Submitted by: Patricia Reynolds and Jo Tyler          Date Prepared: Jan. 4, 2016

Department/Discipline(s) and Course Number(s): College of Education  TESL 515
Course Title: ESL Literacy Strategies: PreK-12

Type of change (check all applicable):
Number*  Title  Description  X_ Prerequisites  Deletion  Cross list**

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

**To cross list courses between departments/colleges, there should be two cover sheets submitted with the proposal – one by the chair of each department with signatures from the relevant College Curriculum Committee Chair.

Effective Date: FALL Semester, Year 2016

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<tr>
<th>Current Catalog Entry</th>
<th>Proposed Catalog Entry (suggested length – less than 50 words)</th>
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<tr>
<td>515 – ESL Literacy Strategies: PreK-12 (3) Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners. The emphasis is on language acquisition, linguistic awareness, and concept of print, phonics, fluency, vocabulary development, and comprehension strategies. It explores strategies that will scaffold literacy development for ELLs, including process writing, questioning skills, and literal, critical and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate. Field experience required.</td>
<td>515 – ESL Literacy Strategies: PreK-12 (3) Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners. Skills in methods of teaching ESL literacy include understanding of the World-Class Instructional and Design Assessment (WIDA) English Language Development Standards. The emphasis is on language acquisition, linguistic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. It explores strategies that will scaffold literacy development for ELLs, including process writing, questioning skills, and literal, critical and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate. Field experience required.</td>
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**JUSTIFICATION (including impact on majors, minors, concentrations, and general education courses within the University curriculum; attach additional pages if required). Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.

The change recognizes the adopted state standards and the instruction that is provided to students regarding the standards in this course. Though these ELD standards were adopted a few years ago, it is now time to acknowledge that they drive the instruction in the P-12 environment.

**TRANSITION PLAN (describe how will students who are in Catalogs where the course is required for a major be accommodated; attach additional pages if required)
No transition necessary

**Approvals**

Department Chair ___________________________ Date: 1/21/16

College Curriculum Chair Patricia Reynolds Date: January 19, 2016

Expedited course changes are posted for a 10-class day comment period. If no comments are raised during that time, the proposal becomes final. All expedited proposals approved in this way will be noted on the UCC web site. If comments are raised, the proposal may be reviewed by the UCC and then approved or it may be returned to the CCC for additional deliberation (as required).