MEMORANDUM

TO: Donna Wiseman
   Interim Dean, College of Education

FROM: Phyllis Peres
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to add a Minor in Second Language Education (PCC log no. 07001)

In its meeting today, the Senate Committee on Programs, Curricula and Courses unanimously approved your proposal to add a Minor in Second Language Education. A copy of the approved proposal is attached.

The Minor is effective Spring, 2008. The College should ensure that the Minor is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Mary Giles, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Scott Wolpert, Undergraduate Studies
    Stephen Koziol, College of Education
    David Cooper, College of Education,
    Perla Blejer, Department of Curriculum and Instruction
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED April 16, 2007

COLLEGE/SCHOOL Education

DEPARTMENT/PROGRAM EDCI

PROPOSED ACTION (A separate form for each) ADD____XX____ DELETE____ CHANGE____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)
This proposal is to establish an 18 credit minor in Second Language Education for undergraduates at the University of Maryland. It reflects a curriculum that links with requirements for the Department’s Five Year Integrated Program in TESOL certification and provides a coherent set of studies for undergraduates interested in the teaching of English as a second or foreign language.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)
Justification: The University has a priority in increasing the number of highly qualified candidates who enter teaching in Maryland, especially in high need areas. TESOL is a high need area in Maryland and nationally. The minor overlaps with the undergraduate requirements for candidates seeking admission to the Five Year Integrated track of the Master’s plus certification option in TESOL offered in EDCI. The minor would also serve the interests of undergraduates seeking post-graduate opportunities in teaching English in international settings, including those supported through special fellowships such as the Fulbright awards. Because of the overlap with the undergraduate requirements for the Five Year Integrated Program in TESOL certification, EDCI will not be requesting additional resources to accommodate to this action. EDCI will increase the enrollment size for the required courses from 15 to 30 per course in order to accommodate those enrolled as minors.

APPROVAL SIGNATURES

1. Department Committee Chair
2. Department Chair
3. College/School PCC Chair
4. Dean
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
7. Chair of Senate
8. Vice President for Academic Affairs & Provost

DATE
8/22/07
9/12/07

VPAAP 8-05
PROPOSAL FOR NEW INSTRUCTIONAL PROGRAM UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

A minor in Second Language Education

COLLEGE OF EDUCATION
DEAN KIVLIGHAN

September 2007 Award to Be Offered Proposed Initiation Date

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

Description: This proposal is to establish an 18 credit minor in Second Language Education for undergraduates at the University of Maryland. It reflects a curriculum that links with requirements for the Department’s Five Year Integrated Program in TESOL certification and provides a coherent set of studies for undergraduates interested in the teaching of English as a second or foreign language.

Justification: The University has a priority in increasing the number of highly qualified candidates who enter teaching in Maryland, especially in high need areas. TESOL is a high need area in Maryland and nationally. The minor overlaps with the undergraduate requirements for candidates seeking admission to the Five Year Integrated track of the Master’s plus certification option in TESOL offered in EDCI. The minor would also serve the interests of undergraduates seeking post-graduate opportunities in teaching English in international settings, including those supported through special fellowships such as the Fulbright awards.

Resources: Because of the overlap with the undergraduate requirements for the Five Year Integrated Program in TESOL certification, EDCI will not be requesting additional resources to accommodate this action. EDCI will increase the enrollment size for the required courses from 15 to 30 per course in order to accommodate those enrolled as minors.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Catalog Description:

The minor in Second Language Education provides opportunities for undergraduate subject area majors to complete a sequence of courses that helps them prepare for careers as teachers of English as a second language in US schools and/or prepare them for roles as teachers of English as a foreign language in international settings. If the
undergraduate pursuing the minor desires to enter the ESOL teacher preparation track, the candidate may apply for the Five Year Integrated Program option or the one year MCert Program option; in either case, satisfactorily completed courses in the minor that meet program requirements will be applied to the certification program requirements. Students should consult with an advisor in the Department of Curriculum and Instruction to identify the most appropriate option leading to teacher certification and to review the specific admission requirements associated with that program.

The minor in Second Language Education includes coursework from the Department of Curriculum and Instruction and the Department of Human Development. The curriculum provides a foundation in second language learning and pedagogy, adolescent learning, cross-cultural issues and understanding, and curricular and pedagogical issues which support reading and writing in a second language context. Several of the courses include field components that provide candidates with direct experience in working with second language learners. The minor incorporates coursework required for TESOL certification from the Maryland State Department of Education.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Courses required for the minor are:
- EDCI 4xx/635: English Grammar and Linguistics for TESOL Teachers – 3 credits
- EDCI 4xx/630: Foundations of Second Language Acquisition and Pedagogy – 3 credits
- EDHID 413/619: Educational Psychology/Learning – 3 credits
- EDCI 434/634: Methods of Teaching ESOL – 3 credits
- EDCI 435/638: Teaching ESOL Reading and Writing in Secondary Content Areas – 3 credits
- EDCI 436/633: Teaching for Cross Cultural Communication – 3 credits

* courses that include required field experiences

All courses in the minor must be passed with a grade of C or above. No more than six of the required credits may be taken at an institution other than the University of Maryland.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Prerequisites

Students must have completed a minimum of 45 credits toward the baccalaureate degree before enrolling in any course in this minor. Students desiring to have a recognized minor in Second Language Education must meet with the EDCI Director of Undergraduate Advising and Academic Affairs to indicate their interest to enroll in this program and to have their academic records reviewed. The Department will admit students for this minor to the extent possible within the resource constraints.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

Goals/Student Learning Outcomes for the Minor
- Students will demonstrate a basic knowledge of the processes of second language acquisition and pedagogy as applied in English as a second language and English as a Foreign language settings
- Students will demonstrate a basic knowledge of the principles in adolescent learning and language development
- Students will demonstrate a basic knowledge of issues pertinent to cross-cultural foundations for second/foreign language learning in school settings

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program's learning outcomes assessment forms.)

IV. FACULTY AND ORGANIZATION
A. Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

Oversight and Recordkeeping

The Department of Curriculum and Instruction is responsible for administering the minor in Second Language Education and assigning a minor advisor. Students desiring to have a recognized minor in Second Language Education must meet with the EDCI Director of Undergraduate Advising and Academic Affairs is responsible for issuing the final approval confirming that a student has met the requirements and forwarding the necessary information to the College of Education Office of Student Services (OSS). The ODD will notify the student’s college which verifies that the student has met all requirements and forwards the student’s name, minor, and date of completion to the Registrar’s Office. The posting of a minor on a student’s official transcript will be done concurrently with the posting of the bachelor’s degree.

Faculty Coordinator:

Faculty oversight for the Minor in Second Language Education will be provided by the faculty in the Second Language Education and Culture Unit in the Department of Curriculum and Instruction, with specific oversight provided by the unit’s Coordinator of Teacher Education Certification Programs. This is a tenure stream faculty member who serves in this capacity annually as part of unit service commitment.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. This should include at least the following:

i. Participating units.
ii. Academic home and reporting relationship of the program director.
iii. Composition and authority of a faculty oversight committee. Process for appointment of this committee.
iv. Process for assigning faculty to needed courses, and agreements with departments for releasing faculty or for allowing faculty overload for this purpose. Source for teaching assistants, if needed.
v. Arrangements for student advisement. For a graduate program, arrangements for research mentoring, assistantships, laboratory access, access to other resources, etc., as applicable.
vi. Process for recommending and proposing program changes. Process and schedule for program review.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.
B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.
B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.
C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:
A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.
B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.
C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.
D. Identify the source to pay the for the required physical resources identified in Section VIII. above.
E. List any other required resources and the anticipated source for them.

F. Complete the additional proposal and financial tables as required by MHEC.