# Course Articulation Form

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|---|---|---|---|
| Submitter Name: | **Teresa Stauffer** | Phone: | **775-753-2359** |
| Form Purpose: | **Revise EDRL 474** | | |
| Course: | **EDRL 474** | Hours: | **45 lecture / 0 lab** |
| Departments Notified: | **Education, C & A.** | | |
| Credits: | **3** | Grading Basis: | **A-F** |
| Repeatable: | **0 additional time[s]** | | |
| Transferable: | **Transferable for an NSHE baccalaureate degree** | | |
| Title: | **Now is: Methods for English Language Learners, needs to be: Methods & Curriculum for Teacihing English Language Learners** | | |
| Catalog Description: | **Now: Provides systematic instruction to help ESL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. Prerequisite: Must have completed ENG 102. New: Provides systematic instruction to help ELL students (1)adjust to school; (2) acquire English for self-help and for extended interaction; and (3) develop English for extended learning. This course includes an analysis of standard second language tests for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.** | | |
| Prerequisites: | **Must have completed ENG 102** | | |
| Corequisites: | | | |
| Program Integration: | **Is a requirement of the following program[s]:**<br>• **EDEL-BA: Bachelor of Arts in Elementary Education**<br>• **EDEL-PB: Bachelor of Arts in Elementary Education: Post Baccalaureate**<br>• **EDSEBIO-BA: Bachelor of Arts in Secondary Education: Biological Science**<br>• **EDSEBU-BA: Bachelor of Arts in Secondary Education: Business Education**<br>• **EDSEEN-BA: Bachelor of Arts in Secondary Education: English**<br>• **EDSEMA-BA: Bachelor of Arts in Secondary Education: Mathematics**<br>• **EDSESS-BA: Bachelor of Arts in Secondary Education: Social Science**<br>• **EDSE-PB: Bachelor of Arts in Secondary Education: Post Baccalaureate** | | |
| Comments: | **Students are currently taking this course in order to meet the time line from the legislative regulations. The Department of Education just gave the directive to get the official changes processed 12-8-15.** | | |

## Approval Signatures and Dates

Teresa A. Stauffer 12-9-15

Teresa Stauffer — Date

Department Chair — Date

PeopleSoft/Catalog Administrator — Date

Faculty Senate Committee Chair — Date

Articulation Officer — Date

Vice President For Academic Affairs Date

President Date

**Common Course Numbering Additions and Changes Form** **v. 20**
**Nevada System of Higher Education**
**Department of Academic and Student Affairs (Effective July 1, 2014)**

**INSTRUCTIONS**:

A. This form must be completed for additions of all undergraduate courses, as well as changes to existing course prefixes, numbers, titles, and/or credits. In addition, this form is to be used for transfer status reviews.

B. The form requires sign-off by the institutional curriculum committee chair.

C. The course syllabus or course outline and the course description for a new or revised course must be attached.

D. **Course Deletions:** As of July 1, 2014, a separate form is provided for course deletions. This form is no longer applicable. Course deletions do not require review by other NSHE institutions.

E. Additions or changes submitted with this form may not be reflected in class schedules or catalogs until this form has been completed, submitted to System Administration, and the institution has received notification that the form has been accepted.

**SUBMITTING (ORIGINATING) INSTITUTION CONTACT INFORMATION** (for institution requesting course approval)

**Institution:** Great Basin College **Date:** December 9, 2015

**Curriculum Committee Chair:** Signature indicates approval:

_____ **Date:** _____
Signature of Curriculum Committee Chair

**Contact Person:** Teresa A. Stauffer **Phone #:** 775-753-2359
(Name of individual submitting this form)

Teresa A. Stauffer **E-mail address:** Teresa.stauffer@gbcnv.edu
Signature (type name if e-mailing)

1) **In the boxes below, enter the new or changed course information for the course under review:**

| Prefix | Course # | Course Title | Credits |
|---|---|---|---|
| EDRL | 474 | Methods & Curriculum for Teaching English Language Learners | 3 |

**If this review proposes a change to an existing course, enter the information from the existing course:**

| Prefix | Course # | Course Title | Credits |
|---|---|---|---|
| EDRL | 474 | Methods for English Language Learners | 3 |

2) **Does your institution want this course to be transferrable?**

Yes [ x ] No [ ] N/A [ ]

3) **Check the appropriate box below for the addition of a new course or change to existing course prefix, number and/or title: (None apply to this situation)**

☐ Discipline or prefix is found in the CCN master file, however ***both*** course # and title are not
(if you check this box, skip to question 4)

☐ Discipline or prefix is NOT found in the CCN master file
This discipline is unique to your institution or it has not been common course numbered previously.
(if you check this box, skip to question 4)

☐ Discipline or prefix is found in the CCN master file; either course # or course title is also found in the CCN master file.
Another institution already offers this course; course # and title must be identical with existing course.
(if you check this box, skip to question 5)

4) **Is this a new course proposed by a community college that requires a transfer status review by the universities and state college?**
(Community colleges may utilize a B suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree. [*Title 4, Chapter 14, Section 16*].)

Yes [ ] No [x] If Yes, this section must be completed by university and state college registrars:

**Course Transfer Status**
Board of Regents Policy, Title 4, Ch. 14, Section 16 provides that the "B" designator may be used for courses designated non-transferable from a community college to a university or state college. The universities or state college, as applicable, must provide written justification for all courses determined to be non-transferable.

A course approved for transfer at one university will automatically count as elective at the other university.

| **UNLV Evaluation** | **UNR Evaluation** | **NSC Evaluation** |
|---|---|---|
| ☐ Non-transferable<br>☐ Elective<br>☐ Equivalent _____<br>Course prefix & number | ☐ Non-transferable<br>☐ Elective<br>☐ Equivalent _____<br>Course prefix & number | ☐ Non-transferable<br>☐ Elective<br>☐ Equivalent _____<br>Course prefix & number |
| Approval (Print Name & Title) | Approval (Print Name & Title) | Approval (Print Name & Title) |
| Signature (type name if e-mailing) | Signature (type name if e-mailing) | Signature (type name if e-mailing) |
| Date | Date | Date |

5) In order for a course to be assigned a common course number, all institutions that offer the discipline in which the proposed course resides must agree that at least 80% of the content of the proposed course is common based on a review of current and pending courses within the NSHE. ***Every institution must be contacted.***

In the space provided below, record the contact name at each institution, date of contact and review status in the spaces provided. The point of contact noted below **must be the academic administrator over the discipline at each institution or the registrar or institutional designee if there is no academic administrator for the discipline.** Under the Agree column, a "yes" indicates that the respective contact person reviewed the course content and agrees that it is at least 80 percent common and may receive a common course number. A "No" indicates that at least 80 percent of the course content is not common at the reviewing institution. An "NA" indicates the discipline is not offered at the institution. Any form submitted with one or more "No's" will be referred to the System-wide Discipline Committee for review.

**Institutional Contact List** (tracking responses via e-mail is recommended)

| Institution | Campus Contact Name & Phone Number | | E-Mail Address | Date | Agree |
|---|---|---|---|---|---|
| UNLV | Pierce, Tom | 702-895-1104 | tom.pierce@unlv.edu | _____ | Yes/ No / NA |
| UNR | Coll, Kenneth | 775-784-4345 | kcoll@unr.edu | _____ | Yes / No / NA |
| NSC | Garofalo, James | 702-992-2525 | james.garofalo@nsc.edu | _____ | Yes / No / NA |
| CSN | Warby, Dale | x4189 | dale.warby@csn.edu | _____ | Yes / No / NA |
| GBC | Reagan, Tom | 775-753-2214 | thomas.reagan@gbcnv.edu | _____ | Yes / No / NA |
| TMCC | Fletcher, Bob | (775) 674-7572 | bfletcher@tmcc.edu | _____ | Yes / No / NA |
| WNC | Black, Sherry | 775-445-3348 | sherry.black@wnc.edu | _____ | Yes / No / NA |

**Note**: If a response is not received from an institutional contact within 10 business days of submitting a request, please circle the name of the institution and response will be assumed to be "yes." **[Not applicable May 15 – Aug. 15, Dec. 15 -Jan. 20]**

If you have any questions regarding common course numbering procedures or the completion of this form, contact Sally Jackson (sallyj@nevada.edu) at System Administration (Phone: 775-784-3443; Fax: 775-784-1127).

Completed forms may be mailed, emailed, or faxed to Sally Jackson at:
Academic and Student Affairs
2601 Enterprise Road
Reno, Nevada 89512

**System Use Only:**

Date Received: _____

All Criteria Met? Yes [ ] No [ ] Date Referred to System-wide Discipline Committee: _____

Date Campus Contacts Notified: _____

Date Master File Updated: _____

Reviewed by Vice Chancellor for Academic Affairs or Assistant Vice Chancellor for Academic Affairs:

_____ _____
Signature Date

Notes: _____

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Catalog Description: EDRL 437

Methods & Curriculum for Teaching English Language Learners

**Catalog Description**: Provides systematic instruction to help ELL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. This course includes an analysis of standard second language tests for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

**EDRL 474 Methods & Curriculum for Teaching English Language Learners**
**Fall 2015-3 credits**
**Diann Musial**

**Diann.Musial@gbcnv.edu**
**775-727-1825**
**815-761-5511 cell**

**Catalog Description**: Provides systematic instruction to help ELL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; (3) develop English for extended learning. This course includes an analysis of standard second language tests for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

**Required Text**: Teaching English Language and Content in Mainstream Classes", Levine & McCloskey, 2013.

**Learner Outcomes & Related TESOL/INTASC Standards:**

**Domain 3: Planning Implementing and Managing Instruction (TESOL)**

1. Students will demonstrate planning lessons for standards content instruction for English Language Learners by *designing a collection of strategies project, designing a lesson using standards-based instruction, and writing a series of objectives with formative assessment from standards (INTASC 7, 8, 6)*
2. Students will demonstrate planning for managing and implementing standards based content instruction for English Language Learners *by designing a lesson for standards-based unit of instruction.* (INTASC 7,1,2,5,6,)
3. Students will demonstrate planning effective use of resources in ESL and content instruction *by designing a lesson for a standards-based unit of instruction.* (INTASC 2)

**Domain 4: Assessment (TESOL)**

4. Students will design a lesson that demonstrates planning of classroom based assessments for English Language Learners by developing learning activities with aligned formative assessments. (INTASC 6)

**Domain 2: Culture (TESOL)**

400-level performance is expected from all students. At this level, it is assumed that students are, to a great extent, responsible for their own learning. Therefore, assignments are to be completed on time and in a thorough and quality manner. Quality participation is expected.

Students are expected to complete all assignments on time. Late work will not be accepted. 3. Students will be expected to participate in online weekly discussions.

Students will design one lesson plan using Common Core Reading/Writing Standards as a springboard for lesson development. Students will use SIOP planning templates to develop the 8 components of a good lesson that meet the needs of English Language Learners.

Students will survey websites relevant to 474 course objectives to determine their usefulness and applicability to L2 teachers/students. They'll report "findings" to classmates in a very short presentation and via an informative handout that lists web site addresses and explains the pros and cons of the sites in a bulleted list.

Students will complete a final project which will involve designing a collection of strategies project, designing a lesson using standards-based instruction, and writing a series of objectives with formative assessment related to standards & guidelines developed throughout the course.

**Grading**:

Throughout this course you will be assessed through Webcampus Discussion Board, Assigned lessons and activities, and two Final Projects. To determine the final course grade, your individual grades will be calculated on a percentage scale and then recorded as the corresponding grade point value and letter grade as shown below. Grading will use + and - on assignments, tests and the final, recorded grade.

| **Grade** | **Percent Range** |
|---|---|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 65-66 |
| F | 0-64 |

**Expectations**: All weekly expectations will be posted on Webcampus Monday Morning by 9 am. Assignments (unless otherwise stated) will be due the following Sunday by Midnight. It is your

responsibility to check the Webcampus REGULARLY for assignments, requirements and expectations. Assignments may also be found under the "Assignments" icon. All assignments will be turned in via the Webcampus assignment drop box and often posted to the discussion board. Please email me using the Webcampus email, you will not be guaranteed a response otherwise. If you need to speak to me directly, please email me your concerns and we can set up a phone conference, or please call if it is an emergency situation. I am here to help and support you during this course.

**Written Assignments**: Breadth and Depth: Demonstrate that you have thought about the topic, and from multiple perspectives. Move beyond simply explaining or describing the concepts you are learning. Analyze the topic and integrate what you already know with what you are learning. Organization and Logical Development: Guide your readers with an overall purpose or theme that is introduced in the beginning of the paper, developed in the body of the paper and referred to in the conclusion. Paragraphs should be linked together in a logical sequence using transitional sentences. Clarity: Construct concise and purposeful sentences that make your thinking clear. Grammar, Punctuation, Spelling: Use correct grammar, punctuation, and spelling. Verbs should agree with their subjects, sentences should be complete, and paragraphs are always more than one sentence long. Creativity: Be creative. Integrate new concepts and expand on them as fitting with your philosophy.

**Academic Integrity**: 400 level online coursework requires considerable reading and reflection. Scholarly reading will stimulate inquiry and discovery. Written assignments in this course are intended to encourage and assist you in learning at the 400 level which indicates you are close to graduation. Academic honesty is expected in this course. All student work must be original and authentic. Any acts of cheating, copying, and/or plagiarizing are violations of the Nevada System's code of conduct and will be taken seriously. Students who cheat, copy another's work, or plagiarize from the Internet or other sources will fail the course regardless of other course work. We will practice, enthusiastically, academic honesty. Plagiarism is adequately discussed universally such that Great Basin College students will know where to turn, if not to their instructor, in the event they feel the need to remind themselves of the myriad details regarding this academic sin and its costs.

**AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT** Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. GBC supports providing equal access for students with disabilities. An advisor is available to discuss appropriate accommodations with students. Please contact the ADA Officer (Julie Byrnes at 775-753- 2271 at your earliest convenience to request timely and appropriate accommodations.