



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		<small>(Check all that apply):</small>		Proposal #	147
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Modern Languages	<input checked="" type="checkbox"/>	Graduate	Academic Year	05-06
Program:	ESL Licensure		CIP #	<small>(For Office Use Only)</small>	
Type of Change	COURSE PROPOSALS			Course Designator	Number of Credits
Proposed:	New Course				
Title Current:	N/A				
Title Proposed:	Policies and Programs in ESL			MODL473/573	2
24-Char. Abbrev:				<small>(if applicable)</small>	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course describes state and federal legislation affecting ESL; identification, assessment, placement, and tracking of English Language Learners in the K-12 context; current models of ESL program delivery; and Minnesota State Standards and standardized testing.

Rationale or Justification for change:

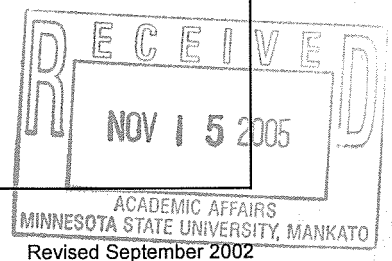
This proposed course MODL473/573 "Policies and Programs in ESL" will consolidate some of the licensure material from ENG485/585 (reduced from 4 to 3 credits) and MODL470/570 and 471/571 (no substantial changes in the content of 470/570 and 471/571). It is part of a greater course redesign that will allow us to redistribute content within the licensure program. See concurrent proposals.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: <small>(Please check one.)</small> <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A		
N/A		
N/A		
<p><small>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</small></p> <p><small>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</small></p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 		

*****For New Courses*****

<small>(Check all that apply):</small>		Instructional Type:	Lecture	Course will be offered:	
<input type="checkbox"/>	Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/>	Fall Semester
<input checked="" type="checkbox"/>	Course is required for program		ESL Licensure	<input checked="" type="checkbox"/>	Spring Semester
<input type="checkbox"/>	Pre- or Co-requisites:			<input type="checkbox"/>	Summer Session
<input checked="" type="checkbox"/>	Other courses are being changed or eliminated. (Explain.)		Change in number of credits for ENG485/585 (4 to 3 credits)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)					
Attach paper copies of the following: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 					





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*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ↗ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ↗ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ↗ Change in program name.
 - ↗ Change in program CIP #.
 - ↗ Change in TOTAL program credits.
 - ↗ Change in degree award. For example, changing a B.A. to B.S.
 - ↗ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



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Signature Page

Department
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

[Signature] _____ 11/10/05
 Department Chair Date

College Curriculum Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

[Signature] _____ 11/14/05
 Committee Chair Date

College Dean
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

[Signature] _____ 11-15-05
 Dean Date

General Education Subcommittee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

_____ General Education Subcommittee Chair Date

Undergraduate Curriculum and Academic Policy Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

[Signature] _____ 12/10/05
 UCAP Faculty Chair Date

Faculty Association Graduate Committee
 Recommended
 Not Recommended
 Comments: _____

_____ Faculty Association Graduate Chair Date

Graduate Dean
 Recommended
 Not Recommended
 Comments: _____

_____ Graduate Dean Date

Academic Affairs Council
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 Comments: _____

[Signature] _____ 12/21/05
 Assistant Vice President Date

Senior Vice President and Vice President for Academic Affairs
 Approved (Category/ies _____)
 Not Approved (Category/ies _____)
 Comments: _____

[Signature] _____ 12/21/05
 Sr. Vice President / Vice Pres. Academic Affairs Date

MODL 473/573: Policies and Programs in TESL

- a. see attached syllabus
- b. see attached (in syllabus)
- c. no additional resources are required to offer and support this course
- d. no affect on department staffing
- e. graduate students will be expected to do approximately twice as much writing as undergrads and will be expected to write at a higher level.

MODL 473/573: Policies and Programs in TESL

Course Description: This course describes state and federal legislation affecting ESL; identification, assessment, placement, and tracking of English Language Learners in the K-12 context; current models of ESL program delivery; and Minnesota State Standards and standardized testing.

Possible Course Texts

Berube, B. (2000). *Managing Esl Programs in Rural and Small Urban Schools*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Simons, J. and Connely, M. (2000). *Quality ESL Programs*. Lanham, MD: ScarecrowEducation

Teachers of English to Speakers of Other Languages. (1997). *ESL Standards for Pre-K-12 Students*. Alexandria, VA: TESOL.

Various On-Line Resources such as

Minnesota Department of Education Website <http://education.state.mn.us/mde/>

and

The Office of Civil Rights Website <http://www.ed.gov/about/offices/list/ocr/index.html>

Course Topic Outline

week	date	topics
1	Jan 24	Historical Overview of Laws Affecting ESL
2	Jan 31	Federal Laws and the Office of Civil Rights
3	Feb 7	Minnesota State Legislation affecting ESL
4	Feb 14	Program Models for Bilingual Education
5	Feb 21	Program Models for ESL in urban settings
6	Feb 28	Program Models for ESL in rural settings
7	March 7	SPRING BREAK
8	March 14	MN ELL Standards
9	March 21	TESOL Standards
10	March 28	Standardized Testing in MN
11	April 4	Standardized Testing in MN
12	April 11	Policies for Identification
13	April 18	Policies for Placement
14	April 25	Policies for Exiting
15	May 2	Policies for Monitoring
16	May 9	Final

Course Objectives: ESL Standards for Effective Practice

B An English as a second language teacher understands a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of the students with limited English proficiency. The teacher must:

- B-1 Demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of limited English proficiency students.
- B-2 Be able to adopt appropriate learning materials and adapt teaching strategies to meet the second language needs of students with limited English proficiency in a school setting.

D An English as a second language teacher demonstrates the ability to communicate successfully with students, parents, colleagues, and community members. The teacher must:

- D-1 Understand that cultural practices may differ and that these differences may affect the way students learn.
- D-2 Understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework.
- D-3 Understand how the student's environment, including family circumstances, community systems, and health and economic conditions, may influence learning.
- D-4 Work with other professionals to improve the quality of educational services provided to students with limited English proficiency.

I An English as a second language teacher is aware of how the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction. The teacher must:

- I-1 Understand cultural pluralism in the United States, how cultural and social differences are reflected.
- I-2 Be knowledgeable about the sociolinguistic dynamics of the cultures of the United States.
- I-3 Understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom.

F An English as a second language teacher understands and uses formal and informal second language assessment techniques to determine appropriate placement and to evaluate the progress of students with limited English proficiency. The teacher knows and uses criteria for determining the readiness of students to enter and exit limited English proficiency programs. The teacher must:

- F-1 Understand the characteristics, uses, advantages, and limitations of formal and informal second language assessment techniques.
- F-2 Understand the limitations of using traditional assessment procedures in the identification and placement of students with limited English proficiency in academic programs, including gifted and special education programs.

- F-3 Understand second language assessment including item and test construction methods appropriate for students with limited English proficiency.
 - F-4 Know how to administer, interpret, and explain the results of standardized tests and alternative methods of assessment to students with limited English proficiency, the student's parents, and to colleagues.
- J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:
- J-4 understand the role and alignment of district, school, and department mission and goals in program planning;