May 19, 2010

MEMORANDUM

TO: Donna Wiseman  
   Dean, College of Education

FROM: Elizabeth Beise  
       Interim Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the curriculum of the EDCI M.Ed. with TESOL Certification  
          (PCC log no. 09075)

At its meeting on April 30, 2010, the Senate Committee on Programs, Curricula and Courses approved your proposal to modify the curriculum of the EDCI M.Ed. with TESOL Certification. A copy of the approved proposal is attached.

The changes are effective Fall 2010. The College should ensure that the changes are fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/  
Enclosure

cc: Alex Chen, Chair, Senate PCC Committee  
    Sarah Bauder, Office of Student Financial Aid  
    Reka Montfort, University Senate  
    Erin Howard, Data Administration  
    Donna Williams, Institutional Research & Planning  
    Anne Turkos, Archives  
    Linda Yokoi, Office of the Registrar  
    Thomas Castonguay, Graduate School  
    Stephen Koziol, College of Education  
    Linda Valli, Curriculum and Instruction
College/School: College of Education
College/School Unit Code-First 8 digits: 01203100
Unit Codes can be found at: https://hvpprod.umd.edu/Html_Report/units.htm

Department/Program: Curriculum and Instruction / M.Ed in TESOL with Certification
Department/Program Unit code-Last 7 digits: 1310901

Type of Action (choose one):

- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

New academic degree/award program
New Professional Studies award iteration
New Minor
Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
In the list of required courses for the M.Ed in TESOL with Certification replace EDCI 730 with EDCI 613.

Rationale: The TESOL and EDCI faculty believe that EDCI 613 is more compatible with this program’s students’ professional needs and goals. EDCI 613 emphasizes advanced pedagogy and incorporates activities for demonstrating competence in professional standards through the completion of a teaching portfolio, both applicable and valuable areas for teacher candidates preparing to enter K-12 classrooms. While EDCI 730’s focus on a survey and critical analysis of the TESOL research literature and evaluation of research techniques was theoretically a valuable component for the M.Ed. Program, it is more appropriate for those students with substantial teaching experience and students interested in pursuing a Ph.D. The focus that EDCI 613 has on best practices approaches the TESOL research base in a manner that is more meaningful to the candidates in this certification program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Anna O. Graeber
   Signature: ____________________________
   Date: March 23, 2010

2. Department Chair Linda R. Valli
   Signature: ____________________________
   Date: March 23, 2010

3. College/School PCC Chair Robert Croninger
   Signature: ____________________________

4. Dean
   Signature: ____________________________
   Date: May 17, 2010

5. Dean of the Graduate School (if required)
   Signature: ____________________________
   Date: May 30, 2010

6. Chair, Senate PCC
   Signature: ____________________________
   Date: May 20, 2010

7. University Senate Chair (if required)
   Signature: ____________________________

8. Vice President for Academic Affairs & Provost
   Signature: ____________________________
   Date: May 20, 2010
**Course Prefix and Number:** EDCI613  
**Transcript Title:** 2nd LANG TCH THRY & PRAC  

**Title:** Practice and Theory in Teaching Second Language Learners  
**Credits:** Minimum 3 Maximum 3  
**Repeatable to a maximum of:** 0 if content differs  

**Hour commitment per week:** Lecture: 3  
**Internship:** Discussion:  
**Laboratory:** Seminar:  

**Can this course be waived through an AP exam?** No  
**Has this course been approved to fulfill a CORE distribution requirement?** No  

**Grading Method:** Standard Graduate  
**Formerly:** 688B  

**Prerequisite(s):** None  
**Corequisite(s):** EDCI 637 or EDCI 689 or permission of department  
**Recommended course(s):** None  
**Restrictions:** None  
**Crosslisted with:** N/A  
**Shared with:** N/A  

**Credit will be given for only one of the following courses:** EDCI 688B EDCI 613  

**Catalog Description:** Focuses on issues that arise while teaching 2nd language (ESOL or foreign language) learners. Supports implementation of theory into practice and research-based best practices during teaching internship, and completion of teaching portfolio during a second field experience.  

**Reason for proposal/comments:** This proposal is designed to give a permanent number to a course, EDCI 688B, we have found crucial in supporting M.Ed. students [both K-12 TESOL certification (initial) and MCERT foreign language students] in teaching internships. It provides a needed venue both for grappling with the interface of theory and practice and for reflection on teaching practice. [Most offerings will be taught off-campus in conjunction with the COE Masters Certification Outreach Program. Shady Grove or partner school district sites are likely venues.]  

**Early Warning Grades:** Yes  
**Inclement Weather Procedures:** Yes  
**Academic Integrity / Honor Pledge:** Yes  
**Accommodations for students with disabilities:** Yes  

**Learning Outcomes:** At the conclusion of the course, the students will have:  

**deepened their understanding and use of methods for reflection on their teaching experiences as language teachers,**  
**explored and understood the experiences of language learners through examination of case studies,**  
**become more familiar with and used best practices for teaching language learners, including the use of appropriate technology,**  
**formed a network of colleagues, and**  
**collected and analyzed artifacts for their teaching portfolios.**  

**Assessment Policy:** Grades are based on:  

1) Class participation/professionalism (20%): Indicators of strong participation/professionalism include engaging actively in each class discussion with interesting questions and ideas, sharing ideas and examples from teaching, bringing discussion questions related to the readings, and working actively in small groups.  

All of the remaining assignments contribute to the candidates' teaching portfolios.  

2) A well-developed, thoughtful statement about the student's philosophy of teaching and learning. (10%)  

3) Students choose ONE of the following options (both are included in final portfolio) (10%):  

a.) A paper about use of technology in the classroom and its important role in teaching language learners, drawing on
readings about best practices.

b.) A reflection on what has led the student to become interested in teaching language learners. The paper must evidence readings on the challenges and opportunities in teaching language learners.

4) A classroom management plan that links to readings (10%)

5) Paper on school/family/community collaboration Students draw on the readings to share a rationale for schools to form partnerships with family/community members. Students also discuss how they will try to create partnerships between their classrooms and families/the community, based on readings about effective practices. (10%)

6) Students reflect upon feedback from previously completed assignments, make changes for improvement, and also compile the other elements of the teaching portfolio. The portfolio should reflect their experiences and growth as teachers, and should be presented in an organized, visually pleasing, reader-friendly manner. (25%)

7) Students videotape themselves teaching a lesson and then reflect on their teaching in a 4-5 page paper, using the SIOP observation protocol to consider their teaching. The SIOP (Sheltered Instruction Observation Protocol, Echevarria et al., 2008) delineates and provides examples of many of the commonly agreed upon best practices in teaching second language learners. (15%) Evaluation is according to the following scale:

A+ 97-100% C+ 77-79.99%
A 93-96.99% C 73-76.99%
A- 90-92.99% C- 70-72.99%
B+ 87-89.99% D+ 67-69.99%
B 83-86.99% D 63-66.99%
B- 80-82.99% D- 60-62.99%
F 0-59.99%

Text/Resource Materials: Required texts are:


Additional readings, available on Blackboard (listed on syllabus).

Course Pedagogy and Format: Course Pedagogy and Format

The course relies heavily on discussion and input from students' internship experiences.

Major topics include:

---Being a reflective teacher
---Heritage language learners
---The intersection between heritage language learners and English language learners
---English language learners' and heritage language learners' strengths and instructional needs
---Mainstreaming English language learners
--Classroom management
--Collaborating with families and the community
--Collaborating with colleagues
--Best practices for teaching language learners
--The experiences of language learners in school

For use by Registrar's Office only

Effective Term: 
Repeat Table: 
Prereq pop-up: 
Entered/date: 
Verified: 

Vice President for Academic Affairs & Provost

Effective Term
Course to be deleted from curriculum:

EDCI 730 Theory and Research in Second Language Teaching, Learning and Assessment (3 credits)
Prerequisite: permission of department.
A survey of the research literature; evaluation of research techniques; consideration of relevant instructional curriculum theory; evaluation of modern teaching methods and techniques.