

UNIVERSITY FACULTY SENATE FORMS

1/7/14

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Scott Stevens phone number 831-2674

Department: School of Education email address sstevens@udel.edu

Date: November 5, 2013

Action: Revise the Master of Arts in Teaching English as a Second Language
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term: 14F
(use format 04F, 05W)

Current degree MA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: NA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: NA
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: MA in Teaching English as a Second Language
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

We are proposing that the new course EDUC 741 – Diversity in ESL Classrooms be included in the M.A. in Teaching English as a Second Language (TESL) program. The overall goals in the program are to address the need for certified ESL and Bilingual teachers in Delaware and

surrounding states; prepare professionals to teach in Intensive English Programs at universities and colleges in the US; prepare domestic students to teach English abroad; and to equip international students to teach English as a Foreign language in countries around the world.

The curricular mission of the program is to meet the highest standards for educating and training ESL professionals within the discipline by offering courses to equip aspiring teachers with expertise in second language acquisition, TESL methodology, second language assessment, TESL curriculum and syllabus design, ESL literacy, TESL pedagogy, TESL professionalism, and cross-cultural understanding. This proposed course addresses the last key area by ensuring candidates understand and can apply the major concepts, principles, and research related to the nature and role of culture to design a cultural learning environment to support English Language Learners' cultural identities, language and literacy development, and content area achievement (adapted from TESOL Standards for P-12 ESL Teacher Education Programs). The course description is provided below.

EDUC 741 – Diversity in ESL Classrooms

Focuses on pedagogical strategies to address the needs of English Language Learners at K-12 and higher education levels. Examines linguistic and cultural skills that optimize learning, cross-cultural communication, student participation, and conflict resolution within diverse classrooms. Field experience included.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

NA

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

NA

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

We are proposing the following four changes to the Masters of Arts (M.A.) in Teaching English as a Second Language (TESL).

1. *Delete EDUC 627.*

The required course EDUC 627 (Models of Instruction) addresses multiple approaches to teaching that are not specific to a particular area (e.g., not specific to TESL). The TESL students also currently take two teaching methods courses where they learn approaches to teaching ESL (EDUC 672 – Teaching English as a Second Language and EDUC 647 – Advanced Methods of ESL). We are proposing to delete EDUC 627 because the students are learning the approaches to teaching needed in their career in their methods courses EDUC 647 and 672. This course is not required for accreditation and does not help the students learn about the ideas in the national organization standards. In addition, deleting this course creates room in the program for the ESL teaching practicum to increase from 3 credits to 6 credits.

2. *Require a 6-credit practicum/internship for all TESL students.*

Currently, TESL students who are not seeking teacher certification complete EDUC 742 (ESL Teaching Practicum) for 3 credits. TESL students who are seeking teacher certification also complete a practicum through EDUC 750 (Graduate Teaching Internship), but this 6-credit

internship does not count towards the M.A. degree; they complete this experience only to satisfy certification requirements.

We are proposing that all TESL students complete 6 credits of a practicum/internship because the practical experience in schools and/or the English Language Institute will help prepare them for their career. TESL students not seeking certification would take 6 credits of EDUC 742 (ESL Teaching Practicum) and students who are seeking teacher certification would take 6 credits of EDUC 750 (Graduate Teaching Internship). EDUC 614 (Teaching Exceptional Adolescents) would become an optional course for TESL students seeking certification and would no longer be required for the degree; students would only take the course to satisfy certification requirements.

3. *Replace EDUC 613 with EDUC 623.*

TESL students who would like to teach in schools can pursue grade K-12 certification in English to Speakers of Other Languages in the State of Delaware. They currently take EDUC 613 (Adolescent Development and Educational Psychology), which focuses on the secondary grades. We are proposing to replace this course with EDUC 623 (Applied Human Development) because the context of this course is not limited to the secondary level. The TESL students would learn about human development in school settings across a broader range of grade levels that would match the grade levels of the certification they are seeking.

EDUC 613 requires a field experience whereas EDUC 623 does not require a field experience. However, increasing the number of credits for EDUC 742 from 3 credits to 6 credits (please see #2 above) compensates for the loss in the field experience for students not seeking certification. The students seeking certification will lose a field experience by not taking EDUC 613, but we feel that the students have a sufficient number of field experiences in the other courses (EDUC 619, 647 and 672) to be prepared for their internship (EDUC 750).

4. *Replace EDUC 619 with EDUC 741.*

The required course EDUC 619 (Diversity in Secondary Education) examines aspects of diversity in the secondary grades. However, TESL students may be working with English Language Learners (ELLs) in elementary, secondary or in higher education settings. For example, approximately 75% of the students in the program do not seek teacher certification and will be teaching in higher education in the US, teaching abroad, or, in the case of international students, teaching English as a Foreign language in their home country. It is therefore important that we offer a course that is relevant to all of our students and not focused solely on secondary education.

In addition, ELLs have special needs that are currently not being sufficiently addressed in EDUC 619. A partial list of these needs includes: orientation to the US educational setting—the classroom, school, and community; language and cultural barriers preventing parental involvement; understanding and coping with culture shock; understanding the cultural impact on classroom discipline and student behavior; the cultural impact on academic performance, study skills, learning styles, and response to sensitive content; accommodating bilingualism vs. many nations/many cultures; learning how to share cultures; helping students maintain their first culture; the impact of culture on second language communication; culture and gender; and best practices among schools that celebrate and support ELL diversity. These critical areas would be addressed through EDUC 741, while not ignoring other areas of diversity (e.g., race, gender, sexual orientation, disabilities, religion, socio-economic status) that are integral to any diversity class.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

Current Courses Courses are 3 credits unless noted otherwise	Proposed Courses Courses are 3 credits unless noted otherwise
EDUC 613 – Adolescent Development and Educational Psychology	Delete
	EDUC 623 – Applied Human Development in the Schools
EDUC 619 – Diversity in Secondary Education	Delete
	EDUC 741 – Diversity in ESL Classrooms
EDUC 627 – Models of Instruction	Delete
EDUC 647 – Advanced Methods in Teaching ESL	EDUC 647 – Advanced Methods in Teaching ESL
EDUC 672 – Teaching English as a Second Language	EDUC 672 – Teaching English as a Second Language
EDUC 740 – Literacy Instruction for English Language Learners	EDUC 740 – Literacy Instruction for English Language Learners
EDUC 742 – ESL Teaching Practicum (for students not seeking certification) OR EDUC 614 – Teaching Exceptional Adolescents (for students seeking certification)	EDUC 742 – ESL Teaching Practicum (for those students not seeking certification) (6 credits) OR EDUC 750 – Graduate Teaching Internship (for those students seeking certification) (6 credits)
FLLT 622 – Language Syllabus Design	FLLT 622 – Language Syllabus Design
FLLT 624 – Second Language Testing	FLLT 624 – Second Language Testing
LING/ENGL 677 – Structure of English	LING/ENGL 677 – Structure of English
LING 676 – Second Language Acquisition	LING 676 – Second Language Acquisition
Total Credits: 33 credits	Total Credits: 33 credits

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson Reyn P. Zuma Date 12-2-13
 Dean of College Lynn Okajoki Date 12-11-13
 Chairperson, College Curriculum Committee Barbara Settle Date 12-12-13
 Chairperson, Senate Com. on UG or GR Studies _____ Date _____
 Chairperson, Senate Coordinating Com. _____ Date _____
 Secretary, Faculty Senate _____ Date _____
 Date of Senate Resolution _____ Date to be Effective _____
 Registrar _____ Program Code _____ Date _____
 Vice Provost for Academic Affairs & International Programs _____ Date _____
 Provost _____ Date _____
 Board of Trustee Notification _____ Date _____