

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2015

SUBJECT: **Post-degree Certificate in English as an Additional Language Education**

DECISION REQUESTED:

*It is recommended:
That Council approve the Post-degree Certificate in
English as an Additional Language Education, effective
September 2016.*

PURPOSE:

The post-degree certificate in English as an Additional Language (EAL) Education is being developed to address a gap in teacher education in the province of Saskatchewan. There is currently no certificate available for teachers working with EAL learners in the K-12 context, and educators must search for alternate forms of training. This certificate program will provide K-12 teachers with specialized knowledge about EAL, which will improve decision-making about necessary EAL support in the province's school and thus facilitate classroom learning.

This proposed 10-course post-degree certificate in English as an Additional Language Education will meet the requirements of the Saskatchewan Professional Teachers' Regulatory Board for Additional Qualifications Certificate (AQC).

Under Council's classification of certificates, this certificate is a certificate of proficiency comprised of degree-level courses and therefore requiring council approval.

CONTEXT AND BACKGROUND:

Since 2008, Saskatchewan's population has experienced significant growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 15,000 students in K-12 are receiving EAL support during the 2015-16 school year.

In past years, the practice of creating segregated "ESL programs" in schools resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty making transitions to mainstream

English classrooms. In terms of classroom readiness, ESL programs prepared students for conversational language, but fell short of building the academic language required for comprehension of text-dense reading material, particularly in the upper grades.

With the rise in EAL learners in the K-12 system, teachers have been seeking specialized education through existing programs, such as CERTESL. (CERTESL is the acronym for Certificate in Teaching English as a Second Language, and the goal of the CERTESL program is to provide education and certification for instructors working with older learners and adults.) This certificate program does not address EAL in a provincial curricular context. In 2011, the College of Education hired a full-time faculty member in Curriculum Studies who could provide EAL and second-language methodology courses at the undergraduate and Masters' level; however, the CERTESL program is still in demand by working teachers because of its distance-delivery format, which allows accessibility from all parts of the province.

The target population for this certificate program is teachers working in Saskatchewan school divisions. The College of Education's community partners have indicated a need for more teacher education in the area of EAL. Candidates for this certificate program will require a Bachelor of Education degree, a valid Professional "A" teaching certificate, and at least one full year of teaching experience. The anticipated enrollment for the program is 20 students in the first year, with increased enrolments in subsequent years.

There are five objectives for the Post-Degree Certificate in EAL Education. Students will be provided with:

- A foundational understanding of the purpose, process, and approaches to learning second or additional languages;
- Instructional approaches to support elementary and high school EAL learners, with a specific focus on transitions from communicative to academic language related to the school curriculum;
- Approaches to assessment that are culturally and linguistically appropriate for K-12 EAL learners, as well as those transitioning out of high school;
- An analytical look at first language learning, the stages of learning an additional language, and first language delays and challenges that may impact EAL learners;
- Educational practices that support cross-cultural learning and cultural diversity in the classroom.

All required courses in the Post-Degree Certificate for EAL Education are delivered online, with the exception of the language course. Some electives are already available online, and a redesign of other elective courses will result in more online options by September 2017.

IMPLICATIONS:

For instructional support, the College will support the certificate with our current EAL Education assistant professor, ECUR TESL distance instructors, and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, linguistics, and cross-cultural studies. The Distance Education Unit (DEU) will continue to provide a full range of distance course delivery and development services to support this program.

The College of Education will provide classroom space as required and the DEU will continue to be housed in the R.J. Williams building.

The College anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

CONSULTATION:

Consultation occurred with the Ministry of Education as well as with community partners such as the Saskatoon Public School Division, the Greater Saskatoon Catholic School Board, and the Prairie Spirit School Division to ascertain the demand for the program. These meetings indicated that there is a great demand for EAL education for teachers. The concept of an ACQ for EAL Education was presented to the Ministry of Education and has been accepted.

A notice of intent was provided to the Planning and Priorities Committee of Council on October 28, 2015 and was presented to the Academic Programs Committee on November 25, 2015. APC found this to be a thorough and important proposal.

SUMMARY:

The overall goal of the Post-Degree Certificate in EAL Education is to increase the number of teachers who have the knowledge and expertise required to work with English language learners at all grade levels so that these students can successfully meet credit requirements and graduate from Saskatchewan K-12 schools.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at its December 2015 meeting.

ATTACHMENTS:

1. Proposal – Post-degree Certificate in English as an Additional Language Education.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Post-Degree Certificate in English as an Additional Language

Field(s) of Specialization: Curriculum Studies

Level(s) of Concentration: Undergraduate Level

Option(s): None

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Jay Wilson, 306-966-7617;
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Proposed date of implementation: September 2016

Proposal Document

1. Academic justification

Addressing a Gap in Teacher Education

Specialized education and certification in the area of EAL will address a gap in teacher education within our province. Currently, this type of certification for teachers working with EAL learners in K-12 contexts is not available through the College of Education at the U of S or the Faculty of Education at the U of R. Educators must search for alternate forms of certification, such as:

- the Certificate in Teaching ESL (CERTESL) regular program and extended program offered through the former Centre for Continuing and Distance Education;
- Masters' level programs that focus on second language acquisition, sociolinguistic topics, and related pedagogical issues; or,

- out-of-province certification in TESL, which is aimed primarily at ESL instruction for adults in Canada or EFL instruction in non-Canadian contexts.

The lack of EAL certification for K-12 educators has impacted the ability of school divisions to hire teacher specialists to work in schools with high numbers of EAL learners. Educational administrators are actively seeking teacher candidates with in-depth knowledge of EAL to inform decision-making, planning, instruction, and assessment practices with students who are linguistically and culturally diverse.

A common belief is that EAL support is only required by students who are newcomers to Canada (e.g., immigrants, refugees, fee-paying international students). This is not the case. Many EAL learners are Canadian-born students who live in homes and communities where languages other than English are used (e.g., Hutterian, First Nations and Metis, Francophone students). Teachers with specialized knowledge about EAL are able to use their knowledge for decision-making about the type of EAL support that will meet student needs and bring about successful classroom learning. They can also determine how best to report progress and share information with EAL learners and their families.

The proposed 10-course Post-Degree Certificate in English as an Additional Language will meet the requirements of the Saskatchewan Professional Teachers' Regulatory Board (SPTRB) for an Additional Qualifications Certificate (AQC), thus enabling graduates to gain the necessary credentials for one step up on the provincial K-12 teachers' salary grid.

Demographic Changes in Classrooms and Schools

Since 2008, Saskatchewan's population has experienced significant growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 15,000 students in K-12 are receiving EAL support during the 2015-16 school year. Teachers are faced with larger classes as well as pressures that include the provision of English language support, differentiated instruction, settlement support, and attention to cultural diversity.

In past years, the practice of creating segregated "ESL programs" in schools resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty making transitions to mainstream English classrooms. They were often the targets of racial discrimination due to first language accents, physical appearance, and cultural differences. In terms of classroom readiness, ESL programs prepared students for conversational language, but fell short of building the academic language required for comprehension of text-dense reading material, particularly in the upper grades.

Transitions to inclusive education in Saskatchewan have taken place over the past three decades. All students with diverse needs, including students who are learning English, are

integrated into age and grade appropriate classrooms. Classroom teachers are tasked with providing language support to EAL learners within the context of regular classroom instruction. The College of Education has a responsibility to address this new reality through a specialized program of study for EAL.

Alternate Choices

Due to the rapid rise in the number of EAL learners in schools, K-12 teachers sought out specialized education through the “CERTESL” program mentioned earlier in this proposal. “CERTESL” is the acronym for *Certificate in Teaching English as a Second Language*. The goal of the CERTESL program is to provide education and certification for instructors of English working with older learners or adults. The program also provided a path for K-12 educators to gain specialized skills, albeit not specific to EAL in the provincial curricular context. In the past five years, a shift in CERTESL enrolments has taken place, with 49 percent, or 347 of 710 CERTESL students being from the K-12 sector. CERTESL instructors have accommodated classroom teachers by allowing some flexibility with course topics and field experiences.

The College of Education took an important step forward in 2011 by hiring a full-time faculty member in Curriculum Studies who could provide EAL and second language methodology courses at the undergraduate and Masters’ level. The course offerings have been well-received by a select group of international students and local educators. However, there is a continuing demand for certification through the CERTESL program due to a distance delivery format that allows accessibility from all parts of the province and flexibility with course schedules for students with full-time employment.

Saskatchewan educators have also sought out-of-province certification through the online Second Language Certificate program offered by the University of Calgary, “SIOP” training from USA-based consultants (“Sheltered Instruction Observation Protocol” methodology), and workshops offered at national and international TESL conferences. While valuable and informative, these professional learning opportunities fall short of providing knowledge and expertise tailored to the Saskatchewan context. The most current research and best practices for planning, instruction and assessment are most effective when explicit connections are made between EAL learners and the school curriculum in our province.

Target Population

In 2008, the number of EAL learners in Saskatchewan schools was identified as less than one percent, with the majority of these learners being tuition-paying international students attending high schools in Saskatoon and Regina. Since 2008, the number of EAL learners in K-12 schools has grown to nine percent. Currently, 24 of 28 school divisions in Saskatchewan have EAL learners in all grades, with varying levels of English language ability. Teachers face the greatest challenges with refugee learners, who have no formal schooling (or interrupted schooling), have

experienced physical or psychological trauma, are displaced from their former homes, and require specialized counselling to prepare them for learning.

The College of Education's community partners, specifically its partner school divisions Saskatoon Public Schools, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division, have requested more teacher education in the area of EAL. These three school divisions provide instruction to 33% of the province's total EAL student population. The STF special subject council *SK-TEAL*, the *Saskatchewan Teachers of English as an Additional Language*, also supports the introduction of an EAL AQC in one or both of the teacher education colleges in Saskatchewan.

School Division Needs

School divisions have been very supportive of professional staff who want to register in EAL courses and pursue certification. Some divisions have provided bursaries, conference funding, and release time for courses and workshops. However, options for EAL education and certification continue to be very limited. Administrators in school divisions with high numbers of EAL learners have indicated that they need to place one teacher with EAL certification in each elementary school and three to five educators with EAL certification at each high school. This would allow for co-teaching (to meet language learning needs and subject-specific needs), teacher mentoring, tutorials, and one-to-one support for classroom teachers. Such placements are currently not possible due to the lack of certified EAL specialists.

Administrators are most concerned with the lack of specialized support to high school EAL learners who have a compressed time frame to learn English and to gain 24 credits for graduation. Teacher specialists with a high level of expertise in the area of EAL can provide the kind of intensive language support that will make a real difference and enable older EAL learners 16 to 22 years of age to complete high school.

The Post-Degree Certificate in EAL at the College of Education will include courses that specifically highlight the language learning patterns of indigenous learners, who may also be adding English to one or more aboriginal languages or dialects. School divisions with First Nations and Metis learners will experience the positive effects of specialized EAL knowledge that includes support for indigenous learners.

2. Admissions

Candidates for the Post-Degree Certificate in EAL must be post-degree Education students with a Bachelor of Education Degree, a valid Professional "A" Teaching Certificate and one full year of teaching experience.

Applicable courses that have been taken and successfully completed within a five year window prior to the start of the AQC will be honoured.

Courses that have been completed for the student's Bachelor of Education degree or any other degree program and are listed on the student's transcript cannot be counted toward an AQC, as per regulations of the Saskatchewan Professional Teachers' Regulator Board (SPTRB).

CERTESL Courses

If a student has completed the regular CERTESL program and wishes to pursue the current Post-Degree Certificate in EAL, three courses from CERTESL (ECUR 291.3, ECUR 391.3 and ECUR 393.3) will be recognized for transfer to the certificate program; the remaining seven courses must be taken to complete the Post-Degree Certificate in EAL.

If a student has completed the CERTESL Integrated Program and has already received Ministry of Education AQC recognition for the Integrated Program, the student will not be able to pursue the Post-Degree Certificate in EAL.

3. Description of the program

The overall goal of the Post-Degree Certificate in EAL is to increase the number of teachers who have the knowledge and expertise required to work with English language learners at all grade levels so that these students can successfully meet credit requirements and graduate from Saskatchewan schools.

Objectives

The objectives of the EAL AQC program are to provide students with:

- A foundational understanding of the purpose, process and approaches to learning second or additional languages;
- Instructional approaches to support elementary and high school EAL learners, with a specific focus on transitions from communicative to academic language related to the school curriculum;
- Approaches to assessment that are culturally and linguistically appropriate for K-12 EAL learners, as well as those transitioning out of high school;
- An analytical look at first language learning, the stages of learning an additional language, and first language delays and challenges that may impact EAL learners;
- Educational practices that support cross-cultural learning and cultural diversity in the classroom.

All required courses in the AQC are delivered online, with the exception of the language course*. Some electives are already available online and a redesign of other elective courses will result in more online options by September 2017.

**If a language course is available online, the credit will be accepted. However, for the purposes of this AQC, it is preferred that students experience learning an additional language in a classroom setting.*

Certificate Requirements

Required Courses – 24 credit units

ECUR 291.3 – Introduction to Teaching of English as Second Language

Prepares elementary, secondary and community college teachers to teach English as a second language to non-English speaking children and adults. Students will have an opportunity to study and examine: background; socio-cultural considerations; theoretical considerations about language learning comparison of L1 and L2; analysis of the structure of English; issues and problems inherent in the acquisition of second language; and introduction to specific instructional techniques for teaching a second language.

ECUR 391.3 – Theory of Second Language Learning and Methods of Skills Development

The second of a 3-course sequence designed to prepare elementary, secondary, and community college teachers to teach English as a second language to non-English speaking children and adults. Includes second language learning theories, the psychology of second language learning, ESL Materials, analysis of written language, materials of teaching, and oral language in the ESL program and the evaluation of oral language.

ECUR 393.3 – Advanced Methods in Teaching English as Second Language

This course encourages teachers to critically examine the many approaches and methods of teaching second languages through a solid understanding of the principles behind each approach. Topics include development of materials; techniques used in the various methods; and assessment, development, and evaluation of language skills in the ESL classroom. Teachers are encouraged to develop a personal, eclectic approach that responds to their learners' needs.

ECUR 415.3 – Current Issues in English as an Additional Language

This course examines the social, political and pedagogical issues pertaining to English as an additional language and other second/foreign language education, primarily from a sociolinguistic perspective. Emphasis is placed on how to prepare teachers to better address linguistic and cultural diversity that actually exists in the classrooms.

ECUR 491.3 – Language and Content: Instructional Approaches for EAL Learners

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

ECUR 492.3 – Approaches to Assessment with EAL Learners

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

ECUR 493.3 – Individual Project: English as an Additional Language

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

Individual Language Learning Experience – 3 credit units

Students are required to take one university level class in a language other than English. Any recognized language course offered for credit at the University of Saskatchewan or another Canadian university will be acceptable, including credit courses in indigenous languages. Through the process of being a language learner, students will gain practical insights into the daily experiences and needs of students who are learning English as an additional language. Comparisons between the forms, functions and structure of English and other languages will allow for reflection and analysis of strategies that can support EAL learners in the classroom.

Arabic	ARBC 114.3; ARBC 117.3
Chinese	CHIN 114.3; CHIN 117.3; CHIN 202.3; CHIN 204.3; CHIN 214.3; CHIN 216.3; CHIN 217.3; CHIN 218.3
Cree	CREE 101.6; CREE 110.3; CREE 120.6
French	FREN 103.3; FREN 106.3; FREN 122.3; FREN 125.3; FREN 128.3; FREN 212.3; FREN 218.3
German	GERM 114.3; GERM 117.3; GERM 202.3; GERM 204.3; GERM 214.3; GERM 217.3; GERM 272.6; GERM 273.6; GERM 274.6; GERM 275.6; GERM 314.3; GERM 317.3
Greek	GRK 112.3; GRK 113.3; GRK 202.3; GRK 203.3
Hebrew	HEB 114.3; HEB 117.3
Hindi	HNDI 114.3; HNDS 117.3
Japanese	JPNS 114.3; JPNS 117.3; JPNS 214.3; JPNS 217.3
Latin	LATN 112.3; LATN 113.3; LATN 202.3; LATN 203.3; LATN 400.3
Russian	RUSS 114.3; RUSS 117.3
Sanskrit	SNSK 114.3; SNSK 117.3
Spanish	SPAN 114.3; SPAN 117.3; SPAN 202.3; SPAN 204.3; SPAN 214.3; SPAN 217.3; SPAN 275.3; SPAN 314.3; SPAN 317.3; SPAN 325.3
Ukrainian	UKR 114.3; UKR 117.3; UKR 214.3; UKR 217.3; UKR 314.3; UKR 317.3

Elective Courses* – 6 credit units

**6 credit units of elective courses will be chosen by the student in consultation with the Program Advisor.*

- **ECUR 475.3** – Study of Language for Secondary Teachers
- **EIND 380.3** Incorporating Cultural Arts of Indian Metis and Inuit People into School Programs
- **EPSE 510.3** – Supporting Students with Language and Communication Needs in the Classroom
- **ECUR XXX.3 (formerly TESL 33)** – Grammar and Phonology – This course is currently awaiting redevelopment.
- **ECUR XXX.3 (formerly TESL 34 and EIND 375)** – Teaching English Skill Development for Aboriginal Learners – This course is currently awaiting redevelopment.
- **LING 110.3** – Introduction to English Grammar
- **LING 111.3** – Structure of Language
- **LING 244.3** - Sociolinguistics
- **LING 248.3** Second Language Acquisition Theory
- **LING 251.3** – Intercultural Communication
- **LING 252.3** - Languages and Cultures of Canada
- **LING 342.3** – Aboriginal Languages of Canada

Students may select a course that is not listed above if approved by the Department Head of Curriculum Studies.

AQC Requirements - Saskatchewan Professional Teachers' Regulatory Board (SPTRB)

If a required course has been taken as part of the B.Ed. program or any other degree program, students may select an additional language class or elective course from the lists provided.

A non-standard university schedule will be developed to accommodate educators who are employed in various parts of the province.

Upon completion of the ten courses in the AQC and notification of approval from the Saskatchewan Professional Teachers Regulatory Board (SPTRB), successful students will be presented with their certificates at the university's fall or spring convocation ceremony.

Success of this program will be measured by an increase in the number of educators in Saskatchewan schools with formal certification as EAL specialists through the SPTRB. It will also be measured by an increase in the number of high school graduates with an EAL background who can go on to achieve career and post-secondary goals.

4. Consultation

There is no duplication with other programs offered by the College of Education. This certificate is unique in that it fills an educational gap for EAL certification that will meet the needs of K-12 educators in all parts of the province. The AQC will be well-received by the College's community partners, school division administrators, and educators.

The concept of the EAL AQC was presented to the former Teacher Education Certification Committee (TECC) in March 2014 by Ministry of Education personnel. The TECC Board was comprised of representatives from the ministry (Educator Services Branch), the two universities and school divisions. The TECC Board was supportive of the concept and this resulted in a favourable dialogue between Ministry of Education officials and the Department of Curriculum Studies at the U of S to move the AQC forward within the College of Education. Letters of support attached to this proposal indicate that school divisions and educators would like greater levels of professional support and increased knowledge in this area.

Preliminary meetings took place to discuss development of the EAL AQC with representatives of the *Department of Curriculum Studies*, the *Department of Psychology and Special Education*, *CERTESL program personnel*, and *Ministry of Education representatives*. These meetings affirmed that no programs would be deleted as a result of the introduction of this new certificate program. The Masters' courses for EAL can continue to be supported within the College of Education. The existing six-course CERTESL program (recently transferred to the College of Education) will continue to be offered as a certificate program to train ESL instructors of adult English learners. The Department of Curriculum Studies will ensure that the CERTESL program and EAL AQC are complementary, not competitive, by including CERTESL courses within the EAL AQC, where appropriate. The EAL AQC will have a positive effect on CERTESL program renewal with the movement toward full online delivery.

Consultations have taken place with the *Department of Linguistics and Religious Studies* in the College of Arts and Science, with a view to include several linguistics courses as electives within the AQC. These courses provide teachers with professional options for enrichment in the area of linguistics, sociolinguistics, and intercultural communication. Communication was also established with professors in the *Department of Languages, Literatures and Cultural Studies* to enable inclusion of a 3-credit unit language requirement into the AQC proposal.

Finally, consultations have taken place between the College of Education, Ministry of Education and EAL specialists and administrators from three school divisions: *Saskatoon Public Schools*, *Greater Saskatoon Catholic Schools*, and *Prairie Spirit School Division*. During the June 2015 meeting (agenda attached to this proposal), Ministry of Education representatives shared provincial EAL data to illustrate rising numbers, while school division representatives spoke about current classroom realities and the shortage of trained professionals to work with EAL learners. Parallels were drawn between the benefits that have been achieved through Special Education certification and the benefits that could be realized with certification for EAL. As with Special Education certification, ten courses for the EAL AQC will result in one step up to Class

Five on the Saskatchewan Teachers' Federation salary grid for teachers with a Bachelor of Education degree.

Two professional education councils, the *Saskatchewan Teachers of English as a Subsequent Language (TESL-SK)* and the *Saskatchewan Teachers of English as an Additional Language (SK-TEAL)*, a Special Subject Council of the STF, were informed of the possibility of an AQC as early as December 2012. An article appearing in the 2012-13 Winter Issue of the TESL SK Newsletter (attached to this proposal) outlined the initial stages of consultation with the College of Education and Centre for Continuing and Distance Education. The professional membership of TESL SK and SK-TEAL firmly support the establishment of an EAL AQC at the College of Education (letter attached).

Faculty of Education, University of Regina

Currently, the Faculty of Education at the University of Regina offers a Masters' Certificate in TESOL (Teachers of English to Speakers of Other Languages). The certificate is designed to improve professional qualification for in-service teachers and candidates with a background in education, language studies, linguistics or a related field. Certification through an AQC is not available. There are no immediate plans for the creation of an EAL AQC at the University of Regina.

Across Canada

The University of Calgary continues to offer a certificate program for TESL that has been popular with Saskatchewan educators due to its accessibility through online delivery. The *Teaching English as a Second Language Certificate (Level 1)* offers fundamental information about teaching students and adults who are English language learners. *Level 2* goes beyond the fundamentals to more in-depth study about the process of learning English as a Second Language. Level 2 also offers a practicum course for observation and supervised instruction.

Other major universities across Canada offer TESL (Teachers of English as a Second Language) certificate programs, undergraduate and graduate programs that focus on ESL education and certification linked to TESL Canada Standards. The standards ensure that instructors are aware of the Canadian Language Benchmarks (CLB) scale designed for adult learners of English. Achieving certain language levels on the CLB scale are required by speakers of other languages who are seeking employment or career goals in Canada. The CLB is not designed for use with students in schools.

Although TESL programs at universities may weave in topics that are relevant to K-12 education, these programs are not designed to meet the educational needs of the elementary and secondary student population. Therefore, a gap exists across Canada for preparation of EAL teacher specialists for school settings. The College of Education is being innovative and responsive to its community partners by proposing the creation of an EAL AQC.

5. Budget

For the ten proposed courses in the EAL AQC, standard Education undergraduate student tuition (TC02) will be applied.

For instructional support, the College will support the certificate with our current EAL assistant professor, ECUR TESL distance instructors, and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, linguistics, and cross-cultural studies. The College will arrange sessional lecturers, as required, for courses specifically linked to classroom-based EAL instruction and assessment needs. The College will engage school division partners in courses requiring classroom observation and field experiences to add a practical dimension to this specialized education program. No courses within the college are being eliminated or adversely affected by this Post-Degree Certificate. The CERTESL program will continue to address training needs for Canadian adult ESL and overseas EFL (adult and youth) contexts. Access through online delivery facilitates enrolment from all locations at a reasonable cost.

The Distance Education (DE) Unit (formerly part of the Centre for Continuing and Distance Education, and the administrative home of the CERTESL Program) will continue to provide a full range of distance course delivery and development services, essential given the primarily distance-delivered mode of the program. In terms of delivery, this entails the services of course instructors currently attached to the CERTESL program; academic coordination and advising currently vested within the CERTESL program (with a shift to the College anticipated in the future); administration of instructor contracts; maintenance and administration of student records and, with oversight from the College of Education, continued provision of academic coordination and advising services until the Post-Degree Certificate becomes established within the college. In terms of development, this means the provision of Subject Matter Experts, Instructional Design expertise and Copyright Clearance services for all distance-delivered courses. The program will also benefit from the ability of the DE Unit to provide assistance in promoting the program to regional colleges and other potential off-campus delivery sites and contractual arrangements with such sites.

The College of Education will provide classroom space as required. Administration of the CERTESL program in the DE Unit of the University will remain in the R.J.D. Williams Building location in the interim, and distance delivery services will continue to reside at this location. Both buildings will be utilized to the fullest extent. Field experiences will take place in school locations as designated by partner school divisions.

In terms of IT support, the initial courses are anticipated to be offered online through the Blackboard Learning Management System. The DE Unit will continue to provide full support for Blackboard-based course delivery and orientation of instructors and students to the system and will extend this support to match the needs of the Post-Degree Certificate.

The College will take advantage of expertise and funding offered by the Gwenna Moss Centre with a view to making an application to the University's Curriculum Innovation Fund.

The Department anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

Anticipated Enrolment

Given the needs and numbers in both rural and urban areas and historic enrolment trends in CERTESL, the college believes that the Post-Degree Certificate in EAL will have a minimum of 20 enrolments in the first year and increasing enrolments in subsequent years. The potential for enrolment can be seen through student registration in the CERTESL program and in programs offered by the University of Calgary. Online delivery will enable students with full-time employment to access course material in the evening, on weekends or during the summer months. The college expects interprovincial enrolments once the program is well-established. There is a shortage of EAL certification programs for school-based educators across Canada.

Program Start Date

The College of Education plans to offer the program beginning in September 2016. Given that some CERTESL courses are suitable for inclusion in the Post-Degree Certificate and available in an online format, the start date will be possible. During the coming year, other courses offered by the college will be reviewed or developed for the certificate program to ensure that all ten courses are in place by September 2017.

College Statement

The College of Education firmly supports and recommends approval of this proposal. The proposal aligns with the College Plan for 'Innovation in Academic Programs and Services'.

- The Post-Degree Certificate in EAL is an example of an innovative step to improving professional expertise for the new reality within Saskatchewan schools. The college has a responsibility to provide educators with professional expertise that is aimed at support for students who are linguistically and culturally diverse. Whether learners are newcomers to Saskatchewan or local students with EAL needs, teacher specialists must be able to select from a range of evidence-based instructional and assessment practices for EAL learners that are aligned to the curriculum.

This proposal aligns with College of Education Priority #5 which supports continued development and delivery of high quality community-based undergraduate and graduate programs.

- This certificate program addresses a provincial need that has been articulated by school division partners, post-graduate students, ministry personnel, and professors within the College of Education. There is a significant gap in educational expertise for EAL needs in the K-12 context. Teachers with EAL expertise are needed in all parts of the province for intensive language support, instructional support, and selection of culturally-appropriate assessment strategies.

To develop a high quality certificate program aligned with K-12 education in Saskatchewan, the College of Education created a strategic alliance with the Ministry of Education. A Letter of Understanding (attached to this proposal) between the ministry and college appoints an EAL expert advisor from the Ministry of Education to work directly with college personnel for development of the AQC. The ministry advisor plays a key role in creating linkages with school divisions and education partners, thereby ensuring that courses selected for the EAL AQC target the professional needs of educators in provincial schools.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form

Required for all new courses:

- Course proposal forms
- OR Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
 - Courses offered through the CERTESL program have resources readily available in the library. These resources will provide adequate support to the EAL AQC.
- Physical Resource Requirements form
- Budget Consultation form (attached).

Budget Consultation Form

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).
 - *There are 5 course instructors within the Distance Education Unit currently supporting ECUR 291,391, and 393. One faculty member is in ECUR. The Department of Curriculum Studies anticipates hiring 4-5 sessional instructors to deliver this certificate.*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?
 - *None*

- c. How are the teaching assignments of each unit and instructor affected by this proposal?
- *The certificate is part of regular ATD for one EAL full time faculty member. Within ECUR 291, 391 and 393 two streams are being developed: PreK-12 and adult learners. All required courses will be delivered online and the majority of elective courses will also be available at a distance.*
- d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms, laboratory/clinical or other instructional space requirements).
- *Courses are online. Please refer to Appendix A.*
- e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.
- *DE Unit is supporting the re-design and development of courses.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.
- *There are options to access courses from other Colleges within the elective portion, but they are not mandatory. There are Education electives that are also accessible.*
- g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?
- *Students can access the usual financial support and there are no scholarships specific to this certificate. The Post-Degree Certificate is designed for practicing teachers who will have access to professional development funds.*
- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).
- *Standard tuition, College of Education (TC02)*
- i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)
- *Please see Appendix A.*
- j. What is the enrolment target for the program?
- *40*
- How many years to reach this target?
- *2*
- What is the minimum enrolment, below which the program ceases to be feasible?
- *15*
- What is the maximum enrolment, given the limitations of the resources allocated to the program?

- 40

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives?

- \$59,884

What portion of this expected revenue can be thought of as incremental (or new) revenue?

- \$59,884

l. At what enrolment number will this program be independently sustainable?

- 20

If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

- *The college is able to sustain the program with tuition, given the scalable online delivery mode and the ability to hire sessional instructors.*

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as:

1. total cost of resources needed to deliver the program: Indirect Expenses: \$3,678.00 Direct Expenses: \$45,250.00
2. existing resources (including in-kind and tagged as such) applied against the total cost: *30 days of support from the Ministry of Education; an EAL Advisor has been provided at no cost to the College of Education*
3. a listing of those resource costs that will require additional funding (including new in-kind support) *.25 CUPE support \$14,069 & ASPA Instructor maximum \$70,000. See Appendix A*

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program.

- *Appendix A*

Summary of TABBS Model Inputs

NEW ACTIVITY

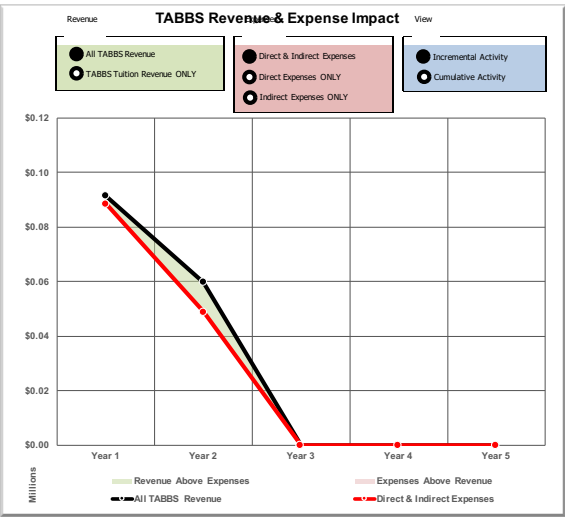
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	Undergrad - Domestic	20N	20C + 20N	20C + 20N	20C + 20N	20C + 20N
	Undergrad - International					
	Grad - Domestic					
	Grad - International					
Faculty & Staff	ASPA	25,000.00	70,000.00	70,000.00	70,000.00	70,000.00
	Casual	.25FTE	.25FTE	.25FTE	.25FTE	.25FTE
	CUPE Local 1975					
	Exempt					
Occupancy	Faculty Association					
	Sessional					
	Instructional Lab					
	Research Lab					
Research Activity	Academic Office					
	Administrative Office					
	Tri Agency					
	Non-Tri Agency					
Non-salary costs	Operational Supplies					
	Travel	\$ -	\$ 250	\$ 250	\$ 250	\$ 250
	Rent/Renovations					
	Other					

Notes & Assumptions

N = new students, C = continuing students
30 cu program to be completed over 2 years; 24 cu in the College of Education and 6 cu in other college
Of the 24 cu in the College of Education, 21 cu are on-line and 3cu are blended (combination of on-line and face to face)
Year 1 = 15cu in College of Education; Year 2 = 9cu in College of Education + 6 cu in other college
Projections based on undergraduate domestic students at standard category 2 tuition level
Projecting a consistent intake of 20 students per year
Instructors are paid under ASPA based on the number of students in the class (\$192 per student per class)
Administrative support projected at .25 FTE of a CUPE phase 4 position
In year 2 of the program there will be some travel costs related to the 3cu blended course
No additional occupancy costs required. Classes can fit into existing classroom space
It is anticipated we will be at full capacity in year 2 with an intake of 20 new students per year

INCREMENTAL Summary of TABBS SAT Projections

	Current TABBS Model Figures	Change from Base to Year 1	Change from Year 1 to Year 2	Change from Year 2 to Year 3	Change from Year 3 to Year 4	Change from Year 4 to Year 5
Operating Grant						
Instruction	11,625,212	39,315	23,579			
Research	2,657,793					
Targeted Funding	0					
Directed Funding	(1,023,079)					
Enroll						
Undergraduate - Enrolment	1,222,804	13,025	12,859			
Undergraduate - Instruction	2,863,039	39,076	23,446			
Graduate - Enrolment	491,987					
Graduate - Instruction	249,123					
Graduate - Supervision	498,733					
Total Revenues *	16,585,312	91,416	59,884	0	0	0
Allocated Expenses						
Research Support	216,290					
General Student Support	4,768,403	41,008	(19)			
Graduate Support	742,403	(53)	(3)			
Faculty/Staff Support	633,961	5,427	(2)			
General Occupancy	477,409					
Utilities	169,508					
Leases	166,196					
Caretaking	0					
Health Sciences	0					
General Support	1,272,888	3,190	3,702			
Total Indirect Expenses	8,449,378	45,672	3,679	0	0	0
TABBS Model Surplus/(Deficit)	16,135,934	41,844	56,206	0	0	0
Direct Operating Expenses						
ASPA		25,000	45,000			
Casual						
CUPE Local 1975		14,069	0			
Exempt						
Faculty Association						
Seasonal						
Operational Supplies						
Travel						
Rent / Renovations			250			
Other						
Total Direct Expenses	39,069	45,250	0	0	0	0
Net Projected Surplus/(Deficit)	16,135,934	2,775	16,356	0	0	0
Notes:						
Cost assumptions						
No incremental change in revenue or expenses after year 2 when we will be at full capacity						





UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

Dean

28 Campus Drive Saskatoon SK S7N 0X1 Canada

Phone: (306) 966-5253 Fx : (306) 966-7644

September 16, 2015

Dear Colleagues,

It is with pleasure that I write this letter in support of the Additional Qualifications Certificate for English as an Additional Language (EAL) being proposed by the Department of Curriculum Studies. I know that this certificate will fill a growing need for specialized training among classroom teachers who are working with growing numbers of linguistically and culturally diverse students.

The College of Education is aware of the demographic shift that has taken place in classrooms and schools since 2008. Increased immigration to Saskatchewan has resulted in an influx of newcomer students with English language needs. In addition, we have a significant population of local students who require EAL support. The provincial government has responded with more funding and professional support to school divisions. However, the provision of teacher training and certification in the area of EAL is the responsibility of the College of Education.

School division administrators are actively seeking to hire teachers with EAL training to meet current needs. Due to the existing gap in training in Saskatchewan, teachers have searched out other options, including certification outside the province. The College of Education is committed to filling this gap through this AQC. We are very pleased that the Ministry of Education is supportive of EAL certification. Through a partnership agreement, the ministry has provided an EAL advisor to facilitate development of a certificate program that aligns with PreK-12 education in school divisions.

I'm very pleased to provide my support to this proposal. I know that the provision of specialized training for teachers working with a growing population of English language learners in schools will be well-received in the province.

Sincerely,

Michelle Prytula
Dean, College of Education
University of Saskatchewan



Government
— of —
Saskatchewan

Ministry of Education
5th Floor, 2220 College Ave.
Regina, Canada S4P 4V9

October 21, 2015

Dr. Michelle Prytula
Dean, College of Education
28 Campus Drive
University of Saskatchewan
SASKATOON SK S7N 0X1

Dear Dr. Prytula:

The Ministry of Education is pleased that the College of Education is moving forward with development of an Additional Qualifications Certificate (AQC) for English as an Additional Language (EAL). This is a worthwhile initiative that will serve to enhance PreK-12 teacher education across the province.

The availability of certified EAL specialists can make a tremendous difference in the classroom, within a school and at the division level. Knowledgeable EAL specialists can assist with planning and decision-making for language support at various grade levels. They can also work with professional learning communities, foster mentorships, participate in classroom co-teaching and provide guidance for resource selection to meet EAL needs.

The population of Saskatchewan continues to grow due to the economy, immigration and an expanding labour force. Newcomers arrive with young families and, as a result, so have EAL needs. At this time, over eight per cent of the total student population receives support for EAL. From all indications, this percentage will continue to increase. An AQC through the College of Education is warranted and timely, because it will better prepare teachers to support diverse learners in the classroom.

Our ministry supports a certificate program for EAL at the College of Education and we look forward to the introduction of the AQC in the near future.

Sincerely,

J. Greg Miller
Associate Deputy Minister

October 28, 2015

To: Academic Programs Committee of Council

The Department of Curriculum Studies in the College of Education is proposing the development and implementation of an Post-Degree Certificate in English as an Additional Language (EAL).

The AQC is conceptualized as a 30 cu certificate that will address the growing demand for specialized EAL training among K-12 educators. The number of newcomer arrivals to Saskatchewan each year added to the number of local students with EAL needs has increased classroom diversity. Teachers feel unprepared for the demands of diversity in the classroom, as stated in *Understanding and Exploration of Teacher Time and Workload Intensification – Final Report of the Joint Committee*. The report, a collaborative project between the Ministry of Education, the Saskatchewan Teachers' Federation and the Saskatchewan School Boards Association, was a clear indicator of the need for more specialized training in the area of EAL.

The vision for the certificate is that, with few additional resources, the Department of Curriculum Studies can offer an entry point into a certificate program for EAL. This specialized training certificate will have a dual benefit of building greater capacity for EAL support to meet future growth. Numbers have increased significantly since 2008, when the province's EAL population in schools was less than one percent. Currently, 14,000 students from K-12 require EAL support (Data Source: Ministry of Education), which is more than eight percent of the total student population. As a result of this rapid growth, we have gap in teacher training in the province.

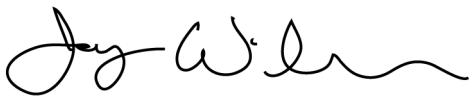
The implementation of the program will not only contribute to increased professional skills among educators and administrators, but will also lead to enhanced understanding of our increasingly diverse student population. Teachers will benefit from courses aimed at evidence-based practices for working with multicultural and multilingual learners. Administrators would, ideally, like to place one EAL specialist in every school, but this is not possible due to the current shortage of trained EAL personnel.

This post-degree certificate will focus on five broad areas of EAL training: foundations of second/additional language learning, instructional strategies for EAL learners, assessment and EAL, learning challenges and EAL learners, and support for multicultural classrooms. In keeping with the provincial definition of EAL learners as "newcomers from other parts of the world or local speakers of other languages", the certificate program will offer opportunities to incorporate intercultural competencies and the linguistic needs of First Nations, Metis and Inuit learners.

The progress of this initiative can be measured by educator satisfaction with teacher training to meet current EAL needs in school divisions. When students receive timely and targeted support for English language needs from trained specialists, they will experience success with the curriculum and graduate.

The Department of Curriculum Studies is well-positioned to offer programming to students who are employed full-time through flexible time-tabling using blended and online learning technologies, face-to face evening, weekend and summer course schedules. It is envisioned that all courses for the EAL AQC can be completed within a two-year time frame.

Thank you for considering this proposal.

A handwritten signature in black ink, appearing to read "Jay Wilson", with a stylized, flowing script.

Dr. Jay Wilson

Department Head and Graduate Chair

Department of Curriculum Studies

College of Education

University of Saskatchewan

LETTER OF UNDERSTANDING

This Letter of Understanding between the College of Education, University of Saskatchewan and the Ministry of Education reflects the understandings and actions to be undertaken by the parties to the Agreement during the terms of the contract with respect to:

English as an Additional Language – Additional Qualifications Certificate

The parties agree that certification for English as an Additional Language (EAL) will enable Saskatchewan teachers to gain professional expertise and knowledge to support a growing population of linguistically and culturally diverse learners in Saskatchewan schools. The availability of certification for EAL through an Additional Qualifications Certificate (AQC) will increase the number of educators who are trained to meet the educational needs of students who speak other languages and are learning English at school. Educators will be more adept at using language learning strategies, instructional approaches and assessment practices that combine language and content learning so that students can achieve grade level outcomes.

An EAL AQC will increase the provincial selection pool of EAL specialists. Provincial school divisions, including the College of Education's partners; Prairie Spirit, Saskatoon Public and Greater Saskatoon Catholic School Divisions administrators have struggled historically to find educators with EAL qualifications. The lack of qualified teachers with certification in the province has resulted in a very small pool of educators with EAL training for the PreK-12 sector. Given the growing numbers of EAL learners in schools and expected arrival of more newcomers as a result of the provincial immigration strategy, educators with EAL training are needed in all 28 school divisions.

To that end, the parties agree:

- to work collaboratively to create an EAL program which will fulfill an AQC; within the Department of Curriculum Studies, College of Education, University of Saskatchewan;
- to develop a mutually agreed upon work plan of timelines and tasks that align with institutional deadlines;
- to divide tasks accordingly between an EAL advisor provided by the Ministry of Education and various College of Education faculty and staff;
- that the EAL advisor will assist with the development of the Notice of Intent, Formal Proposal, and will determine the sequencing of the 10 courses and with the development of course creation forms associated with each;
- that the College of Education will provide academic support to the EAL advisor and will facilitate all University of Saskatchewan processes associated with the development of the EAL Certificate and will ensure the facilitation of this Certificate, upon approval;
- that the College of Education will retain all intellectual property created as a result of this collaboration; and,
- that total of 30 (thirty) days of ministry support (through the EAL advisor) will be utilized to complete the above tasks; between September 1, 2015 and January 31, 2016.

The parties further agree to target September 1, 2016 for introduction of the EAL AQC at the U of S.

This Letter of Understanding takes effect on the 11th day of August, 2015.



Signed: Saskatchewan Ministry of Education



Signed: College of Education, University of
Saskatchewan



Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7
Tel: (306) 683.8200 Fax: (306) 657.3900
saskatoonpublicschools.ca
Barry MacDougall, Director of Education

October 15, 2015

Department of Curriculum Studies

28 Campus Drive, Rm 3020
Saskatoon SK S7N 0X1

Dear Dr. Wilson,

Thank you for your letter dated October 5th, 2015 highlighting the development of a 10 course certificate in the area of English as an Additional Language. We are fully in support of this initiative and are very pleased to hear that this certificate may be available to classroom teachers as early as fall, 2016.

On behalf of our school division I wish to commend you for identifying the need for more teacher education in the area of EAL. This 10 course certificate will support classroom teachers in meeting the diversity of needs in classrooms across the province.

Sincerely,

Donnalee Weinmaster
Superintendent of Education
Saskatoon Public Schools
Saskatoon, SK

Copy to: Barry MacDougall
Director of Education, Saskatoon Public Schools



Box 809 • 121 Klassen St. E.
Warman SK CAN • S0K 4S0
Phone: 306-683-2800
Fax: 306-934-8221
www.spiritsd.ca

October 21, 2015

University of Saskatchewan
Department of Curriculum Studies
College of Education
28 Campus Drive, Room 3020
Saskatoon, SK S7N 0X1

ATTENTION: Dr. Jay Wilson
Head and Graduate Chair

Dear Dr. Wilson:

Thank you for your letter explaining the recent University of Saskatchewan program initiative to provide English as an Additional Language (EAL) certification for teachers.

Prairie Spirit has, along with many other school divisions in the province, experienced a growth in the number of EAL students enrolling in our schools. Specific classes to teach English as an Additional Language would provide teachers with the skills, knowledge and practical application of developmental language understandings to meet the growing and diverse needs of our immigrant students and families.

On behalf of Prairie Spirit School Division, I applaud and endorse the EAL certification initiative.

Sincerely,

John Kuzbik
Director of Education

JK/nm

October 6, 2015

To Dr. Jay Wilson:

It has come to our attention that the University of Saskatchewan is considering offering a Certificate in the area of English as an Additional Language. This course would support many of our teachers in meeting the changing needs of our students. The 10-course certificate would provide classroom, and English as an Additional Language teachers, a broad set of skills and competencies in the area of EAL.

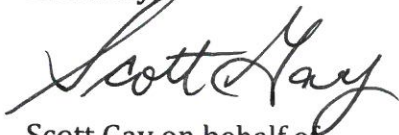
Our understanding is that the certificate will combine offerings from the Departments of Curriculum Studies and Linguistics and from the existing Certificate of Teaching English as a Second Language (CERTESL). The fact that teachers who complete the certificate would also be eligible for a class increase under the Additional Qualifications Certification (AQC) provision is seen as a positive incentive for our staff.

As a school division, Greater Saskatoon Catholic Schools is a strong supporter of such a course offering for our present and future staff members. Our school division is proudly home to more than 1 800 English Language Learners. The certificate would support our teachers in being responsive to the needs of the students as they work within our classrooms and schools. As more of our staff receive specialized training, it is anticipated that we will also see improved outcomes for our students.

If you have any questions or need clarification please feel free to contact Greg Chatlain, Director of Education or Scott Gay, Superintendent of Education.

Thanks

Sincerely,



Scott Gay on behalf of
Mr. Greg Chatlain
Director of Education
Greater Saskatoon Catholic Schools
gchatlain@gscs.sk.ca

Dr. Jay Wilson
Head and Graduate Chair
Department of Curriculum Studies
College of Education
University of Saskatchewan

October 27, 2015

Dear Jay,

I am writing this letter to show my support for the development of a Certificate in the area of English as an Additional Language at the University of Saskatchewan. The executive of Saskatchewan Teachers of English as an Additional Language (SK TEAL) believes strongly that our beginning and experienced teachers will benefit from this additional training in the area of EAL. Our world is changing and Canada is currently welcoming many new immigrants and refugees from many different countries. This will have a huge impact on our schools. Today's classrooms are diverse and teachers face the challenges and experience the joys of teaching children from around the globe. Having specialized instruction to meet the needs of our English language learners would be an extremely useful skill set. Our teachers need to be prepared and the professional learning that they would gain from this certificate would prove invaluable. SK TEAL strongly supports the development of a certificate in EAL.

Sincerely,

Gisele Carlson

President, SK TEAL
Instructional Consultant
Regina Public Schools
Regina, SK
gisele.carlson@rbe.sk.ca

Winter 2012-13

TESL Saskatchewan

Box 21107
Saskatoon, SK S7H 5N9
teslsask@gmail.com

Find us on the Web:
<http://www.teslsask.com/>



Follow our blog discussion
"What inspires you or
keeps you going as a
teacher?" at
www.teslsask.com/blog/

Training Standards Considered for K-12 EAL Teachers Submitted by Shannon Storey

The Ministry of Education is in the early stages of considering the establishment of clear standards of training for K-12 teachers assigned responsibility for EAL assessment, resource teaching, specialized classroom teaching and program planning.

Although the Ministry is still some distance away from establishing a specific guideline for teachers with explicit EAL responsibilities, staff responsible for EAL are considering a standard similar to that established in 2002 for Special Education teachers. The Special Education qualifications guidelines prescribe a minimum of six courses (18 credit units) of training in the field, with a teacher being approved by the Educator Services branch of the Ministry on the basis of a review of the precise Special Education courses the candidate has completed. Completers of recognized Master's or Additional Qualification Certificates in the Special Education field do not have to go through the individual review process in order to be recognized as Special Education specialists.

Standards for K-12 EAL specialists have been slow to emerge, in part because the province does not yet have nearly enough appropriately trained EAL teachers to meet the quickly growing need. TESL Saskatchewan and SKTEAL members can hope that the Ministry's move towards a provincial standard will increase the speed at which teachers begin to earn TEAL credentials, in the same way that the establishment of Special Education standards has contributed to a significant increase in the availability of well-qualified Special Education teachers. Appropriate TESL courses are already available on campus at the University of Regina, which offers two undergraduate courses and five Master's-level courses in TEAL, and at a distance from the University of Saskatchewan, which offers a six-course Certificate program that ladders into its 10-course Additional Qualification Certificate in TEAL. A menu of on-campus TEAL courses at the 400 and 800 levels is also in development at the University of Saskatchewan.

Fundamentals for Success (F4S), U of R ESL Program by Deborah Hulston, Academic Coordinator

The University of Regina ESL program has expanded its offerings to meet the needs of students who can only attend our program part-time in the evenings, or who want to fast track their academic success by studying in the evenings during our regular semester, or intensively during the day between our regular semesters. The group of courses is called Fundamentals for Success, and currently includes Fundamentals for IELTS Success, Fundamentals for Writing Success, Fundamentals for Communicative Success, and Fundamentals for Literacy Success.

We are looking to expand these classes, and are always open to suggestions. If you or someone you know is in need of part-time study in Regina, feel free to send them to us! Our trained, experienced, and TESL Saskatchewan or TESL Canada accredited instructors are here to help students meet their language learning goals!

Meeting to Review Course Selection for the Proposed EAL AQC

Date: 3:15 pm – 4:45 p.m., October 6th, 2015

Location: Saskatoon Public School Division Office, Room 1806

Invited Representatives:

SPSD: Shauna Tilbury, Laurie Anderson, Donnalee Weinmaster

GSCS: Scott Gay, Wendy Hyshka

Prairie Spirit SD: Karen Campbell

College of Education: Dr. Jay Wilson, Dr. Hyunjung Shin

CERTESL Program: Shannon Storey

SK TEAL Representative: Shauna Jurgenson

Greetings,

The EAL AQC initiative is moving forward at a rapid pace. At the end of October, the College of Education will be submitting its EAL AQC proposal to the university's Planning and Priorities Committee for approval. This means that we need to prepare a list of courses for the 30 credit units within the AQC. Your input will be very valuable to our decision-making process as we identify essential courses for EAL certification.

A SWIS (Settlement Workers in Schools) Advisory is scheduled for Oct. 6th immediately before the meeting time I've selected. Some of you will already be at SPSP for the SWIS meeting in Room 1806. Rather than choosing yet another meeting date, time and location, I am hoping that it will be possible for you to stay a little longer for the EAL AQC meeting. I have my fingers crossed that others on the invitation list will be able to join us at 3:15 p.m. on October 6th.

If there is someone else from your school division or from the university who should attend the meeting, please feel free to share this invitation.

Regards,

Nadia Prokopchuk

EAL Advisor to the College of Education

EAL & Languages, Ministry of Education

EAL ADDITIONAL QUALIFICATIONS CERTIFICATE (AQC) – PRELIMINARY CONSULTATION WITH EDUCATION PARTNERS

Date: June 18, 2015, 1:00 – 2:00 p.m.

Location: Rm. 3041, College of Education, U of S Campus

Attending: College of Education – **Michelle Prytula**, College Dean; **Jay Wilson**, Department Head, Curriculum Studies
Greater Saskatoon Catholic Schools – **Scott Gay**, Assistant Superintendent;
Wendy Hyshka, EAL Consultant
Prairie Spirit School Division – **Trish Reeve**, Coordinator of Learning
Saskatoon Public School Division – **Shauna Tilbury**, EAL Coordinator; Laurie **Anderson**, EAL Lead Assessor, Newcomer Student Centre.
Ministry of Education – **Nadia Prokopchuk**, Senior Program Manager, EAL & Languages

Discussion Items

1. Introductory Comments – Michelle
2. Ministry Background to the AQC Initiative – Nadia
3. Demographics - Nadia
4. What are the Needs? - School Division perspectives ; College perspective - Jay
5. What's in an AQC? – Outline of Possibilities (Chart); Current Course Descriptors
6. Open Dialogue
7. Next Steps

Thank you very much for attending this consultation meeting. Your input is very valuable to the process of creating an EAL AQC at the U of S.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 491.3

2.2 Title of course: Language and Content: Instructional Approaches for EAL Learners

2.3 Total Hours: Seminar (39 hrs.)

2.4 Weekly Hours: Independent Studies – Seminar (3 hrs.) Online

2.5 Term in which it will be offered: T1 or T2

2.6 Prerequisite: ECUR 291.3, ECUR 391.3

2.7 Calendar description:

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

2.8 Any additional notes

3. Rationale for introducing this course.

Newcomer EAL learners arrive in Saskatchewan classrooms at any age and any time of the school year. They represent diverse languages, cultures, backgrounds and circumstances. Local learners may also be linguistically and culturally diverse. In order to provide effective instruction and support to all English language learners, classroom teachers must be prepared to adjust or adapt instruction in a way that is meaningful to EAL learners and gradually increases their level of English proficiency. This course will give teachers a repository of instructional approaches to support EAL learners as they learn English, and learn in English, in PreK-12 classrooms.

4. Learning Objectives for this course.

- Examine ways to create inclusive environments for linguistically and culturally diverse learners in K-12 schools.

- Explore literacy development for dual language learners in the early years and primary grades.
- Investigate vocabulary building strategies that transition learners toward academic language for subject area needs.
- Consolidate knowledge about instructional strategies and adaptations aligned to proficiency levels.
- Investigate approaches to instructional planning that combine language outcomes with subject area outcomes.
- Identify the EAL needs of specific target populations, including indigenous learners, refugee learners or students with learning challenges.

5. Impact of this course.

The programs of other departments or Colleges are not affected by this course. The course is new and is specifically targeted at the instructional needs of K-12 learners of English as an Additional Language.

As part of the course, students will have opportunities for classroom observation and reflective journaling. This process allows students to consolidate knowledge gained through course modules with practical insights from the classroom. Students will be able to reflect on their learning, expand their repertoire of instructional strategies and increase their ability to understand which strategies are most appropriate for specific ages, grades and language backgrounds.

6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

Is this course to be required by your majors, or by majors in another program? No, this course will be required for the Post-Degree Certificate in English as an Additional Language. It may also be taken as an elective by M. Ed. candidates in the Department of Curriculum Studies, College of Education.

7. Course outline.

Modules	Readings	Weekly Schedule
Introductory Module (1 week)	See course content in Blackboard for information on Textbook Readings and links to online material	Week 1
Module 1 (1 week) Creating Inclusive Environments	Week 2 – Chumak-Horbatsch, R. (2012). <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Chapter 2 Coelho, E. (2004). <i>Adding English. A guide to teaching in multilingual classrooms</i> . Chapter 2	Week 2 Assignment: School profile: Will newcomers feel welcomed?
Module 2 (1 week) EAL Learners in the Early Years	Week 3 – Baker, C. (2011). Chapter 5. The early development of bilingualism. <i>Foundations of bilingualism and bilingual education</i> . Chumak-Horbatsch, R. (2012). Chapter 3 Saskatchewan Ministry of Education. (2015). Module 8: Emerging literacy development and EAL learners.	Week 3 Assignment Due
Module 3 (3 weeks)	Week 4 – Baker, C. (2011). Chapter 8. Beck, I. L., McKeown, M.G., & Kucan, L. (2002). <i>Bringing words to life:</i>	Week 4, 5, 6 Observation and journal entries

Vocabulary-building for academic success	<p><i>Robust vocabulary instruction</i>. New York: Guilford. Chapter 2.</p> <p>Hart, B., & Risley, T. (2003). The early catastrophe. The 30 million word gap by age 3. <i>American Educator: Spring</i>.</p> <p>Biemiller, A. (2001) Teaching vocabulary: Early, direct and sequential. <i>American Educator, Spring 2001</i>.</p> <p>Week 5 – Coelho, E. (2007). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. Ontario Ministry of Education</p> <p>Cummins, J. (n/d). BICS and CALP. Online source.</p> <p>Roessingh, H. & Elgie, S. (2009). Early language and literacy development among young English language learners. <i>TESL Canada Journal</i>, 26(2), Spring</p> <p>Week 6 – Coelho E. (2012). Chapter 10. Vocabulary instruction in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters</p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i></p>	Week 6 Assignment Midterm – Individual Inquiry Project
<p>Module 4 (2 weeks)</p> <p>Instructional Strategies for Language Progress</p>	<p>Week 7 – Coelho E. (2012). Chapter 8</p> <p>Gibbons, P. (2002). <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>. Chapter 6</p> <p>Week 8 – Coelho, E., (2012). Chapter 9</p> <p>Roessingh, H. (2011). Family Treasures: A dual-language book project for negotiating language, literacy, culture and identity. <i>Canadian Modern Language Review</i>.</p>	<p>Week 7, 8</p> <p>Week 7 Midterm Project Due</p> <p>Observation, journal entries</p>
<p>Module 5 (2 weeks)</p> <p>Approaches to Learning Language Through Content</p>	<p>Week 9 – Coelho. (2004). Chapter 12</p> <p>Cummins, J. & Early, E. (2015). <i>Big ideas for expanding minds. Teaching English language learners across the curriculum</i>. Chapter 3</p> <p>Gibbons, P. (2002). Chapter 7</p> <p>Week 10 – Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in High School. <i>TESL Canada Journal</i></p> <p>Guest Speaker(s) Overview of Two Approaches: Sheltered Instruction Observation Protocol (SIOP) and Content and language integrated learning (CLIL)</p>	<p>Week 9, 10</p> <p>Observation, journal entries</p> <p>Week 10 Reflective Journal Due</p>
<p>Module 6 (2 weeks)</p> <p>EAL and Specific Target Populations</p>	<p>Week 11 – Guest Speaker(s) TBA: Indigenous languages and EAL needs; Hutterian learners</p> <p>Babae, N. (2011). Language challenges of aboriginal students in Canadian public schools.</p> <p>Week 12 – Helmer, S., & Eddy, C. (2012). <i>Look at me when I talk to you</i>. Chapter 6</p> <p>Manitoba Education. (2012). <i>Life after war: Manitoba resource on refugee learners</i>.</p>	Week 11,12

	Robertson, K. (n/d). <i>How to address special education needs in the ELL classroom.</i>	
Final Exam		Week 13 Final Exam

8. Enrolment. Expected enrollment: 20

From which colleges? Course candidate will be teachers with a B. Ed. Degree and at least one year of teaching experience. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education.

9. Student evaluation.

Assignment	Marks
School Profile	5%
Midterm Individual Inquiry Project	25%
Reflective Journal	25%
Final Exam	45%
Total	100%

10. Required text:
Required texts and readings are listed in the course outline.

11. Resources:
Access to a PreK-12 classroom with EAL learners (1 hour x 6 observation sessions).

Proposed Instructor: TBD

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, a sessional instructor will be hired.

Are sufficient library or other research resources available for this course? Yes.

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 492.3

2.2 Title of course: Approaches to Assessment with EAL Learners

2.3 Total Hours: Seminar (39 hrs.)

2.4 Weekly Hours: Independent Studies – Seminar (3 hrs.) Online

2.5 Term in which it will be offered: T1 or T2 Intersession and Summer Session (as necessary for program)

2.6 Prerequisite: ECUR 291.3, ECUR 391.3

2.7 Calendar description:

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

2.8 Any additional notes

3. Rationale for introducing this course.

Classroom assessment practices and large-scale assessments used in North American schools are generally designed for English-speaking students. Research indicates that, in past years, use of English language assessment tools has resulted in inaccurate profiling of the academic capabilities of linguistically and culturally diverse students, resulting in an overrepresentation of EAL learners in special education categories. There is a need to examine the design, selection, and administration of assessments in schools and classrooms, so that assessment processes can more accurately reflect the academic abilities of EAL learners and support their learning goals. First language literacy, prior schooling, cultural background, former location and lived experiences are a few of the factors that impact assessment results.

4. Learning Objectives for this course.

- Demonstrate an understanding of assessment and evaluation, achievement of curriculum outcomes, and the addition of language outcomes for EAL learners.
- Compare the developmental stages of learning a first language with the process of learning an additional language.
- Examine major reference scales, their origins, target audience, and benchmarks of language progress.
- Examine approaches to assessing EAL learners in Saskatchewan: Initial Assessment Toolkit; Early Years Evaluation (EYE); Common Framework of Reference (CFR).
- Explore approaches to reporting EAL learner progress to students, parents and stakeholders.
- Investigate vulnerability factors that impact language progress for specific EAL populations, including indigenous, Hutterian, or refugee learners, and those with specific learning challenges.
- Examine the purpose of large scale assessments and their use with linguistically and culturally diverse learners.
- Identify English language forms, functions, code-based skills and meaning-based skills that require explicit instruction and assessment with EAL learners.

5. Impact of this course.

The programs of other departments or Colleges are not affected by this course. The course is new and is specifically targeted at assessment of EAL learners in the classroom and school context. Given the current focus on provincial reading targets and the use of evidence-based practices for classroom learning, this course is timely and meets the ministry's education priorities as well as school division needs.

6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

Course(s) for which this course will be a prerequisite? None

Is this course to be required by your majors, or by majors in another program? No, this course will be required for the Post-Degree Certificate in English as an Additional Language. It may also be taken as an elective by M. Ed. candidates in the Department of Curriculum Studies, College of Education.

7. Course outline.

Topics	Readings	Assignments
Week 1 Introduction to course	See course content in Blackboard for information on Textbook Readings and links to online material	
Week 2 Understanding Assessment and Evaluation through an EAL lens	Saskatchewan Ministry of Education. (2011). <i>Assessing, evaluating and reporting student progress. Supporting English language arts.</i> Coelho, E. (2004). <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. Chapter 13	Assignment: Oral Presentation (varied presentation dates)
Week 3 First Language(s) and the addition of English	Freeman, D. & Freeman, Y. (2011). <i>Between worlds: Access to second language acquisition.</i> Chapter 6. Coelho, E. (2012). <i>Language and learning in multilingual classrooms: A practical approach.</i> Chapter 4	Week 3
Week 4 Examining	Council of Ministers of Education in Canada. (2012). <i>Working with the Common European Framework of Reference (CEFR) for Languages in</i>	Weeks 4

Language Reference Scales	<p><i>the Canadian context. Guide for policy-makers and curriculum designers.</i></p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012: Listening, Speaking, Reading, and Writing.</p> <p>Canadian Language Benchmarks (CLB) – Guest presenter from CERTESL</p> <p>International English Language Testing System (IELTS) – guest presenter from SK Polytechnic</p>	Assignment: Language Scale Comparison
<p>Week 5 SK Context: Initial Assessment</p> <p>Week 6 SK Context: Use of the EYE For PreK, K</p> <p>Week 7 SK Context: Use of the CFR in Gr. 1-12</p>	<p>Ontario Ministry of Education. (2012). STEP Initial Assessment.</p> <p>Presentation: Saskatchewan Ministry of Education: Initial Assessment Toolkit. Guest speakers ministry and/or school division assessor</p> <p>Guest presenter: School division (EYE) administrator or assessor.</p> <p>Saskatchewan Ministry of Education. (2013). <i>The Early Years Evaluation for Children Learning English as an Additional Language.</i></p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL).</i></p> <p>Related documents: CFR Writing/Reading companion documents</p>	<p>Week 5, 6, 7</p> <p>Week 7</p> <p>Midterm Assignment: Interview</p>
<p>Week 8</p> <p>Reporting to students, parents, and stakeholders</p>	<p>Law, B. & Eckes, M. (2007). <i>Assessment and ESL. An alternative approach.</i> 2nd Edition. Chapter 6</p> <p>Law, B. & Eckes, M. (2007). Chapter 9</p>	<p>Week 8</p> <p>Begin work on Final Project.</p>
<p>Week 9 Vulnerable Learners: EAL Indigenous learners</p> <p>Week 10 Vulnerable Learners: EAL plus Learning Challenges</p>	<p>Epstein, R. (2009). <i>The languages we speak: Aboriginal learners and English as an additional language. A literature review of promising approaches and practices.</i></p> <p>Law, B. & Eckes, M. (2007). Chapter 4</p> <p>Fernandez, N., Inserra, A. (2013). Disproportionate classification of ESL students in U.S. Special Education. TESL Electronic Journal.</p>	<p>Week 9, 10</p> <p>Week 10 Assignment: Referral Checklist</p>
<p>Week 11</p> <p>Assessing English: Forms, functions, code-based, meaning-based skills</p>	<p>Lesaux, N. & Marietta, S. (2012). <i>Making Assessment Matter. Using Test Results to Differentiate Reading Instruction.</i> Chapter 2</p> <p>Coelho, E. (2004). Chapter 3</p> <p>Coelho, E. (2004). Chapter 4</p>	Week 11
<p>Week 12</p> <p>Large Scale Assessments and EAL Learners</p>	<p>Law, B. & Eckes, M. (2007). Chapter 2</p> <p>Presentations on two large-scale assessments: Fountas and Pinnell (F & P) // Diagnostic Reading Assessment (DRA)</p>	Week 12
<p>Week 13</p> <p>Final Project</p>		<p>Week 13</p> <p>Final Project</p>

8. Enrolment. Expected enrollment: 20

From which colleges? Course candidate will be teachers with a B. Ed. Degree and at least one year of teaching experience. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education.

9. Student evaluation.

Assignment	Marks
Oral Presentation	5%
Language Scale Comparison	10%
Midterm Interview	20%
Referral Checklist	20%
Final Project	45%
Total	100%

10. Required text:
Required texts and readings are listed in the course outline.

11. Resources:

Proposed Instructor: TBD

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, a sessional instructor will be hired.

Are sufficient library or other research resources available for this course? Yes.

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:
2. Information required for the Catalogue
 - 2.1 Label & Number of course: ECUR 493.3
 - 2.2 Title of course: Individual Project: English as an Additional Language
 - 2.3 Total Hours: Seminar (39 hrs) Online
 - 2.4 Weekly Hours: Independent Studies – Seminar (3 hrs) online
 - 2.5 Term in which it will be offered: T1, T2, Intersession and Summer Session (as necessary for program)
 - 2.6 Prerequisites: ECUR 291.3, ECUR 391.3 ECUR 393.3, ECUR 491.3, ECUR 492.3
 - 2.7 Calendar description:

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

- 2.8 Any additional notes
3. **Rationale for introducing this course**

As reflective practitioners working on an individual project that is of personal interest, students will have the opportunity to direct their own learning and gain in-depth knowledge about an EAL topic that is particularly relevant to their own professional practice. The course will use inquiry-based learning techniques to support teacher reflection. This is a required course for completion of the Post-Degree Certificate in English as an Additional Language. It is also required as one of two course options for completion of the CERTESL program.

4. **Learning Objectives for this course**

By completing the course, students will:

- direct their own learning on a topic of professional interest or relevance related to EAL;
- conduct a literature review on the selected topic;
- demonstrate applicability of current research to the classroom context;
- reflect on ways to incorporate the learning into their own professional practice;

- prepare to deliver a presentation on the topic to staff or colleagues; and,
- demonstrate specialized knowledge by presenting the topic to a class cohort.

The intent of the individual project is to personalize the learning experience so that students gain in-depth knowledge about an area of study related to EAL that will be an asset to classroom planning, instruction or assessment of English language learners in K-12 and adult learning contexts. As Saskatchewan schools are open to students until they reach the age of 22, extended knowledge about English language support programs for various age groups is beneficial for transitions within and beyond schooling to post-secondary or career goals.

5. **Impact of this course**

Students will have opportunities to grow in their understanding of an area of specific interest, while integrating content and experiences from their own teaching practice into the selected project. This course allows for an introspective look at ways to provide meaningful, effective support to students who are learning English and learning in English in the context of K-12 schooling or in adult learning settings.

6. **Other courses or program affected** (please list course titles as well as numbers).

The programs of other departments or Colleges are not affected by this course. The course presents an opportunity to strengthen professional support to both K-12 educators and CERTESL candidates working in diverse educational settings. No courses will be deleted.

Is this course to be required by your majors, or by majors in another program?

This course will be required for the Post-Degree Certificate in English as an Additional Language. It will also be available as an elective for M. Ed candidates in the Department of Curriculum Studies, College of Education. The course is one of two required courses for CERTESL program completion at the U of S.

7. **Course outline and schedule** - The course has four major phases to be completed in 13 weeks.

Phase		Readings	Schedule and Assignment Due Dates
	Getting Started	See course content in Blackboard for information on Textbook Readings and links to online material Perdue Online Writing Lab (OWL) https://owl.english.purdue.edu/ Conducting a Literature Review http://www.waikato.ac.nz/library/study/guides/literature_review	Week 1 <ul style="list-style-type: none"> • Getting Started Introductory Module. • Information to be posted in Blackboard. • An <i>Individual Project Content Outline</i> will be posted in Blackboard.
1	Development of the Individual Project Proposal	Communities of Practice (CoP) http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/ OWL – APA Style https://owl.english.purdue.edu/owl/resourc	Week 2 <ul style="list-style-type: none"> • CoP cohort groups established; • Literature review guidelines and topics are discussed Week 3 <ul style="list-style-type: none"> • Present Draft Individual Project Proposals to

		e/560/01/	CoP cohort group <ul style="list-style-type: none"> • <u>CoP Feedback on proposals</u>
2	Development of Individual Project Proposal and Literature Review	http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx	Week 4 <ul style="list-style-type: none"> • Refine Individual Project Proposal • Conduct Literature Review Week 5 <ul style="list-style-type: none"> • Individual Project Proposal and abbreviated Literature Review
3	Preparation and Presentation of the Staff Development Module		Weeks 6, 7, 8, 9 <ul style="list-style-type: none"> • Preparation of Staff Development Module • Continued work on Individual Project Weeks 10, 11 <ul style="list-style-type: none"> • Presentation of Staff Development Modules • <u>CoP Discussion</u>
4	Submission of the Final Product for Evaluation	<p>Final Product</p> <p>The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice.</p> <p>The Staff Development Module is a presentation package that is ready to be shared with staff or colleagues at a professional learning workshop or event.</p>	<p><u>Week 12: Final Product Due</u></p> <p>Submission of the Individual Project Staff Development Module posted on Blackboard.</p> <p>Week 13</p> <p><u>CoP: Shared PL Activity</u></p>

8. **Enrolment:** Expected enrollment is 20.

From which colleges? College of Education and CERTESL Program.

Students from other education colleges or faculties may enroll in coming years due to online delivery and accessibility.

9. **Evaluation:** Grading Scheme

Assignment	Marks
Individual Project Proposal and Literature Review	20%
Presentation of the Staff Development Module	30%
Final Product (Parts 1 and 2)	45%
CoP Discussion	5%
Total	100%

10. **Required Reading**

OWL – APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/01/>

Conducting a Literature Review

http://www.waikato.ac.nz/library/study/guides/literature_review

Communities of Practice – a brief introduction

<http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf>

Troyka, L.Q., & Hesse, D. (2012). *Quick access reference for writers* (4th Canadian Edition). Pearson Canada. ISBN: 978-0-205-00225-2.

Supplementary Resources

APA – The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Jean Lave, Etienne Wenger and communities of practice

<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>

11. **Proposed instructor(s):** TBA

How does the department plan to handle the additional teaching or administrative workload?
As this is an on-line course, distance facilitators will be hired under ASPA tutor-marker contract.

The current course will replace TESL 43, which is a requirement for the CERTESL program. The CERTESL course is taught by a distance instructor. This new course will add another sessional instructor specifically for the K-12 cohort group.

Are sufficient library or other research resources available for this course?

- Online readings
- Stewart Resources Centre, STF Building
- College of Education library
- University Language Centre library

Are any additional resources required (library, audio-visual, technology, etc.)?

- No

12. **Date of Implementation**

To be offered: Annually, with course to be available September 2016.



COURSE SYLLABUS

COURSE TITLE: Individual Project: English as an Additional Language
COURSE CODE: ECUR 493.3
COURSE CREDITS: 3
CLASS SECTION: 01
CLASS LOCATION:
CLASS TIME:
WEBSITE:

Course Description

The purpose of this course is to provide an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL as related to K-12 or adult education contexts. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. Cohort groups will address evolving needs within their particular contexts.

Prerequisites: ECUR 291.3, ECUR 391.3 ECUR 393.3, ECUR 491.3, ECUR 492.3

Learning Outcomes

Students will be guided, with the support of an on-line instructor, into investigating a topic of personal interest. By completing the course, students will:

- direct their own learning on a topic of professional interest or relevance related to EAL;
- conduct a literature review on the selected topic;
- demonstrate applicability of current research to the classroom context;
- reflect on ways to incorporate the learning into their own professional practice;
- prepare to deliver a presentation on the topic to staff or colleagues; and,
- demonstrate specialized knowledge by presenting the topic to a class cohort.

➤ **Instructor(s)**
TBD

Course Overview

As reflective practitioners working on an individual project that is of personal interest, students will have the opportunity to direct their own learning and gain in-depth knowledge about an EAL topic that is particularly relevant to their own professional practice.

The intent of the individual project is to personalize the learning experience so that students gain in-depth knowledge about an area of study related to EAL that will be an asset to classroom planning, instruction or assessment of English language learners in K-12 and adult learning contexts. As Saskatchewan schools are open to students until they reach the age of 22, extended knowledge about English language support programs for various age groups is beneficial for transitions within and beyond schooling to post-secondary or career goals.

Students will be guided by the course instructor in the selection of their topic and in the writing of the project proposal.

The selection of EAL topics is widespread. For K-12 education, topics may include, but are not limited to: linguistic and cultural profiles of learners; settlement needs; vulnerability factors; instruction and assessment practices; content-based language learning; language reference scales, including the Common Framework of Reference (CFR); EAL learners and math; EAL learners and science; EAL for primary learners; EAL for elementary learners; EAL for secondary learners or young adults; EAL support for target populations (e.g., Indigenous, Hutterian, Francophone learners); parent engagement; community engagement; policies, practices and procedures related to EAL; selection and development of EAL courses, materials or resources; language difference or learning challenge/disability; the needs of refugee learners; the effects of interrupted schooling, trauma or war; faith-based practices and the school curriculum.

Topics for EAL in the adult learning context may include, but are not limited to: linguistic and cultural profiles of older learners; adult literacy and numeracy development; age, disability, or other factors in language development and/or cultural adaptation; vulnerability factors and systemic barriers for immigrant, refugee and/or Indigenous learners in education, employment or society in Canada; the immigrant learner and cultural pluralism in Canada; language program development; English for academic purposes; applications of language reference scales, particularly the Canadian Language Benchmarks (CLBs); applications of the Essential Skills for employment in the adult EAL context; alternative assessment models including Portfolio-based Language Assessment; resource selection for particular adult populations or for particular adult learning priorities; materials development for adult learners; curriculum development for adult learners; intercultural learning and cultural adaptations; community integration; community engagement; policies, practices and procedures related to adult EAL program and learner populations (federal, provincial or institutional); trauma-related needs.

The above suggestions were developed with explicit reference to Canadian contexts. However, participants who teach or are planning to teach outside of Canada will be encouraged to explore topics that may be more relevant to their particular professional needs.

ECUR 493.3 is a required course for completion of the Post-Degree Certificate in English as an Additional Language. It is also required as one of two course options for completion of the CERTESL program.

Course Schedule

The course has four major phases to be completed in 12 weeks.

Phase		Readings	Schedule and Assignment Due Dates
	Getting Started	<p>See course content in Blackboard for information on Textbook Readings and links to online material</p> <p>Perdue Online Writing Lab (OWL) https://owl.english.purdue.edu/</p> <p>Conducting a Literature Review http://www.waikato.ac.nz/library/study/guides/literature_review</p>	<p>Week 1</p> <ul style="list-style-type: none"> • Getting Started Introductory Module. • Information to be posted in Blackboard. • An Individual Project Content Outline will be posted in Blackboard.
1	Development of the Individual Project Proposal	<p>Communities of Practice (CoP) http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf</p> <p>http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/</p> <p>OWL – APA Style https://owl.english.purdue.edu/owl/resource/560/01/</p>	<p>Week 2</p> <ul style="list-style-type: none"> • CoP cohort groups established • Literature review guidelines and topics are discussed. <p>Week 3</p> <ul style="list-style-type: none"> • Present Draft Individual Project Proposals to CoP cohort group • <u>CoP Feedback</u> on proposals.
2	Development of Individual Project Proposal and Literature Review	http://www.apastyle.org/learn/tutorials/basic-tutorial.aspx	<p>Week 4</p> <ul style="list-style-type: none"> • Refine Individual Project Proposal • Conduct Literature Review on the selected topic <p>Week 5</p> <ul style="list-style-type: none"> • Individual Project Proposal and abbreviated Literature Review Due
3	Preparation and Presentation of the Staff Development Module		<p>Weeks 6, 7, 8, 9</p> <ul style="list-style-type: none"> • Preparation of Staff Development Module • Continued work on Individual Project <p>Weeks 10, 11</p> <ul style="list-style-type: none"> • Presentation of Staff Development Modules • <u>CoP Discussion</u> – comments, observations after each week's

			presentations
4	Submission of the Final Product for Evaluation	<p>Final Product The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice.</p> <p>The Staff Development Module is a presentation package that is ready to be shared with staff or colleagues at a professional learning workshop or event.</p>	<p><u>Week 12: Final Product Due</u> Submission of the Individual Project Staff Development Module posted on Blackboard.</p> <p>Week 13 <u>CoP Shared PL Activity</u>: Cohort groups present project summaries as one class. Students have access to a repository of new knowledge about EAL in K-12 and adult learning contexts.</p>

➤ Midterm and Final Examination Scheduling

Week 5 - Students are expected to submit their Individual Project Proposal and abbreviated Literature Review for evaluation.

Weeks 10, 11 – Students are expected to present their Staff Development Module to the CoP cohort group and instructor.

Week 12 – Students are expected to submit their Final Product for evaluation.

➤ Length and Mode of Final Examination

The final products to be submitted are the **Individual Project** and the **Staff Development Module**.

Students will participate in a culminating CoP activity that allows for a brief exchange of project summaries across cohort groups.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

- **Readings/Textbooks**

Troyka, L.Q., & Hesse, D. (2012). *Quick access reference for writers* (4th Canadian Edition). Pearson Canada. ISBN: 978-0-205-00225-2.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Additional required readings will be listed in the course outline.

➤ Electronic Resources

OWL – APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/01/>

Conducting a Literature Review

http://www.waikato.ac.nz/library/study/guides/literature_review

Communities of Practice – a brief introduction

<http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf>

➤ Supplementary Resources

APA – The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Jean Lave, Etienne Wenger and communities of practice

<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>

Grading Scheme

Assignment	Marks
Individual Project Proposal and Literature Review	20%
Presentation of the Staff Development Module	30%
Final Product – Individual Project	45%
CoP Discussion	5%
Total	100%

Evaluation Components

Writing Support

Students taking ECUR 493.3 online can use the free service provided by the Distance Education Writing Centre. The Writing Centre provides tools and support to help you write effective essays, reports or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the Writing Centre at: <https://ccde.usask.ca/distanceeducation/ccdewritingcentre>

The Student Learning Centre provides a similar service:
<http://library.usask.ca/studentlearning/academic-help/writing-help.php#WritingCentreWorkshops>

Students on campus may access the Writing Help Centre in the Murray Building
(<http://library.usask.ca/studentlearning/academic-help/writing-help.php>)

➤ Midterm Assignment

Value: 20% of final grade

Due Date: Week 5 - See Course Schedule

Type: Students present their Individual Project Proposal and abbreviated Literature Review on the selected EAL topic.

Description:

Phase 1 – Weeks 2 & 3 - Through a *dialogue* with the instructor, the student develops the draft project proposal. The proposal should include the following:

- an outline of content (three to five pages in length)
 - topic of study
 - six to ten key references to be consulted
 - purpose of the project
 - list of questions to be answered and a plan for how they will be answered
- a short reference list
- a brief summary of the components of the final product (e.g., written paper, written paper plus video recording, online presentation, etc.)

Phase 2 – The student receives feedback from the CoP in Week 3. The student refines the project proposal and develops an abbreviated literature review. In Week 5, the student will submit the Individual Project Proposal (at least five pages in length), which will include:

1. Working Title
2. Statement of Purpose
3. Research Questions
4. Abbreviated Literature Review
5. References (6-10)

Please note that #1-5 are live links in the Blackboard Course.

The proposal must be submitted via Blackboard email to the instructor using Word or Adobe PDF.

➤ **Presentation Module**

Value: 30% of final grade

Due Date: Weeks 10, 11 - See Course Schedule

Type: Students present a Staff Development Module to the CoP cohort group and instructor.

Description:

Phase 3 - The literature review should have applicability to the role of the EAL specialist in either the K-12 or adult-based context. The task here is to develop a professional learning (PL) module that reflects salient points in the literature that are applicable to the field of EAL and that have been learned through this process. Such a PL module should identify the intended audience, for example: fellow teachers, administrators, human service professionals from other educational sectors, community partners or agencies, parents, or students. The PL module should also clarify in what ways this information improves our understanding of our students, fellow educators, classroom instruction, assessment, K-12 curricular needs or adult education needs.

The presentation module should be delivered in synchronous online mode using a workshop or webinar* format. It may include some or all of the following components: agenda or overview; slide presentation; handout material; group activity; opportunities for feedback; personal experiences or testimonials; list of references; additional resources; evaluation form.

Students should create the type of presentation that they would enjoy attending!

**Webinar – a live online educational presentation during which participating viewers may submit questions or comments.*

Workshop Sample (to be adapted for online presentations)

Introduction	Personal Introduction Purpose of the workshop Outline of workshop Motivational set (e.g., short survey, true/false question, visual representation)
Information	Theory and Practice Reference to posted materials or handouts
Demonstration	Link information to a visuals, artifacts, or hands-on learning
Summary/debrief	Key research points, details, findings, conclusions
Personal sharing	Invite participants to share personal stories Testimonials linked to the presentation
References	Reference sheet Additional resources or sources of support

Evaluation Feedback on the workshop

➤ **Participation (Discussion Forums for online classes)**

Value: 5% of final grade

Due Date: Due dates will be included in the Course Schedule.

Type: A Discussion will be a thread created by each student and contributed to the CoP. Students will post ideas within their own thread and provide input or feedback to students in the cohort group, as outlined in the course schedule.

Description: Students may contribute comments to their own discussion thread at any time. Posts for CoP discussions will generally be due one week following each CoP discussion opportunity (Week 4; Weeks 11-12; Week 13). During each CoP discussion phase, students will be required to post a comment on their own discussion thread as well as on the discussion thread of at least 3 student presenters. A minimum number of postings will be required to earn the full participation mark.

Comments in discussion threads must be objective, constructive or positive (encouraging, supportive, etc.). Information that is shared should be relevant to the topic.

The CoP discussion threads are separate from comments or discussions with the instructor.

➤ **Submission of Final Project for Evaluation**

Value: 45% of final grade

Date: See Course Schedule

Length: The Individual Project should include the content as outlined in the Project Content Outline. The length requirements of the body of your Individual Project are 25 to 30 pages.

Type: The Individual Project is a paper that includes a literature review, analysis of the topic, and a reflection on ways to incorporate the knowledge effectively into professional practice.

Description:

Phase 4 – The Individual Project must be emailed to your instructor through the course email. The Staff Development Module will be submitted for posting in Blackboard.

These items are the products of hard work and much research. There will be an opportunity to share information about each student's Individual Project during Week 13. Staff Development Modules will be available for review on Blackboard until the end of the term.

Should you wish to retain copyright protection of your Staff Development Module, this must be identified on the introductory page (or opening slide) of the module.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics. APA style is required for all citations including personal correspondence. If you are unsure of your writing, contact the Writing Centre using the link provided in this Syllabus.
4. Plagiarism is a serious offense. If you use resources (books, journals, newspaper articles, discussions with others, etc.), you must cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct.
5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in the event that they are misplaced or lost.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;

- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Attendance Expectations

The university calendar states that:

“Regular and punctual attendance is expected of students in their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work may be excluded from the final examination”.

When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours).

When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are

strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php> , or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support is provided through the CERTESL program and DOC.

Acknowledgements

Course Contributor(s) The course ECUR 493.3 is based on a course design originally developed for EPSE 570.3 within the College of Education. The design was supported by the Technology Enhanced Learning Program (TEL) and funded by the Ministry of Advanced Education, Employment and Labour, Province of Saskatchewan.



COURSE SYLLABUS

COURSE TITLE: Approaches to Assessment with EAL Learners
COURSE CODE: ECUR 492.3
COURSE CREDITS: 3
CLASS SECTION: 01
CLASS LOCATION:
CLASS TIME:
WEBSITE:

Course Description

This course provides a comprehensive overview of approaches to assessment that impact English language learners in school-based contexts. Students will compare major language reference scales and their applicability to classroom curricular needs. Current approaches to EAL initial assessment and ongoing assessment in Saskatchewan schools will be examined. Students will have opportunities to discuss research on assessment practices with EAL learners and to identify vulnerability factors that affect the progress of linguistically and culturally diverse learners at school.

Prerequisites: ECUR 291.3, ECUR 391.3

Learning Outcomes

Learning objectives for the course are:

- Demonstrate an understanding of assessment and evaluation, achievement of curriculum outcomes, and the addition of language outcomes for EAL learners.
- Compare the developmental stages of learning a first language with the process of learning an additional language.
- Examine major reference scales, their origins, target audience, and benchmarks of language progress.
- Examine approaches to assessing EAL learners in Saskatchewan: Initial Assessment Toolkit; Early Years Evaluation (EYE); Common Framework of Reference (CFR).
- Explore approaches to reporting EAL learner progress to students, parents and stakeholders.
- Investigate vulnerability factors that impact language progress for specific EAL populations, including indigenous, Hutterian, or refugee learners, and those with specific learning challenges.
- Examine the purpose of large scale assessments and their use with linguistically and culturally diverse learners.

- Identify English language forms, functions, code-based skills and meaning-based skills that require explicit instruction and assessment with EAL learners.

➤ **Instructor(s)**
TBD

Course Overview

Classroom assessment practices and large-scale assessments used in North American schools are generally designed for English-speaking students. Research indicates that, in past years, use of English language assessment tools has resulted in inaccurate profiling of the academic capabilities of linguistically and culturally diverse students, resulting in an overrepresentation of EAL learners in special education categories.

The course ECUR 492.3 allows students to develop a deeper understanding of issues involving school-based and system-wide assessment of EAL learners. Students will examine the stages of adding English to an existing first language foundation and the challenges EAL learners face when assessments are not compatible with student proficiency levels.

Within the course, students will have opportunities to focus on the Saskatchewan context through an examination of provincial language reference scales, initial and ongoing assessment tools, the early years evaluation and vulnerable EAL populations. Assignments and the final project will allow students to incorporate their own professional experiences with EAL learners and to explore solutions to school-based EAL assessment practices, including reporting methods with parents and other stakeholders.

The course highlights the correlation between language proficiency, academic learning, assessment, and achievement of outcomes. Through course readings and assignments, students will gain specialized knowledge about the development, selection, adaptation and use of assessment strategies that are appropriate for EAL learners at various stages of language proficiency.

To complete the course, students will examine issues involving the use of large-scale assessments with EAL learners, with the goal of ensuring that assessment results accurately reflect the academic abilities of EAL learners. First language literacy, prior schooling, cultural background, former location and lived experiences are a few of the factors that can impact assessment results and the subsequent delivery of EAL support in school divisions.

Course Schedule

The course outline, schedule and readings are provided in the table that follows.

Topics	Readings	Assignments
Week 1 Introduction to course	See course content in Blackboard for information on Textbook Readings and links to online material	
Week 2 Understanding Assessment and	Saskatchewan Ministry of Education. (2011). <i>Assessing, evaluating and reporting student progress. Supporting English language arts</i> . Author: Saskatchewan Online Curriculum. (pp. 2-12).	Assignment: Oral Presentation

Evaluation through an EAL lens	http://earning2learning.ca/wp-content/uploads/2014/03/Assessing-Evaluating-and-Reporting-Student-Progress.pdf Coelho, E. (2004). Chapter 13: Planning Instruction and Assessment. <i>Adding English. A guide to teaching in multilingual classrooms</i> . Toronto, ON: Multilingual Matters. (pp.251-276).	
Week 3 First Language(s) and the addition of English	Freeman, D. & Freeman, Y. (2011). Chapter 6: What are key concepts, theories and models of bilingual education? <i>Between worlds: Access to second language acquisition</i> . Portsmouth NH: Heinemann. (pp.141-175) Coelho, E. (2012). Chapter 4: Differentiated instruction and assessment for newcomers and language learners. <i>Language and learning in multilingual classrooms: A practical approach</i> . Toronto, ON: Multilingual Matters. (pp. 83-122).	Week 3
Week 4 Examining Language Reference Scales	Council of Ministers of Education in Canada. (2012). <i>Working with the Common European Framework of Reference (CEFR) for Languages in the Canadian context. Guide for policy-makers and curriculum designers</i> . Author: Ottawa. American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012: Listening, Speaking, Reading, and Writing. Available at: http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english Canadian Language Benchmarks (CLB) – Guest presenter from CERTESL International English Language Testing System (IELTS) – guest presenter from SK Polytechnic	Weeks 4 Assignment: Language Scale Comparison
Week 5 SK Context: Initial Assessment	Ontario Ministry of Education. (2012). STEP Initial Assessment. Author: EduGains. http://www.edugains.ca/resourcesELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserGuide_InitialAssessment_June2012.pdf	Week 5, 6, 7
Week 6 SK Context: Use of the EYE For PreK, K	Presentation: Saskatchewan Ministry of Education: Initial Assessment Toolkit. Guest speakers ministry and/or school division assessor Guest presenter: School division (EYE) administrator or assessor.	Week 7
Week 7 SK Context: Use of the CFR in Gr. 1-12	Saskatchewan Ministry of Education. (2013). <i>The Early Years Evaluation for Children Learning English as an Additional Language</i> . Professional Learning Series. Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i> . Regina, SK: Author. Available at: http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal Related documents: CFR Writing/Reading companion documents	Midterm Assignment: Interview
Week 8 Reporting to students, parents, and stakeholders	Law, B. & Eckes, M. (2007). Chapter 6: Recording your observations through checklists, rubrics, anecdotes, and conferences. <i>Assessment and ESL. An alternative approach</i> . 2 nd Edition. Winnipeg: Portage & Main Press. (pp. 157-179). Law, B. & Eckes, M. (2007). Chapter 9: Presenting the information to stakeholders. <i>Assessment and ESL. An alternative approach</i> . 2 nd Edition. Winnipeg: Portage & Main Press. (pp. 217-244).	Week 8 Interview Due Begin work on Final Project. Be sure to cite sources

Week 9 Vulnerable Learners: EAL Indigenous learners Week 10 Vulnerable Learners: EAL plus Learning Challenges	Epstein, R. (2009). <i>The languages we speak: Aboriginal learners and English as an additional language. A literature review of promising approaches and practices.</i> Winnipeg: Manitoba Education, Citizenship and Youth. http://www.edu.gov.mb.ca/k12/docs/reports/languages_we_speak/full_report.pdf Law, B. & Eckes, M. (2007). Chapter 4: Emerging literacy. <i>Assessment and ESL. An alternative approach.</i> 2 nd Edition. Winnipeg: Portage & Main Press. (pp. 79-113). Fernandez, N., Inserra, A. (2013). Disproportionate classification of ESL students in U.S. Special Education. <i>TESL Electronic Journal.</i> August 17(2). http://www.tesl-ej.org/wordpress/issues/volume17/ej66/ej66a1/	Week 9, 10 Week 10 Assignment: Referral Checklist
Week 11 Assessing English: Forms, functions, code-based, meaning-based skills	Lesaux, N. & Marietta, S. (2012). Chapter 2: Why Many Readers Fail. <i>Making Assessment Matter. Using Test Results to Differentiate Reading Instruction.</i> London: Guilford Press. (pp.14-29). Coelho, E. (2004). Chapter 3: I say tomato: The sound system of English. <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. (pp.53-66). Coelho, E. (2004). Chapter 4: No more red pen: Teaching English grammar. <i>Adding English. A guide to teaching in multilingual classrooms.</i> Toronto, ON: Multilingual Matters. (pp.67-89).	Week 11 Referral Checklist Due
Week 12 Large Scale Assessments and EAL Learners	Law, B. & Eckes, M. (2007). Chapter 2: Testing vs. alternative forms of assessment. <i>Assessment and ESL. An alternative approach.</i> 2 nd Edition. Winnipeg: Portage & Main Press. (pp. 21-41) Presentations on two large-scale assessments: Fountas and Pinnell (F & P) // Diagnostic Reading Assessment (DRA)	Week 12
Week 13 Final Project		Week 13 Final Project – Information Night: Assessment At Our School

➤ Midterm and Final Examination Scheduling

Week 9 – Midterm Assignment – Submitted online

Week 13 – Final Project – Submitted online.

➤ Length and Mode of Final Examination

Students will have 3 hours to complete the final exam. The exam will be a combination of two parts. One-half of the exam questions will be posted on Blackboard and shared with students in Week 12. The other half of the exam will be new and presented on the exam date. Students are to answer all questions during the 3 hour time block.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

➤ **Readings/Textbooks**

PDF versions of selected readings will be available in Blackboard. Required texts are listed below.

Coelho, E. (2004). *Adding English. A guide to teaching in multilingual classrooms*. Toronto, ON: Multilingual Matters.

Coelho, E. (2012). *Language and learning in multilingual classrooms: A practical approach*. Toronto, ON: Multilingual Matters.

Law, B. & Eckes, M. (2007). *Assessment and ESL. An alternative approach*. 2nd Edition. Winnipeg: Portage & Main Press.

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

➤ **Electronic Resources**

OWL – APA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/560/01/>

➤ **Supplementary Resources**

APA – The Basics of APA Style
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Baker, C. (2011). Chapter 13. Effective schools and classrooms for bilingual students. *Foundations of bilingualism and bilingual education*. Toronto, ON: Multilingual Matters. (pp. 283-310).

Grading Scheme

Assignment	Marks
Oral Presentation	5%
Language Scale Comparison	10%
Midterm Interview	20%
Referral Checklist	20%
Final Project	45%
Total	100%

Evaluation Components

➤ Assignment: Oral Presentation

Value: 5% of final grade

Due Date: Varies by student

Description: At the beginning of each class, 1 or 2 students will present a short (1-5 minute) online audio or video segment about a challenging situation they have faced or a colleague has faced when assessing an EAL learner. Students will sign up for their preferred day to make this presentation to the class. When presenting, the student is expected to:

1. Introduce the assessment situation and relevant details, without divulging names, dates or locations.
2. Provide a brief profile of the EAL learner (linguistic and cultural background, EAL proficiency level, other relevant details).
3. Explain why the situation became challenging.
4. Facilitate a short discussion online by posing at least 2 discussion questions for the class to answer (5 minutes).

You will be evaluated out of 5 marks.

➤ Assignment: Language Scale Comparison

Value: 10 % of final grade

Due Date: Week 5 – See the Course Schedule

Description: Using a Venn Diagram graphic organizer, compare the CFR with one other reference scale, selected from those studied in the course or one selected after consultation with the instructor. The comparison will be a comprehensive overview of the unique features of each reference scale as well as commonalities in the scales. The following features should be

considered: target audience, purpose, length, design, administration, scales/levels, language skills, method of reporting results (8 marks). Complete this assignment with a brief commentary on your preferred scale, citing reasons or examples to support your view (2 marks).

You will be evaluated out of 10 marks.

➤ **Midterm Assignment: Interview**

Value: 20% of final grade

Due Date: Week 8 - See Course Schedule

Type: Interview

Description: Conduct an interview with a school division assessor who has administered one of the following: the EAL initial assessment for newcomers, the Early Years Evaluation (EYE) or the Common Framework of Reference (CFR). The results of the interview will be reported as a feature newspaper article for an educational newsletter. The article will be no longer than 5 pages in length and formatted as per Assignment Guidelines.

The assignment exists to allow students to direct their own learning in order to become informed about the selected assessment tool. You will decide the interview questions and conduct the interview as a reporter seeking to understand the purpose, content, administration and reporting features of the assessment tool. You will also include relevant explanatory references to the developers or sources of each reference tool.

➤ **Assignment: Referral Checklist**

Value: 20 % of final grade

Due Date: Week 11 - See the Course Schedule.

Type: Referral Checklist

Description: Students will construct an EAL Learner Referral Checklist for EAL learners who exhibit signs or behaviours indicative of learning needs/challenges beyond English language learning. You will justify the components of your assessment checklist in a written summary. The summary should not exceed three pages in total. Statements made in this written summary should be supported by external documentation (i.e., class readings, peer-reviewed books or journal articles) with citations following current American Psychological Association (APA) referencing guidelines. A reference section for the entire assignment should be included listing all the sources used following APA referencing guidelines.

➤ **Final Project**

Value: 45% of final grade

Date: Week 13 - See Course Schedule

Length: Varied

Type: Presentation Package – Assessment at our School

Description: You are having a newcomer parent night at your school and your task is to help parents who are new to Canada understand how EAL progress and subject area progress are assessed within your school. Your principal has asked you to create a Parent Presentation (20-30 minutes) and take-home materials for this presentation. The take-home package should contain items that you think would be beneficial for newcomer parents to have in hand, such as:

- a) an introductory letter to parents from the principal and/or classroom teacher
- b) the school's communication with parents about student progress (reporting schedule, grading scheme, three-way conferences)
- c) an explanation of EAL assessment (initial assessment, ongoing assessment, benchmarks/scale for language progress)
- d) the process of referral for additional assessment beyond EAL
- e) any other relevant components of the assessment and reporting process (e.g., the role of parents in supporting their child at school).

To complete this project, you may incorporate relevant segments of previous assignments from this class. Keep in mind linguistic and cultural factors that may impact the success of this presentation and indicate how you would address these factors.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics. APA style is required for all citations including personal correspondence. If you are unsure of your writing, contact the Writing Centre using the link provided in this Syllabus.
4. Plagiarism is a serious offense. If you use resources (books, journals, newspaper articles, discussions with others, etc.), you must cite your sources. Failure to do so is

plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct.

5. If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in the event that they are misplaced or lost.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;

- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Attendance Expectations

The university calendar states that:

“Regular and punctual attendance is expected of students in their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work may be excluded from the final examination”.

When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours. When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for

Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support for online delivery is provided through the DOC. All course texts will be accessible in the library.

Acknowledgements

Course Contributor(s) The content for this course was created and designed by: Nadia Prokopchuk, B.Ed., M.Ed.; EAL Special Advisor to the College of Education (2015-16), Senior Program Manager, EAL & Languages, Ministry of Education.



COURSE SYLLABUS

COURSE TITLE: Language and Content: Instructional Approaches for EAL Learners
COURSE CODE: ECUR 491.3
COURSE CREDITS: 3
CLASS SECTION: 01
CLASS LOCATION:
CLASS TIME:
WEBSITE:

Course Description

The purpose of this course is to explore instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. The course will focus on the learner's linguistic and cultural profile, the shift from conversational to academic language, the role of vocabulary-building, and the selection of instructional strategies and resources to support English language learning in classroom contexts. Students will have opportunities for classroom observation and reflection. They will also examine current research and evidence-based strategies for EAL support, with specific attention given to early years and high school EAL learners, and local target populations that include indigenous and heritage language speakers.

Prerequisites: ECUR 291.3, ECUR 391.3

Learning Outcomes

The course contains six central topics organized in modules.

- Creating Inclusive Environments
- EAL Learners in the Early Years
- Vocabulary-building for Academic Success
- Instructional Strategies for Language Progress
- Approaches to Learning Language through Content
- EAL and Specific Target Populations

Learning objectives for the course are:

- Examine ways to create inclusive environments for linguistically and culturally diverse learners in K-12 schools.
- Explore literacy development for dual language learners in the early years and primary grades.
- Investigate vocabulary building strategies that transition learners toward academic language for subject area needs.

- Consolidate knowledge about instructional strategies and adaptations aligned to proficiency levels.
- Investigate approaches to instructional planning that combine language outcomes with subject area outcomes.
- Identify the EAL needs of specific target populations, including indigenous learners, refugee learners or students with learning challenges

➤ **Instructor(s)**
TBD

Course Outline

The course targets the language needs of newcomer and local EAL learners. Newcomers arrive at any age and at any time of the school year. They represent diverse languages, cultures, educational backgrounds and circumstances. While local learners do not face the same place based adjustments as newcomers, they may also be linguistically and culturally diverse and require English support. In order to provide effective instruction and support to all students with EAL needs in Saskatchewan schools, classroom teachers must be prepared to adjust or adapt instruction in ways that are meaningful to their students and supportive of their progress with English language subjects. This course will provide teachers a repository of instructional approaches and strategies to support EAL learners as they learn English and learn in English in the classroom.

In Module 1, students will examine various approaches to making classrooms welcoming and inclusive for learners from diverse backgrounds, languages and cultures.

Module 2 looks specifically at young children with EAL needs and the process of gaining dual language literacy. The module focuses on current research about the role of first language literacy for learning additional languages, including English.

Module 3 investigates effective ways to help EAL learners build extensive vocabulary and make transitions from conversational to academic language. Academic language, or the language of schooling, is required for reading and comprehension of text-dense materials in the subject areas.

Module 4 allows students to consolidate knowledge about instructional strategies and adaptations, that also incorporate support for English language progress. The module presents an overview of the *Common Framework of Reference*, a reference scale used in Saskatchewan schools for determining progress with English language proficiency.

Module 5 investigates approaches to instruction that combine language outcomes with content outcomes. Two specific approaches will be examined and reviewed: *Sheltered Instruction Observation Protocol (SIOP)* and *Content and Language Integrated Learning (CLIL)*.

In Module 6, students will identify the specific needs of EAL learners within target populations, including indigenous learners, refugee learners and those with learning needs or challenges.

During the course, students will have opportunities for classroom observation and reflective

journaling. Observation provides students with a starting point for reflection, professional dialogue and action, with a view to improving instructional support for EAL learners in their own professional practice.

Course Schedule

The course outline, schedule and readings are provided in the table that follows.

Modules	Readings	Weekly Schedule
Introductory Module (1 week)	See course content in Blackboard for information on Textbook Readings and links to online material	Week 1 Introduction and course content outline.
Module 1 (1 week) Creating an Inclusive Environment	Chumak-Horbatsch, R. (2012). Chapter 2: A language portrait of young immigrant children. <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Toronto: University of Toronto Press. (pp.21-35). Coelho, E. (2004). Chapter 2: Creating an inclusive classroom. <i>Adding English. A guide to teaching in multilingual classrooms</i> . Toronto, ON: Multilingual Matters. (pp.36-49).	Week 2 Inclusive environments for linguistically and culturally diverse learners Assignment: School profile: Will newcomers feel welcomed?
Module 2 (1 week) EAL Learners in the Early Years	Baker, C. (2011). Chapter 5. The early development of bilingualism. <i>Foundations of bilingualism and bilingual education</i> . Toronto, ON: Multilingual Matters. (pp. 92-113). Chumak-Horbatsch, R. (2012). Chapter 3: Classroom practices with young immigrant children. <i>Linguistically appropriate practice: A guide for working with young immigrant children</i> . Toronto: University of Toronto Press. (pp.37-48). Saskatchewan Ministry of Education. (2015). Module 8: Emerging literacy development and EAL learners. <i>Literacy practices in Kindergarten online workshop</i> .	Week 3 Dual language literacy and young EAL learners Assignment: School Profile Due
Module 3 (3 weeks) Vocabulary-building for academic success	Week 4 Baker, C. (2011). Chapter 8. Cognitive theories of bilingualism and the curriculum. <i>Foundations of bilingualism and bilingual education</i> . Toronto, ON: Multilingual Matters. (pp. 164-181). Beck, I. L., McKeown, M.G., & Kucan, L. (2002). Chapter 2: Choosing words to teach. <i>Bringing words to life: Robust vocabulary instruction</i> . New York: Guilford. (pp.) Hart, B., & Risley, T. (2003). The early catastrophe. The 30 million word gap by age 3. <i>American Educator: Spring</i> . Biemiller, A. (2001) Teaching vocabulary: Early, direct and sequential. <i>American Educator, Spring 2001</i> .	Week 4 Tiered vocabulary, comprehensible input and the demands of subject area language ➤ Observation, journal entry Week 5 Transitions from communicative to academic

	<p>Week 5 Coelho, E. (2007). – How long does it take? Lessons from EQAO data on English language learners in Ontario schools. <i>Inspire, The Journal of Literacy and Numeracy for Ontario</i>. Available at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/index.html</p> <p>Cummins, J. (n/d). BICS and CALP. Available at: www.iteachilearn.org/cummins/bicscalp.html</p> <p>Roessingh, H. & Elgie, S. (2009). Early language and literacy development among young English language learners: Preliminary insights from a longitudinal study. <i>TESL Canada Journal</i>, 26(2), Spring, 24-45.</p> <p>Week 6 Coelho E. (2012). Chapter 10: Vocabulary instruction in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.307-344).</p> <p>Saskatchewan Ministry of Education. (2013). <i>A guide to using the common framework of reference (CFR) with learners of English as an additional language (EAL)</i>. Regina, SK: Author. Available at: http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal</p>	<p>language ➤ Observation, journal entry</p> <p>Week 6 Language proficiency levels and skill areas – listening, speaking, reading and writing ➤ Observation, journal entry</p> <p>Assignment – Midterm Individual Inquiry Project</p>
<p>Module 4 (2 weeks)</p> <p>Instructional Strategies for Language Progress</p>	<p>Week 7 Coelho E. (2012). Chapter 8: Oral language in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.228-260).</p> <p>Gibbons, P. (2002). Chapter 6: Listening. An active and thinking process. <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>. Portsmouth NH: Heinemann. (pp.102-117).</p> <p>Week 8 Coelho E. (2012). Chapter 9: Reading and writing in every classroom. <i>Language and learning in multilingual classrooms: A practical approach</i>. Toronto, ON: Multilingual Matters. (pp.261-306).</p> <p>Roessingh, H. (2011). Family Treasures: A dual-language book project for negotiating language, literacy, culture and identity. <i>The Canadian Modern Language Review</i>. 67(1), 123-148.</p>	<p>Week 7 Midterm Project Due</p> <p>Week 7 Listening and Speaking strategies for EAL learners ➤ Observation, journal entry</p> <p>Week 8 Reading and writing strategies for EAL learners ➤ Observation, journal entry</p>
<p>Module 5 (2 weeks)</p> <p>Approaches to Learning Language Through Content</p>	<p>Week 9 Coelho, E. (2004). Chapter 12: Integrating Language and Content Instruction <i>Adding English. A guide to teaching in multilingual classrooms</i>. Toronto, ON: Multilingual Matters. (pp.217-275).</p> <p>Cummins, J. & Early, E. (2015). Chapter 3: What are the language demands of different content areas? <i>Big ideas for expanding minds. Teaching English language learners across the curriculum</i>. Don Mills, ON: Rubicon. (pp.32-45).</p> <p>Gibbons, P. (2002). Chapter 7: Language learning, learning through language, and learning about language. Developing an integrated curriculum. <i>Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom</i>.</p>	<p>Week 9 Learning Language Through Content: Lesson plans that combine language outcomes and content outcomes ➤ Observation, journal entry</p> <p>Week 10 Consideration for</p>

	<p>Portsmouth NH: Heinemann. (pp.118-139).</p> <p>Week 10 Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in High School. <i>TESL Canada Journal</i>, 26(1), Winter, 87-106</p> <p>Overview of Two Language and Content Approaches: Guest lecturer: “Sheltered Instruction Observation Protocol” (SIOP) in our school division</p> <ul style="list-style-type: none"> ➤ Sheltered Instruction Observation Protocol model. Available at: http://siop.pearson.com/about-siop/ ➤ Harrop, E. (2012). Content and language integrated learning (CLIL): Limitations and possibilities. <i>Encuentro</i>, 21, 57-70. 	<p>high school EAL learners</p> <p>Reflective Journal Due</p>
<p>Module 6 (2 weeks)</p> <p>EAL and Specific Target Populations</p>	<p>Week 11 Guest speakers TBA: Indigenous languages and EAL needs; Hutterian learners</p> <p>Babae, N. (2011). Language challenges of aboriginal students in Canadian public schools. <i>First Nations Perspectives</i>, 4(1), 110-130.</p> <p>Week 12 Helmer, S., & Eddy, C. (2012). Chapter 6: Learning and literacy for “special” EAL learners. <i>Look at me when I talk to you</i>. Don Mills ON: Pippin. (pp.71-87).</p> <p>Manitoba Education. (2012). <i>Life after war: Education as a healing process for refugee and war-affected children Manitoba resource on refugee learners</i>. Available at: http://www.edu.gov.mb.ca/k12/docs/support/law/full_doc.pdf</p> <p>Robertson, K. (n/d). <i>How to address special education needs in the ELL classroom</i>. Colorin Colorado! Available at: http://www.colorincolorado.org/article/how-address-special-education-needs-ell-classroom</p>	<p>Week 11 Indigenous learners and other local EAL populations</p> <p>Week 12 Refugee learners or those with interrupted/no schooling</p> <p>Learners with special needs or challenges</p>
Final Exam	Week 13	Week 13 Final Exam

➤ Midterm and Final Examination Scheduling

Week 7 – Midterm Individual Inquiry Project Due

Week 13 – Final Exam – 3 hour written exam.

➤ Length and Mode of Final Examination

Students will have 3 hours to complete the final exam. The exam will be a combination of two parts. One-half of the exam questions will be posted on Blackboard and shared with students in

Week 12. The other half of the exam will be new and presented on the exam date. Students are to answer all questions during the 3 hour time block.

Instructor Information

- **Contact Information** TBD
- **Office Hours** TBD
- **Instructor Profile** To be supplied.

Required Resources

➤ **Readings/Textbooks**

PDF versions of selected readings will be available in Blackboard. Required texts are listed below.

Coelho, E. (2004). *Adding English. A guide to teaching in multilingual classrooms*. Toronto, ON: Multilingual Matters.

Coelho, E. (2012). *Language and learning in multilingual classrooms: A practical approach*. Toronto, ON: Multilingual Matters.

Chumak-Horbatsch, R. (2012). *Linguistically appropriate practice: A guide for working with young immigrant children*. Toronto: University of Toronto Press.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning. Teaching second language learners in the mainstream classroom*. Portsmouth NH: Heinemann.

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

➤ **Electronic Resources**

Ontario Institute for Studies in Education. (n/d) Cummins, J. The role of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). University of Toronto. Webcast 8:41 min.
<http://www.beta.edugains.ca/newsite/ell2/webcasts.html>

Ontario Ministry of Education. (2013). Inquiry based learning. *Capacity Building Series*. Secretariat Special Edition #32.
https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf

OWL – APA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/560/01/>

➤ Supplementary Resources

Alberta Education. (2009). *Working with young children who are learning English as a new language*. Available at: <https://education.alberta.ca/media/1093791/earlylearning.pdf>

APA – The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Helmer, S., & Eddy, C. (2012). *Look at me when I talk to you*. Don Mills ON: Pippin.

Klingner, J., Edwards, P. (2006). Cultural considerations with Response to Intervention models. *Reading Research Quarterly*. 41(1), 108-117.

Ontario Ministry of Education. (2005). *Many roots, many voices*. Available at:

<http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

Ontario Ministry of Education. (2007). *Supporting English language learners in Kindergarten*.

Available at: <http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>

Ontario Ministry of Education. (2008). *Supporting English language learners with limited prior schooling. A practical guide for Ontario educators*. Available at:

http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf

Sale, L., Sliz, L., & Pacini-Ketchabaw, V. (2003). Creating an inclusive climate for newly arrived students. In S. R. Schecter & J. Cummins (Eds.), *Multilingual education in practice* (pp. 17-31). Heinemann. Portsmouth NH.

U.S. Department of Education. (2013). *Sheltered Instruction Observation Protocol*. What Works Clearinghouse Intervention Report. Available at:

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=460>

Van Patten, B. (2014). Creating comprehensible input and output. *The Language Educator*. Oct/Nov. 24-26.

Grading Scheme

Assignment	Marks
School Profile	5%
Midterm Inquiry Project	25%
Reflective Learning Journal	25%
Final Exam	45%
Total	100%

Evaluation Components

➤ **Assignment: School Profile**

Value: 5% of final grade

Due Date: Week 3 - See Course Schedule

Type: School profile - Will newcomers feel welcomed?

Students will post a profile of their school under the **Welcome** topic in the Discussion Forum.

The profile will include the following:

- School demographics (be sure to exclude name and location of the school). Provide the following information: total population, composition of the newcomer EAL population, local cultural and linguistic diversity within the school. Students may need to conduct a brief interview with the school principal for these details.
- Diversity of staff (be sure to exclude names). Provide the following information about staff: languages spoken, cultural background; specialized skills (e.g., cross-cultural training, community language instructor). Students may need to conduct a brief interview with staff members for these details. Staff members must be assured of anonymity; they may choose not to divulge this information.
- Photos with a one sentence descriptor. Include photos to illustrate inclusive practices within the school and in classrooms (e.g., posters, displays, artifacts, events). At least 6 photos should be uploaded. Photos must be non-descript so that location, staff and students are not identified. Descriptors should refer to inclusive practice(s) in the photo.

Why am I required to do this?

There are three reasons that this assignment has been made a requirement for this course.

1. A school profile assists staff members to understand the diversity of the school population. Staff can work as a team to create an inclusive, welcoming environment.
2. A staff profile can reveal capabilities for language support or cross-cultural understanding to support EAL learners.
3. The use of visuals (e.g., photos, charts, diagrams) with EAL learners is an effective instructional strategy for content-based learning. The ability to upload photos/visuals is a skill that is transferable to the classroom.

How do I obtain photos?

1. Use a digital device, such as phone, tablet or digital camera.
2. When saving the photo to your computer desktop, ensure that you save a reasonable size of the image (under 60kb or 'actual size' on an iphone).

How do I upload an image onto Blackboard?

You can add an image as an attachment in the same way that you add a Word file. If you are confident using technology, you can use the text editor to place the image in the body of your thread.

➤ **Midterm: Individual Inquiry Project**

Value: 25% of final grade

Due Date: Week 7 - See Course Schedule

Type: Individual Inquiry Project

Description: The student will formulate inquiry questions on an EAL topic that is rooted in a personal classroom experience. The inquiry project will target a classroom instructional experience with (a) EAL learners in the early years, or (b) EAL learners in Grades 1-12. The inquiry project will include:

- a retrospective look at the classroom experience – the intent of the learning and the EAL issues that were unresolved;
- inquiry questions that explore the unresolved issues more deeply;
- insights gained from external sources (e.g., readings, research) that offer possible explanations and solutions;
- responses to the inquiry questions that will inform future practice; and,
- a revised lesson plan for the classroom experience that will resolve EAL issues and/or assist EAL learners to reach desired results.

➤ **Reflective Learning Journal**

Value: 25 % of final grade

Due Date: Week 10 - See the Course Schedule.

Type: The format for journal entries is provided in Blackboard. Citations for references are to follow APA referencing guidelines.

Description: The Reflective Learning Journal will contain seven entries.

Six entries will reflect time spent observing EAL learners in a classroom setting. An Observation Protocol will be shared with students to support the process of observation and reflection. Observations may be focused on whole class, small group or tutorial instruction with EAL learners.

A final journal entry will be a summative essay that demonstrates analysis and synthesis of observations. The synthesis will include external references (i.e. maximum of four double-spaced pages). Statements made in this summative essay should be supported by external references (i.e., class readings or articles) with all citations following current APA referencing guidelines. This assignment will be submitted to the instructor via drop box by the due date listed in your syllabus/course schedule.

➤ **Final Exam**

Value: 45% of final grade

Date: See Course Schedule

Length: 3 hours

Type: Written exam.

Description: The exam will be a combination of two parts. In Week 12, Part 1 of the exam will be posted in Blackboard, allowing students time to consider their responses, which should include specific references to research or readings from the class. Part 2 of the exam will be presented on the exam date. Students are required to answer all questions from Parts 1 and 2 during the exam.

Submitting Assignments

All components of the course will be submitted to the instructor via Blackboard Mail Tool.

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the Course Content within Blackboard. Consult the course calendar to find out the exact due dates for assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper. Contact the instructor at any time if you have questions.

Carefully read the instructions below so that you know what is expected in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
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- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

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- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

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- a familiarity with the subject material;
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- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
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When applied to this course, this statement shall mean that a student is allowed to be absent from at most 4 hours of class time per 3-credit course (10% of the total number of class hours). When the student has been absent for 3 hours of class time without providing the instructor with an acceptable explanation, the student will receive a written reminder regarding the attendance regulation. After five hours of absenteeism, the instructor can exercise the right to exclude the student from submitting the final product. Students having valid reasons for being absent from class (illness, accident, death of family member, etc.) shall provide the instructor with appropriate evidence to support the reasons given. For College of Education Professional Accountability Statement, see: <http://www.usask.ca/education/current-students/undergraduate/first-year-candidates/student-responsibilities.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must

follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php> , or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Student Supports

➤ Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

➤ Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

➤ College Supports

Support for online delivery is provided through the DOC. All course texts will be accessible in the library.

Acknowledgements

➤ Course Contributor(s) The content for this course was created and designed by:

Nadia Prokopchuk, B.Ed., M.Ed.; EAL Special Advisor to the College of Education (2015-16), Senior Program Manager, EAL & Languages, Ministry of Education.

Planning and Priorities Committee

NOTICE OF INTENT for New Programs

Proposed Program: English as an Additional Language (EAL) Additional Qualifications Certificate

September 16, 2015

The Department of Curriculum Studies in the College of Education is proposing the development of an Additional Qualifications Certificate (AQC) that will provide Saskatchewan teachers with the opportunity to pursue professional training and certification in the area of English as an Additional Language (EAL).

To clarify terms used in this proposal, the acronym EAL is used in the context of K-12 schooling in Saskatchewan. The term describes students who speak other languages and require English for school purposes. The acronym ESL (English as a Second Language or English as a Subsequent Language) is used to describe training programs for instructors of adults who are learning English.

Provincial data to support the AQC proposal for EAL has been provided by the Ministry of Education.

1. Rationale for the Proposed Program

Addressing a Gap in Teacher Education

Specialized training in the area of EAL will address a gap in teacher education within our province. Currently, certification programs for teachers working with English language learners in K-12 contexts are not available through the College of Education at the U of S or the Faculty of Education at the U of R. Educators must search for other training opportunities, such as ESL certificate programs offered outside of educational faculties. The lack of a certificate program for EAL has impacted school divisions hiring practices for schools with high numbers of EAL learners. Educational administrators are actively seeking teacher candidates with in-depth knowledge of EAL to inform decision-making, planning, instruction and assessment practices with students who are linguistically and culturally diverse.

A common belief is that EAL support is only required by students who are newcomers to Canada (e.g., immigrants, refugees, fee-paying international students). This is not the case. Many EAL learners are Canadian-born students who live in homes and communities where languages other than English are used (e.g., Hutterian, First Nations and Metis, Francophone students).

Demographics and Diversity

Since 2008, Saskatchewan's population has experienced unprecedented growth due to a provincial fast-tracking program that enables skilled workers from other parts of the world to immigrate to Saskatchewan. Skilled workers rarely arrive alone; they bring spouses and children. School divisions have

felt the cumulative effects of immigration and interprovincial migration over the past seven years. Ministry of Education data indicates that approximately 14,000 students in K-12 received EAL support during the 2014-15 school year. Classroom teachers are coping with increased class size and additional pressures associated with English language needs, student diversity and family arrivals at any time during the school year.

Saskatchewan's approach to education is inclusive. All students, including newcomers, are integrated into age and grade appropriate classrooms. This means that classroom teachers are tasked with providing English language support to EAL learners within the context of regular classroom instruction.

The past practice of creating segregated "ESL programs" (as they were known at the time) resulted in pockets of English language learners who were labelled as outsiders or foreigners. As a result of this segregation, ESL students had difficulty being fully integrated into classrooms with English-speaking peers and were often the targets of racial discrimination due to first language accents, appearance and cultural practices. In terms of classroom readiness, ESL programs focused on building conversational language, rather than academic language, which further hampered student progress.

Inclusive education has eliminated the need for ESL transitions to the classroom. Teachers provide instruction that integrates all learners. Classrooms that are culturally and linguistically diverse promote positive attitudes and acceptance of diversity as the norm.

Alternate Choices

The College of Education has a responsibility to respond to the changing demographics in K-12 schools in relation to EAL learners. To date, one option available to educators has been the "CERTESL" program offered through the Centre for Continuing and Distance Education at the U of S. "CERTESL" is the acronym for *Certificate for Teachers of English as a Second Language*. The goal of the CERTESL program is to provide training and certification for instructors of adults with ESL needs. Due to the rapid growth of the EAL population, K-12 teachers have sought additional training through CERTESL. In the past five years, 49 percent, or 347 of 710 CERTESL students were from the K-12 sector. CERTESL instructors accommodated classroom teachers by allowing some flexibility with course topics and field experiences.

The College of Education took an important step forward in 2011 by hiring a full-time faculty member to provide EAL programming at the undergraduate and Masters' level in Curriculum Studies. The course offerings have been well-received by a select group of international students and local educators. However, there is a continuing demand for certification through the CERTESL program due to online delivery, which allows for accessibility from all parts of the province and flexible course schedules for students with full-time employment.

Saskatchewan educators have also searched for other options to gain EAL training and/or certification, including the Second Language Certificate program and Masters' level EAL program offered online by the University of Calgary, SIOP (Sheltered Instruction Observation Protocol) training offered by USA-based consultants, and participation in EAL webinars, teacher conferences and workshops. While valuable and informative, these professional learning opportunities fall short of the need to provide

Saskatchewan educators with the most current research and best practices for EAL planning, instruction and assessment in the context of the K-12 school curriculum.

The overall goal of the EAL AQC is to increase the number of classroom teachers and specialists with EAL training to support the educational needs of EAL learners at all grade levels.

2. Anticipated Student Enrolment

Provincial Numbers

In 2008, the number of EAL learners in Saskatchewan schools was less than one percent, with the majority being tuition-paying international students attending high school in Saskatoon or Regina. Since 2008, the number of EAL learners in K-12 schools has grown to over eight percent. Currently, 22 of 28 school divisions in Saskatchewan have EAL learners in all grades with varying levels of English language skills and literacy needs.

The College of Education's community partners, specifically its partner school divisions (Saskatoon Public Schools, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division) have repeatedly requested more support from the college for teacher training in the area of EAL. These school divisions support 33% of the province's total EAL student population.

School Division Needs

School divisions are very supportive of teachers who want to pursue EAL training and certification through the provision of bursaries and funding for courses, conferences and workshops. However, options for EAL training and certification are very limited. Administrators in school divisions with high numbers of EAL learners have indicated that they would like to place one teacher with specialized EAL training in each elementary school and three to five educators with EAL training at each high school. These placements would allow for co-teaching (to meet language learning needs and the context of subject-specific outcomes), teacher mentoring, tutorials and one-to-one support for classroom teachers.

Administrators are particularly concerned with the educational needs of high school EAL learners who have a compressed time frame to learn English and to gain 24 credits for graduation. Teacher specialists with a high level of training in the area of EAL can provide the kind of intensive language support that will make a difference and enable older EAL learners (16 to 22 years of age) to complete high school.

The EAL AQC at the College of Education will include courses that specifically highlight the language learning patterns of indigenous learners. School divisions with First Nations and Metis learners have asked for EAL teacher training that includes support to speakers of aboriginal languages.

Anticipated Enrolment

Given the needs and numbers in both rural and urban areas, the college believes that an AQC program for EAL will have a minimum of 20 enrolments in the first year and increasing enrolments in subsequent years. The potential for enrolment can be seen through student registration in the CERTESL program and in programs offered by the University of Calgary. Online delivery will enable students with full-time employment to access course material in the evening, on weekends or during the summer months. The

college expects interprovincial enrolments once the program is well-established. There is a shortage of EAL certification programs for school-based educators across Canada.

3. Alignment with Institutional Priorities

College of Education

This proposal aligns with the College Plan for 'Innovation in Academic Programs and Services'.

- The EAL AQC is an example of an innovative step to improved teacher preparation for the new reality within Saskatchewan schools. The college has a responsibility to provide teacher training that supports the education of linguistically and culturally diverse students, whether they are newcomers to Saskatchewan or local students with EAL needs. Students who are language learners require specific kinds of support from trained educators who can select from a range of evidence-based instruction and assessment practices designed for K-12 learners.

This proposal aligns with Priority #5 which supports continued development and delivery of high quality community-based undergraduate and graduate programs.

- This certificate program addresses a provincial need that has been articulated by school division partners, post-graduate students, ministry personnel and professors within the College of Education. There is a significant gap in educational expertise for EAL needs in the K-12 context. Teachers with EAL training are needed in all parts of the province for intensive language support, instructional support and selection of culturally-appropriate assessment strategies.

Ministry of Education

This proposal aligns with the ministry's implementation plan to improve provincial reading levels, instruction and intervention strategies.

- This certificate supports implementation of the ministry's plan to increase the percentage of students reading at grade level (Grades 1-3) and successfully achieving curriculum outcomes in all grades. The ministry's provincial implementation plan is more likely to succeed if students with English language needs receive greater levels of support from teachers who have in-depth knowledge about language learning, first languages, identity, culture, and intervention strategies for EAL learners.

This proposal also aligns with Ministry of Education provincial targets for increased graduation rates.

- All Saskatchewan students must have two English Language Arts 30 credits to graduate. This means that successful completion of high school for EAL learners is only possible if they have received adequate support for English language needs. If EAL students do not receive timely, intensive and sustained support for English language learning, they will not graduate and move on to career goals or post-secondary education. The ministry will fall short of its target for increased graduation rates. Teachers with specialized skills in the area of EAL can make a difference by helping students to reach appropriate levels of English proficiency for success at school.

4. Relationship of the Proposal to Existing Programs

College of Education, University of Saskatchewan

There is no duplication with other programs offered by the College of Education. This certificate is unique in that it fills an educational gap for EAL certification that will meet the needs of K-12 educators in all parts of the province. The AQC will be well-received by the college's community partners and school administrators.

No programs will be deleted as a result of the introduction of this new certificate program. The Masters' courses for EAL will continue to be supported within the College of Education. The existing six-course CERTESL program, which has recently been transferred to the College of Education, will continue to be promoted as a certificate program for ESL instructors working with adult learners of English. The Department of Curriculum Studies will ensure that the CERTESL program and EAL AQC are complementary, not competitive, by ensuring that some CERTESL courses are included within the EAL AQC course requirements. The EAL AQC will have a positive effect on CERTESL program renewal with the movement toward full online delivery.

Completion of ten courses for the EAL AQC will result in one step up to Class Five on the Saskatchewan Teachers' Federation salary grid for teachers with a Bachelor of Education degree.

Faculty of Education, University of Regina

The Faculty of Education at the University of Regina offers a Masters' Certificate in TESOL (Teachers of English to Speakers of Other Languages). The certificate is designed to improve professional qualification for in-service teachers and candidates with a background in education, language studies, linguistics or a related field. Certification through an AQC is not available.

Across Canada

The University of Calgary offers a certificate program and a Masters' program in ESL* that have been popular with Saskatchewan educators due to their accessibility through online delivery. The *Teaching English as a Second Language Certificate (Level 1)* offers fundamental information about teaching students and adults who are English language learners. *Level 2* goes beyond the fundamentals to more in-depth study about the process of learning English as a Second Language. Level 2 also offers a practicum course for observation and supervised instruction.

Other major universities across Canada offer TESL (Teachers of English as a Second Language) certificate programs, undergraduate and graduate programs that focus on ESL training and certification linked to TESL Canada Standards. The standards ensure that instructors are aware of the Canadian Language Benchmarks (CLB) scale and gear instruction to specific levels of the scale. Achieving certain language levels on the CLB scale are required by speakers of other languages who are seeking employment or career goals in Canada. The CLB is not appropriate for use in the K-12 context.

*Note: Alberta uses the acronym ESL for K-12 and adults.

Although TESL programs at universities may weave in topics that are relevant to K-12 education, the programs do not aim to meet the educational needs of the elementary and secondary student population. Therefore, a gap exists across Canada for EAL teacher training that is designed to meet the needs of educators working with students in schools. The College of Education is being innovative and responsive to its community partners by proposing the creation of an EAL AQC.

5. Resources

For the ten proposed courses in the EAL AQC, standard Education undergraduate student tuition (TC02) will be applied.

For instructional support, the College will support the certificate with our current EAL assistant professor, one CERTESL instructor and sessional instructors within the College or outside the College who are teaching related courses in literacy, languages, and cross-cultural studies.

The College will arrange sessional lecturers, as required, for courses specifically linked to classroom-based EAL instruction and assessment needs. The College will engage school division partners in courses requiring classroom observation and field experiences to add a practical dimension to EAL training.

The College of Education will provide classroom space as required. Administration of the CERTESL program in the RJD Williams Building will remain in that location in the short term. Both buildings will be utilized to the fullest extent. Field experiences will take place in school locations as designated by partner school divisions.

In terms of IT support, the initial courses are anticipated to be offered online through the Blackboard Learning Management System. A blended approach may be required for some courses in the first year of the AQC to allow developers time to redesign all teaching units for online delivery. The College will take advantage of expertise and funding offered by the Gwenna Moss Centre with a view to making an application to the University's Curriculum Innovation Fund.

The Department anticipates that most, if not all, prospective students will attend part-time. This means that there will be a broad window of time for development of new courses while students are enrolled in existing courses offered within the college and through the CERTESL program.

6. Risks, Assumptions or Constraints

Risks to the certificate would be related to sufficiently meeting the needs of the educational community and our partners. There has been a need for a specific K-12 EAL certificate for many years in the province and as a result a huge gap exists. Because of the potential high demand we may need to scale the program to include multiple sections of courses. We are addressing this potential risk with the development of online versions of the courses.

We are assuming that the need for EAL trained teachers will only increase in the province. It may not be to the same rapid change extent based on recent immigration trends and First Nations needs but there is still such a backlog that the program will be in demand for many years. The increased qualifications will act as much needed professional development opportunity for all provincial K-12 teachers and the

delivery model will make the program even more attractive than classroom based offerings due to flexibility and access for those in remote regions. We also see the potential to provide the programming to individuals outside of the province. Our existing CERTESL program has made an impact nationally and we believe the EAL certificate has similar potential.

We have done our best to consult with a variety of stakeholders in the planning stage and thus far do not anticipate any constraints related to certificate. Current assignment to teaching will ensure regular offerings of the core courses by faculty. Using an existing model for hiring sessionals permits us a great deal of flexibility in regards to short term hiring and being responsive to student needs. We have access to many qualified in-service teachers as a talent pool for potential sessional instructors with the certificate.

7. Anticipated Start Date

The Department plans to offer the program beginning in September 2016. Given that some CERTESL courses are suitable for inclusion in the AQC and available in an online format, the start date will be possible. During the coming year, other courses offered by the college will be reviewed for the certificate program, or developed, to ensure that all ten courses are in place by September 2017.

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Post-Degree Certificate in English as an Additional Language

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

Post-Degree Certificate in English as an Additional Language [PDCEAL]; short description of "Post Deg Cert Engl Addtl Lang" in student system (30 character limit)

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

degree level

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

PDCEAL [Post-Degree Certificate in English as an Additional Language]; short description of "Post Deg Cert Engl Addtl Lang" (30 character limit)

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

Education

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

No

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes ☐ No ☐ Revised ☐

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Yes ☐ No ☒

Is an existing college, school, center, or department being renamed?

Yes ☐ No ☒

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

Slight increase

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the Department of Curriculum Studies in the College of Education

5 Can classes towards this program be taken at the same time as another program?

Yes - a student could be in a graduate level program along with this certificate program

6 What is the application deadline?

June 1 for the application and July 1 for supporting documents

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Bachelor of Education degree and 1 year experience or equivalency

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

Last 120 credit units (or more without breaking up an academic year) (4 year degree equivalent)

Cumulative weighted average of at least 70% on the last 120 credit units of undergraduate work to create an overall average (120 credit units U of S equivalent)

For first offering will have one intake of 30 - so a ranked admission process

Includes international students residing in Canada who meet the criteria

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Regular

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

Online application pushed by Admissions, then forwarded to College for complete processing

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

College

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

College will do acceptance letters

13 Will the standard application fee apply?

Standard fee of \$90

14 Will all applicants be charged the fee or will current, active students be exempt?

Applicants who have completed one course at the U of S would not be charged an application fee again

Section 8: Tuition and Student Fees Information

No

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

Will attend convocation ceremony

- 2 If YES, has the Office of the University Secretary been notified?

College of Education will be handling this

- 3 When is the first class expected to graduate?

Fall 2018

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

30

Section 11: Schedule of Implementation Information

- 1 What is the start term?

201609

- 2 Are students required to do anything prior to the above date?

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 1 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As determined by Registrarial Services

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

- 3 Has CGSR been informed about this new / revised program?
4 Has SEDS, Transfer Credit, been informed about any new / revised courses?
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
6 Has the Library been informed about this new / revised program?
7 Has ISA been informed of the CIP code for new degree / program / major?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

SIGNED

Date: Oct. 28, 2015

Registrar (Russell Isinger): Russell Isinger

College / Department Representative: [Signature]