

**LONG SIGNATURE SHEET**

Proposal Number: **MDSK**  
4-09-2010 c



Proposal Title **Proposal to revise the M.Ed. in Teaching English as a Second Language (TESL)**

Originating Department **Middle, Secondary, K-12 Education**

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE\_X\_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
12/15	12/15	12/15/10	approved	<u>DEPARTMENT CHAIR</u> 
12/15/10	1/14/11	1/14/11	Approved	<u>COLLEGE-CURRICULUM COMMITTEE CHAIR</u>  Jeanneire Jones
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED		<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
1-14-11	1-24-11	1-24-11	approved	<u>COLLEGE DEAN</u>  Mary Lynn Cella
				<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
2-1-11	3-1-11	3-2-11	approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)  Rob Roy McInnes
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

**University of North Carolina at Charlotte****Revised Graduate Proposal****Proposal Number:** 4-09-2010 c**Revision of the Master of Education (M.Ed.) in Teaching English as a Second Language (TESL)****SUMMARY.**

The Department of Middle, Secondary, and K-12 Education proposes to revise the M.Ed. in TESL from 39 to 33 graduate credit hours as follows:

1. The elimination of four courses from the required program of study (-12):
  - ENGL 6164 Comparative Language Analysis for Teachers**
  - ENGL 6127 Language, Society, and Culture**
  - EDUC 7126 Comparative Education**
  - MDSK 6356 Curriculum Studies**
2. **The reduction in the number of required electives from two courses to one (-3):**
3. The addition of three required courses (+9)
  - TESL 6204 Multicultural Education**
  - TESL 6691 Seminar in Professional Development**
  - TESL 6206 Globalization, Communities, and Schools** (Approved by Graduate Faculty Council on 12-7-10)
4. The creation of **TESL 6205 Second Language Acquisition in K-12 Schools** (Approved by Graduate Faculty Council 5-4-10) as an option to fulfill foundation content knowledge. Note, this option does not increase the number of degree hours. (+/-0)
5. The revision of the title and description of **TESL 6476, Advanced Pedagogy in Teaching English as a Second Language**, and its cross listing with **FLED 6200, Advanced Methods of Teaching Foreign Languages** (Approved by Graduate Faculty Council on 12-7-10) (+/-0)

**PROPOSED UPDATES TO COURSE DESCRIPTIONS AND CATALOG COPY.****TESL 6206 Globalization, Communities, and Schools (3)**

An examination of the intersection of globalization and education with specific attention to the experiences of children of immigration in North Carolina K-12 communities and the contemporary phenomenon of transnationalism. Implications for best K-12 practice are emphasized. This course does not carry a fieldwork requirement. Fall or Spring (Approved by Graduate Faculty Council on 12-7-10)

**TESL 6205 Second Language Acquisition in K-12 Schools. (3)** An examination of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners in U.S. schools. Attention is paid to the physiological, social and psychological variables that influence the academic success of immigrant children and the challenges associated with first language literacy, second language literacy, and second language development in K-12 settings. (*This course will be taught on a need and enrollment basis and no more than twice each academic year.*) (Approved by Graduate Faculty Council 05-4-10)

**TESL 6476. Advanced Pedagogy in Teaching English as a Second Language. (3)** Prerequisite: Permission of the department. A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second language researchers, and instructional and program leaders. Exemplar topics include the



analysis of instructional methods and teaching strategies, curriculum design, research-based practices, multicultural education, and the mentoring and/or professional development of novice ESL teachers. Cross Listed with **FLED 6200. Advanced Methods of Teaching Foreign Languages. (3)**. (Approved by Graduate Faculty Council 12-7-10)

### JUSTIFICATION

Our college has recommended that we address the prospect of declining enrollment in some programs due to the recommendation of one school system to eliminate pay for Master's degrees. The reduction of the M.Ed. sequence from 39 to 33 hours was largely achieved by the strategic elimination of degree coursework that had previously been unique to the M.Ed. TESL. Courses added here are shared by other TESL degree programs (Graduate Certificate TESL, M.A.T. TESL, and other MDSK graduate degrees). To that end, the reduction from 39 to 33 hours makes the course more affordable and because coursework is common to other TESL degree work, there is certainty in terms of course enrollment and offerings.

- As previously mentioned, the elimination of **ENGL 6164 Comparative Language Analysis for Teachers; ENGL 6127 Language, Society, and Culture; EDUC 7126 Comparative Education; and, MDSK 6356 Curriculum Studies** from the M.Ed. degree sequence was driven by the relatively small enrollment in the M.Ed. TESL program these past three years. These courses were not shared by the two other TESL degree sequences (Graduate Certificate and M.A.T.) and, in some cases, have been difficult to guarantee on a regular basis.
- The addition of two required courses, **TESL 6204 Multicultural Education, TESL 6691 Seminar in Professional Development**, were designed to enhance candidates' foundational knowledge and professionalism. Notably, these courses are also degree requirements for the Graduate Certificate TESL and M.A.T. TESL degree sequence.
- The creation of a new course option, **TESL 6205 Second Language Acquisition in K-12 Schools**, presents an added layer of certainty that candidates' will have timely access to this foundational content. This course is also an option for the Graduate Certificate TESL.
- The revision of the title and description of **TESL 6476, Advanced Pedagogy in Teaching English as a Second Language**, and its cross listing with **FLED 6200, Advanced Methods of Teaching Foreign Languages** was in response to the small numbers of Foreign Language M.A.T. candidates. The content of the two courses is very similar, with both being focused on instructional methods for teaching a second language to non-native speakers. Cross listing the course thus ensures that TESL M.A.T., TESL M.Ed., and FLED populations have regular access to required coursework.
- Finally, the reduction of the number of required electives from six graduate credit hours to 3 graduate credit hours was driven by the COE mandate to reduce the M.Ed. hours across programs.

### **TESL 6206 Globalization, Communities, and Schools (3)**

The newly approved course, TESL 6206 Globalization, Communities, and Schools provides TESL M.Ed. candidates an opportunity to collaboratively and individually examine the intersection of globalization and education with specific attention to the experiences of immigrant children in North Carolina communities and the contemporary phenomenon of transnationalism as it relates to schools and schooling. With its emphasis on NC Professional Standard II, the course therefore ensures an additional layer of certainty that candidates will "ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS" by embracing diversity in the school community and in the world. Additionally, TESL 6206 is aligned to these NC Standards for English as a Second Language and, in particular, enhances candidates' deep knowledge concerning Standard 2: ESL teacher candidates have knowledge and understanding of the interaction between language and culture, and how sociocultural factors impact second language acquisition (Language and Culture).

### **TESL 6205 Second Language Acquisition in K-12 Schools**

TESL 6205 enhances the M.Ed. TESL content specialty offerings in its purposeful and explicit focus on second language acquisition in K-12 settings. Across K-12 public schools, a wide range of popular doctrines inform, and, in some cases, misinform the ways educators conceptualize literacy development for the increasingly large number of K-12 English learners. TESL 6205 provides K-12 TESL professionals a critical component of an informed, research-based starting point for designing or re-designing literacy instruction for immigrant children who speak languages other than English at home. To that end, the newly approved course adds another layer of certainty that students leaving the program have met NC Teaching English as a Second Language Specialty Standard 3: 21st



Century Teacher candidates have knowledge and understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners. Second Language Acquisition and Theory.

**Prerequisites/corequisites:**

All courses require:

- Admission to the M.Ed. program in TESL.
- Attainment of the NC Initial/Professional Standard I teaching license.
- Good standing in the Graduate School.

**Course numbering:** Course numbers were assigned in consultation with the MDSK Department Chair to reflect the graduate nature of the course and their location in the TESL M.Ed. sequence.

**IMPACT.**

These courses will serve students in M.Ed. in TESL. These graduate students will acquire an Advanced NC teaching license in TESL

**Effect on existing courses and curricula:**

The following courses will be dropped from the plan of study:

- ENGL 6164 Comparative Language Analysis for Teachers**
- ENGL 6127 Language, Society, and Culture**
- EDUC 7126 Comparative Education**
- MDSK 6356 Curriculum Studies**

In terms of effect on existing courses and curricula, we anticipate that the needs of the English Department continue to allow for the continued offering of ENGL 6164 and/or ENGL 6127. EDUC 7126 and MDSK 6356 have for the past three years been offered somewhat sporadically and on a needs basis. We anticipate that the changes to the M.Ed. will not effect the current availability of EDUC 7126 and MDSK 6356.

**Frequency of course offerings:**

The courses will be taught on demand, with a minimum of one offering per year.

**How the content and/or frequency of offering of other courses are impacted:**

The creation of these courses will not have a negative impact on other courses being offered as they are shared by other TESL and MDSK degree programs.

**The anticipated enrollment in course(s) added (for credit and auditors):**

Due to the interest in these courses found through our needs assessment, and because courses in the M.Ed. TESL and M.A.T. TESL overlap, course enrollment is expected to have , at minimum, one full section (25 students) each year.

**Effect on enrollment in other courses:**

With the overlap of the TESL M.A.T. and TESL M.Ed. programs, we anticipate that there will be a consistent demand for these courses.

**If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

None of these courses have been previously taught as a special topics course.

**RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

**Personnel**

Current faculty members have the knowledge and expertise to teach these courses. No additional faculty will be required at this point.

**Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty.**

Current faculty are qualified and available to teach these courses.

**Qualified faculty members interested in teaching the course(s).**

Theresa Perez, Ph.D.  
 Lan Kolano, Ph.D.  
 Scott Kissau, Ph.D.  
 Spencer Salas, Ph.D.  
 Liv Davila, Ph.D.

**Physical Facility:** Current facilities are adequate.

**Equipment and Supplies:** Current equipment and supplies are adequate.

**Computer:** Current computer labs provided by the University are appropriate.

**Audio-Visual:** Current audio-visual equipment and media production services provide by Media Services are appropriate.

**Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.** None

**Other Funding**

None

**CONSULTATION WITH OTHER DEPARTMENTS, LIBRARY OR COMMITTEES:**

All consultations must be completed and attached before the proposal is sent to the College Curriculum Committee and the College Dean.

**1. GENERAL EDUCATION REQUIREMENTS:**

a. Is the proposed change related to General Education Requirements?

\_\_\_\_\_ Yes     No

b. If Yes, please attach the approval letter from the Dean of the University College.

**2. LIBRARY CONSULTATION:**

a. Does the proposed change include a new course?

Yes    \_\_\_\_\_ No

b. If yes, please attach the written consultation from the Library Reference Staff.

Library approvals were submitted with individual course proposals that were subsequently approved by the Graduate Council.

**3. INITIATION AND CONSIDERATION OF THE PROPOSAL AND CONSULTATION WITH OTHER DEPARTMENTS:**

a. Does the proposed change affect other departments?

Yes    \_\_\_\_\_ No

b. If Yes, please list the other departments affected by the proposed change:

Department of English letter of support of program change is attached. Department of English letters of support for individual courses were previously submitted and the courses were subsequently approved.

c. Summary of action on the proposal by the faculty in MDSK in Spring 2010.

d. The Department of Middle, Secondary, and k12 Education reviewed the proposed changes to the M.A.T. plan of study on April 9, 2010. The proposal was accepted unanimously.

**III. ATTACHMENTS**



1. Letter of Support from Department of English
2. Planning Sheet M.Ed. TESL

#### THE PROPOSED PLAN OF STUDY

### Teaching English as a Second Language

#### M.Ed. Degree Requirements

33 Graduate Credit Hours

Prerequisites: Licensure in a K-12 teaching area and employment in a TESL setting during the last six hours of the program.

#### Advanced Content and Pedagogy

##### Course Requirements (24 hrs)

ENGL 6161 Introduction to Linguistics (3)

*One of the following:*

ENGL 6163 Language Acquisition (3)

TESL 6205 Second Language Acquisition in K-12 Schools (3)

*One of the following:*

TESL 6206 Globalization, Communities, and Schools (3)

An Approved Study Abroad Program (3)

TESL 5103 Methods in Teaching English as a Second Language (3)

TESL 5104 Authentic Assessment (3)

TESL 6204 Multicultural Education (3)

**TESL 6476. Advanced Pedagogy in Teaching English as a Second Language. (3)**

RSCH 6101 Research Methods (3)

#### Advanced Specialized Electives

##### Course Requirements (3 hrs)

*An advanced specialized elective to be approved by the M.Ed. TESL coordinator*

#### Advanced Leadership and Reflection

##### Course Requirements (6 hrs)

MDSK 6260 Teacher Leadership (3)

TESL 6691 Seminar in Professional Development (3)]

TPSS 6-9-10

**From:** Pereira, Malin  
**Sent:** Monday, December 06, 2010 3:05 PM  
**To:** DiBiase, Warren  
**Cc:** Lunsford, Ron; Brannon, Lil  
**Subject:** curriculum proposal to reduce English content courses required for MDSK

Hi Warren – Lil has updated me, and she, Ron and I have talked. The English Department is willing to support the changes in the content courses required for master's programs in MDSK because we understand that, given the circumstances, you really don't have much of a choice. We request that the justification given in the proposal be revised to reflect this exigency, rather than forwarding the current explanation, which states that content courses don't have any value. As a content provider, we have to believe our courses have importance to teacher preparation and thus to the curriculum.

I hope you can understand that our belief in the value and the necessity of our content courses was the basis for our initial disinclination to support the curriculum changes underway. Now, it appears that pragmatics, rather than principle, is the most advisable position.

All best -- Malin

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