



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.

		(Check all that apply):	Proposal # <u>148</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:
Department: <u>Modern Languages</u>	<input checked="" type="checkbox"/> Graduate		Academic Year <u>05-06</u>
Program: <u>ESL Licensure</u>	CIP # _____		(For Office Use Only)
Type of Change: <u>PROGRAM PROPOSALS</u>			
Proposed: <u>Change in Requirements-Course(s) Added + Removed</u>		Course Designator and Number	Number of Credits
Title Current: _____			
Title Proposed: _____			
24-Char. Abbrev: _____			(if applicable)

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

Rationale or Justification for change:

We propose a program redesign that will allow us to redistribute content within the licensure program. A proposed course (MODL 473/573 "Policies and Programs in ESL") will consolidate some of the licensure material from MODL470/570; MODL471/571; and ENG485/585. We believe that the new arrangement will allow us to target courses to specific populations. See concurrent proposals.

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

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
<u>7</u>	<u>Human Diversity</u>	<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.)
<u>N/A</u>		<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.)
<u>N/A</u>		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? 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.

Attach paper copies of the following:

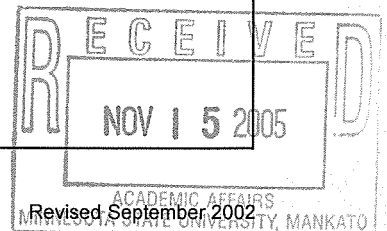
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

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

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" 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	<u>required for ESL licensure</u>	<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.)	<u>New course (MODL473/573) will be added to licensure program. Some content from MODL472/672 will become part of new course. Therefore, MODL472/672 will no longer be required for ESL Licensure.</u>	
<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:

- 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 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			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>Lauren G. Gentry</i></u>	<u>11/10/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>Kurt Zimin</i></u>	<u>11/14/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>Jane F. Euley (Dac)</i></u>	<u>11-15-05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>Marie K. Pomije</i></u>	<u>12/10/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments:			
Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>[Signature]</i></u>	<u>12/21/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)	<u><i>[Signature]</i></u>	<u>12/21/05</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

Attachment to the ESL Licensure Program Change Proposal

a. Student learning outcomes for the program

- A. An English as a second language teacher demonstrates a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent. (COVERED AS A PREREQUISITE OR BY TAKING ADDITIONAL COURSES WHILE IN THE PROGRAM)
- 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:
 - (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;
 - (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; and
 - (3) understand the developmental progression and range of individual variation of students with limited English proficiency in the context in which taught.
- C. English as a second language teacher uses various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting. The teacher must:
 - (1) understand how limited English proficiency affects learning; and
 - (2) understand that both language learning and subject matter content are essential to student success in an academic 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:
 - (1) understand that cultural practices may differ and that these differences may affect the way students learn;
 - (2) understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework;
 - (3) understand how the student's environment, including family circumstances, community systems, and health and economic conditions, may influence learning; and
 - (4) work with other professionals to improve the quality of educational services provided to students with limited English proficiency.

- E. An English as a second language teacher demonstrates an understanding of communication instruction in the second language context and the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum. The teacher must:
- (1) understand the differences between literacy development in the first language and the second language, and the implications for teaching second language learners;
 - (2) understand how to develop communication skills in listening, speaking, reading, and writing as an important contributor to academic success across the curriculum; and
 - (3) understand and use a variety of communication techniques and be able to use verbal, nonverbal, and multimedia and other technology based resources that enhance student learning.
- 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:
- (1) understand the characteristics, uses, advantages, and limitations of formal and informal second language assessment techniques;
 - (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;
 - (3) understand second language assessment including item and test construction methods appropriate for students with limited English proficiency; and
 - (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 students' parents, and to colleagues.
- G. An English as a second language teacher understands the contributions of general and applied linguistics to second language education. The teacher must:
- (1) understand basic linguistic concepts;
 - (2) understand features of English including phonology, morphology, syntax, and semantics;
 - (3) relate knowledge of English to other languages; and
 - (4) understand the history and development of the English language.
- H. An English as a second language teacher understands the fundamentals of the first and second language acquisition processes and their similarities and differences. The teacher must:
- (1) understand the processes of first and second language acquisition; and

(2) understand that there are similarities and differences between child, adolescent, and adult language acquisition.

- 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:
- (1) understand cultural pluralism in the United States, how cultural and social differences are reflected;
 - (2) be knowledgeable about the sociolinguistic dynamics of the cultures of the United States; and
 - (3) understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom.

- 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:
- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
 - (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education;
 - (3) develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding;

(J-4 THROUGH J-8 COVERED IN EDUCATION COURSES ALSO REQUIRED FOR LICENSURE)

- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
- (8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.

a. Minutes from department and college curriculum meetings in which action was taken on this proposal (see attached)

b. Program Assessment Plan (see attached)

c.

Current requirements	Proposed requirements
ENG 381/689 (4) Intro. to English Linguistics MODL 470/570 (4) Theory & Methods of TESL I MODL 471/571 (4) Theory & Methods of TESL II MODL 472/672 (1) TESL Practicum ENG 482/582 (4) English Structure and Pedagogical Grammar I ENG 483/583 (4) English Structure and Pedagogical Grammar II ENG 485/585 (4) Language and Culture in TESL	ENG 381/689 (4) Intro. to English Linguistics MODL 470/570 (4) Theory & Methods of TESL I MODL 471/571 (4) Theory & Methods of TESL II MODL 473/573 (2) Policies and Programs in ESL ENG 482/582 (4) English Structure and Pedagogical Grammar I ENG 483/583 (4) English Structure and Pedagogical Grammar II ENG 485/585 (3) Language and Culture in TESL

d. No new resources are required to offer/support this program.

e. The proposed changes will not affect staffing.

f. No additional library holdings will be required.

Department of Modern Languages
Minutes
October 28, 2005

Present: Contag, Heise, Janc, Longwell, Meyer, Peterson, Roca-Martinez, Tomany,
Torner

Absent: Grabowska

Chair for 2006-07: Pat Peterson was chosen as chair person for the year 2006-07.

Chair for following three years will be James Grabowska (2007-10).

Program Review: survey will be on website soon. As soon as it is up, please ask your students to take it. Let Theresa know if you would like a paper copy of the survey for your students. If you have any suggestions for program review consultant, please give names to Kimberly.

Equipment Requests: Please turn in requests soon. We will look at the computer rotation for faculty and also look into purchasing computers to go with the projection units we have in the back room.

Promotion: Jim will be applying for promotion. His paper work will be in the office on Theresa's desk for faculty perusal. Pat will chair the personnel committee. Faculty are asked to look at the files and write letters.

Curriculum Proposals: Pat discussed the ESL proposals MODL 4/570, 4/571, 4/572 and the new course 4/573. John made a motion to approve the proposals with the load factor addressed. Karl seconded motion. Motion passed.

Claudia discussed the Scan. Studies 250 and 450 course proposals. John moved the course proposals be approved. Pat seconded. The motion passed.

Study abroad: Spanish Program. Karl told the department that this spring will be his last year going abroad. With the changes in the program the majority of the students are going in the summer and fall. He would still do site visits. This would help the department with covering the class load on campus.

Claudia spoke about two exchange program possibilities: Telemarken in Norway and Halmstad in Sweden:

Summer Schedule proof is in the main office. Please come in and look it over for any changes.

GLL – video streaming: Let Kimberly know if interested in learning more about this option in the GLL.

Poetry Recital is Wednesday, November 16, at 2:00. Enrique would like poems by Nov. 4.

Kimberly will apply for a GA from the Graduate office again this year.

Swedish Institute has given a grant for \$500 for books.

NCCLA Conference will be held at MSU next fall. Karl is organizing this event.

A thank you was give to Silvia for her work involving the Spanish film night.

The meeting adjourned at 9:45 p.m.



To: Academic Affairs

From: John Banschbach, Chair
Department of English

A handwritten signature in cursive script, appearing to read "John Banschbach", is written over the printed name.

Subject: English and Modern Languages Curriculum Proposals

Date: November 3, 2005

The English and Modern Languages departments have proposed the following curricular changes:

1. the removal of MODL 472/672 (1 credit) as a requirement for licensure;

Handwritten initials "JBM" in cursive script, located to the right of the first list item.

2. a change in credits for ENG 485/585 (from 4 credits to 3 credits);

3. the creation of a new course, MODL 473/573 (2 credits).

The title of the new course is policies and programs; its topic is standards and laws, both state and federal, and complying with them.

These courses are part of five programs, the graduate certificate in TESL (English), the linguistics minor (English), the ESL licensure minor (Modern Languages), the M.A. in TESL (English), and the MAT in ESL (Education). These programs serve different populations: students who want a teaching license so that they can teach in public schools, and students who do not want a teaching license but wish to teach overseas or to teach in the U.S. in post-secondary institutions, adult literacy programs, and business contexts. The proposed changes will permit the different programs to address more specifically the needs of their students.

These changes have the approval of both departments involved in these programs, English and Modern Languages. Concerning the programs that are within the English department, the changes impact electives only. Also, the course changes will make no change in the number of credits each program requires, nor will they present any difficulty in staffing and scheduling.



To: Academic Affairs

Topic: ESL Curriculum Proposal

From: Patricia Hoffman, Chair *PH*
Scott Page, Graduate Coordinator *SP*
✓ Educational Studies K-12 and Secondary Programs

Date: November 2, 2005

I am aware that the English Department in collaboration with the TESL program, which is a collaborative program with Modern Languages, is in the process of submitting a change of credits for the English 485/585 course which has implications for our ESL minor and licensure program in Modern Languages. I am also aware that this change in credits for the course will apply to the program redesign for ESL licensure and the MAT ESL degree in Education.

The TESL program has proposed the following changes to its curriculum:

- The elimination of MODL 472/572 (1 credit); *is a licensure requirement*
- A change in credits for ENG 485/585 (from 4 credits to 3 credits);
- The creation of a new course, MODL 4xx/5xx (2 credits).

The title of the new course is Policies and Programs, its topic standards and laws, both state and federal, and complying with them.

These courses are part of the TESL minor, the TESL licensure minor, TESL MA and the MAT ESL. These programs serve different populations: student who want and desire a teaching license in order to teach in a public school and students who do not want a teaching license but wish to teach overseas or in community programs for adults or work in business. The proposed changes constitute a rearrangement of curriculum so that candidates in each program are better served and their needs specifically addressed.

The changes have the approval of both departments directly involved in these programs. The changes will make no change in the number of credits within each program, nor will they present any difficulty for the student seeking licensure through the Master in Arts in Teaching (MAT). Therefore we support the changes stated above.

Nancy,

I am aware that the English Department in collaboration with the TESL program, which is a collaborative program with Modern Languages, is in the process of submitting a change of credits for the English 485/585 course which has implications for our ESL minor and licensure program in Modern Languages. I am also aware that this change in credits for the course will apply to the program redesign for ESL licensure minor which is in our department. The reduction of 1 credit in this course will not affect the overall credits for ESL licensure since you are making the 1 credit practicum an elective and are also submitting a course proposal for a 2 credit course MODL 4xx/5xx (Policies and Programs) that will keep the overall credits for the licensure program the same. I also understand the practicum experience (MODL472 and MODL672) will be absorbed into the MODL 470/570 and MODL471/571 sequence. I understand that the changes you are making within the licensure program will also affect the MAT ESL degree in Education and recommend you get a memo from them.

If I understand this correctly, you are adding one 2 credit course to MODL that will be taught by you (N. Drescher) in addition to your other 2 courses in MODL. The reason you are adding it to MODL is that it is a licensure course. I would expect John Banschbach, Chair, English Department, to concur with this staffing arrangement. I will talk to Pat about her course load for next year depending on the outcome of these proposals.

I appreciate the collaborative work that you and Pat Peterson have done on this program and I am confident that you are making the necessary changes to strengthen and streamline the program.

Kimberly E. Contag
Professor of Spanish and Chair
Department of Modern Languages
Armstrong Hall 227
Minnesota State University
Mankato, MN 56001
Tel. 507-389-2116

ASSESSMENT GRID FOR TESL CURRICULUM

Program	Competencies (SLO's)	Learning Activities	Assessment Tools
<p>1. B.S.- TESL minor, Non-licensure</p>	<ul style="list-style-type: none"> ● Ability to function effectively within a structured ESL/EFL program abroad <p><i>Linguistics & English language:</i></p> <ul style="list-style-type: none"> ● Grasp of the nature of language, including its hierarchical arrangement into phonological, morphological, syntactic, semantic, & pragmatic components; the relationships of its oral & written forms; its change & variation <ul style="list-style-type: none"> ● Knowledge of the English language, in particular its phonological & grammatical structure and the contrast of that structure to those of other languages <p><i>Psycholinguistics:</i></p> <ul style="list-style-type: none"> ● Sound understanding of 1st & 2nd language acquisition processes and stages ● Broad understanding of relevant models of language acquisition, perception, processing & production, & of the organization of the brain 	<ul style="list-style-type: none"> ● Class discussions ● Lectures ● Research papers--both library & field research ● Group projects ● Student presentations ● Field work in data collection & analysis ● Research assignments ● In-class practice exercises ● Journaling ● Classroom activity and materials design ● Micro-teaching ● Class observations 	<ul style="list-style-type: none"> ● Course examinations ● Student oral reports ● Class participation ● Written assignments ● Term papers- library & field research ● Group research projects ● Research assignments ● Quizzes ● Course evaluations ● Community-based research reports ● Alumni surveys

ASSESSMENT GRID FOR TESL CURRICULUM

Program	Competencies (SLO's)	Learning Activity	Assessment Tools
	<ul style="list-style-type: none">● Knowledge of the role of aptitude, intelligence, and socio-affective factors in second language learning <p><i>Sociolinguistics:</i></p> <ul style="list-style-type: none">● Thorough understanding of types of bilingual and multicultural educational contexts & programs● Knowledge of the social determiners of dialect, style, and register● Understanding of the educational and policy issues surrounding linguistic diversity and cultural pluralism, including their effects on the development of literacy among minority groups● Practical knowledge of the skills and tools of cultural analysis, as well as familiarity with cross-cultural patterns and values of 2nd language learners, including the problems typical of cross-cultural communication as related to language teaching		

ASSESSMENT GRID FOR TESL CURRICULUM

Program	Competencies (SLO's)	Learning Activity	Assessment Tools
	<p><i>Teaching LEP students:</i></p> <ul style="list-style-type: none"> ● Sound knowledge of ESL theory & methodology including: listening, speaking, reading, writing, vocabulary development, grammar, & culture ● Grasp of the role of error correction in teaching ● Practical experience in the selection, development, & adaptation of appropriate instructional materials ● Ability to carry out a basic needs assessment for students in established & developing programs ● Ability to develop curricula & teaching strategies based on principles of content-based instruction 		
2. B.S.- TESL minor, licensure	<ul style="list-style-type: none"> ● All of the above, plus ● Ability to function effectively as an ESL teacher in the MN public schools 	<ul style="list-style-type: none"> ● All of the above, plus ● TESL practicum ● TESL student teaching 	<ul style="list-style-type: none"> ● All of the above, plus ● Evaluation of student practicum & teaching by supervising instructor ● Feedback from students on student-teaching experience

ASSESSMENT GRID FOR TESL CURRICULUM

Program	Competencies (SLO's)	Learning Activity	Assessment Tools
	<ul style="list-style-type: none">● General knowledge of techniques & approaches for elementary & secondary students● Understanding of test types, assessment criteria & instruments, e.g., dictation, interviews, discrete item, portfolio assessment, etc.		