate Studies, English

The Department of English supports the use of the following English courses to be applied to the new graduate certificate in Spanish Pedagogy.

LIN 523	Testing & Assessment
LING524	Curriculum design & material development
ENG555	CALL
ENG525	Teaching L2 writing

Thank you

(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. Please see the academic strategic plan website at: <https://provost.asu.edu/curriculum-development>.

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.

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
- if the program will have an online delivery option support will be required from the Provost's office and ASU Online. *(Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this 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 program. Below are items that Graduate College strongly recommends that academic units establish after the program is approved for implementation.

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.