

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: 8/10/12
Holbrook Mahn
(Name of individual initiating Graduate Degree or Graduate Certificate)
Professor 277-5887
(Title, position, telephone number)
hmahn@unm.edu
(Email address)
LLSS
(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term _____ Year _____

Required Signatures:

| | |
|------------------------------------------------------------|-----------------------|
| Department Chair <u>Lois M. Meyer</u> | Date <u>8/24/2012</u> |
| College Curricula Committee <u>Tom L. Hunt</u> | Date <u>5-6-2013</u> |
| College or School Dean <u>William E. Fleming</u> | Date <u>9-11-13</u> |
| Dean of Library Services <u>SEE E-MAIL MEMO</u> | Date _____ |
| Office of the Registrar—Catalog <u>Elizabeth A. Barton</u> | Date <u>12/04/13</u> |
| FS Graduate Committee <u>John Cannon</u> | Date <u>3/3/14</u> |
| Dean of Graduate Studies <u>Julie Coomod</u> | Date <u>3/4/14</u> |
| FS Curricula Committee <u>Matthew Walkers</u> | Date <u>4/4/14</u> |
| Office of the Provost <u>Rygg</u> | Date <u>4/4/14</u> |
| Faculty Senate _____ | Date _____ |
| Board of Regents _____ | Date _____ |

Additional Approvals for Degrees:

| | |
|--------------------------------------------|------------|
| Board of Regents _____ | Date _____ |
| Council of Graduate Deans _____ | Date _____ |
| Academic Council of Higher Education _____ | Date _____ |
| Higher Education Department _____ | Date _____ |
| State Board of Finance _____ | Date _____ |

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

Wynn Goering <wgoering@unm.edu>
To: Holbrook Mahn <hmahn@unm.edu>
Cc: Suzanne Ortega <ortegast@unm.edu>
Re: Fwd: New Graduate Certificate

March 15, 2011 10:26 AM

Professor Mahn:

Provost Ortega has forwarded me your preliminary proposal for a new Graduate Certificate in Teaching English as a Second Language. Everything seems to be in order and I am ready to authorize its full development and submission to the Faculty Senate approval process, with the stipulation that all new proposals need to come with a letter of recommendation and authorization from the Dean of the college. Once we've got that I'll respond officially and you'll be on your way.

Regards,

Wynn Goering

P.S. I did notice that on p. 3, in the paragraph on "implementation," you listed 2008 dates. At this point those should probably read Fall 2011 and Spring 2012, respectively.

Wynn M. Goering
Vice Provost for Academic Affairs
University of New Mexico
Albuquerque, New Mexico 87131
505.277.7601

On 3/15/2011 8:38 AM, Suzanne Ortega wrote:

Wynn, let me know if there is something I need to do on this. S.

>>> Holbrook Mahn <hmahn@unm.edu> 3/14/2011 6:56 PM >>>

Dear Provost Ortega,

Attached is a preliminary review outline for a new Graduate Certificate proposed by the Bilingual/TESOL program faculty in the Language, Literacy, & Sociocultural Studies department in the College of Education. Please contact me if there are any questions. Thank you.
Sincerely,

Holbrook Mahn
Associate Professor
Coordinator, Bilingual/TESOL Program
Language, Literacy & Sociocultural Studies
University of New Mexico
(505) 277-5887



Department of Language, Literacy & Sociocultural Studies

DATE: August 10, 2012
TO: Dr. Deborah Rifenburg
Associate Dean, COE
FROM: Lois M. Meyer
Professor & Chair, LLSS *Lois M. Meyer*
RE: TESOL Graduate Certificate – Preliminary Review

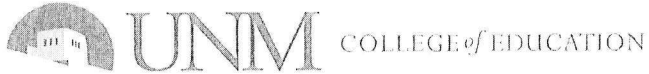
Attached please find the necessary documents for Senior Vice Provost of Academic Affairs Dr. Michael Dougher's preliminary review of the TESOL Graduate Certificate.

According to an email received by Dr. Holbrook Mahn from Dr. Wynn Goering on March 15, 2011, concerning these materials: "Everything seems to be in order and I am ready to authorize its full development and submission to the Faculty Senate approval process, with the stipulation that all new proposals need to come with a letter of recommendation and authorization from the Dean of the college."

Please facilitate the process of securing the requested letter and authorization, which will include a review by the COE graduate committee.

Thank you.

OK
8/24/12



September 12, 2013

To: Greg Heileman, Associate Provost for Curriculum
From: Viola Florez, Interim Dean College of Education *V. Florez*
Re: TESOL Graduate Certificate

Please be advised that I have read and approved the proposed Graduate Certificate in Teaching English as a Second language (TESOL) proposed by the Department of Language, Literacy and Sociocultural Studies. This certificate will be a valuable course of study for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English Language Learners.



UNM

UNIVERSITY LIBRARIES

RE: TESOL Graduate Certificate

Date: May 7, 2012

From: Steven R. Harris, University Libraries, Director of Collections & Acquisitions Services

University Libraries (UL) provides on-going support for the research and teaching needs of the Department of Language, Literacy, and Sociocultural Studies. The collections include extensive holdings for many aspects of language learning, TESOL, and bilingualism. Because the curriculum for this certificate program already exists, the UL does not anticipate any difficulty in providing significant support. In addition to routine purchases in this area, the library has also adopted a "Purchase on Request" policy, allowing faculty members to request specific purchases to support faculty or student needs. Any additional needs can be met through this program. Contact for the Department is through the librarian for the College of Education, Christina Desai (505-277-6243, cdesai@unm.edu) or the Director of Collections & Acquisitions Services, Steven Harris (505-277-2586, srharris@unm.edu).

TESOL Graduate Certificate

Executive Summary

The Graduate Certificate in *Teaching English as a Second Language (TESOL)* is a graduate and postgraduate course of study designed for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English Language Learners (ELLs) as they earn their TESOL endorsement. It is also designed to prepare teachers who want to teach adults both internationally and in this country. This 15-credit certificate program consists of five courses that can be completed within one year. These courses, listed below, are all standing courses in LLSS (with LLSS 581 being added as a graduate section of an existing course, LLSS 482*, and, therefore there is no budgetary impact nor curricular change apart from implementing the graduate certificate.

- LLSS 556 – First and Second Language Development
- LLSS 581 – Teaching English as a Second Language
- LLSS 580 – Seminar in the Education of the Bilingual Student
- LLSS 558 – Literacy Across Cultures
- LLSS 559 – Second Language Literacy

This program will help teachers meet the educational needs of students in Albuquerque and in New Mexico. Albuquerque Public Schools (APS), the largest district in the state and one of the largest in the nation, provides educational services to over 94,566 children of whom 46,593 (53%) are Hispanic, 4,170 (5%) Native American, and 13,624 (16%) English Language Learners (ELLs). Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs.

The TESOL Graduate Certificate, which addresses the core values of the COE, will help LLSS account for graduate and non-degree graduate students who take TESOL endorsement courses at UNM. Currently there is no mechanism to track these students, making it very difficult to assess student-learning outcomes and comply with TK20 and NCATE reporting requirements. Based on surveys distributed to LLSS courses, it is estimated that approximately 400 non-degree students took endorsement courses from 2006-2012. This number includes students who want to teach adults. There is, also, no means for these students to verify with future employers that they have successfully completed a TESOL preparation program. The TESOL Graduate Certificate would allow LLSS to market the TESOL program more widely and would attract more students to UNM.

The TESOL Graduate Certificate goals include having graduates obtain understandings of: theories of first and second language acquisition and development; the role language and culture play in education; the nature of different programs designed to meet the needs of ELLs; effective methods and strategies in teaching ELLs; the nature

of second language literacy and effective instructional strategies to promote it; and the role of family and community in a child's education.

The number of students beginning the pursuit of the TESOL Graduate Certificate should average about 25-30 students a semester. Most of these students will be APS teachers and those from outlying school districts seeking a TESOL endorsement. There will also be students who are pursuing an advanced degree and who would like to simultaneously work toward a TESOL Graduate Certificate. Students could also be drawn from Special Education, Health Education, Literacy, Educational Thought, Speech and Hearing, Linguistics among other programs.

Faculty in the LLSS TESOL/Bilingual Program:

Rebecca Blum-Martinez, LLSS

Sylvia Celedon-Pattichis, LLSS

Pisarn Chamcharatsri, LLSS

Leila Flores-Duenas, Teacher Education

Carlos Lopez Leiva, LLSS

, LLSS

Lois Meyer, LLSS

Julia Scherba de Valenzuela, Special Education

Chris Sims, LLSS

Graduate Certificate in *Teaching English as a Second Language*

1. Program Description

What is the program and why should we offer it? Include the program's major goals.

The Graduate Certificate in *Teaching English as a Second Language (TESOL)* is a graduate and postgraduate course of study designed for in-service and pre-service teachers who want to gain an understanding of effective pedagogical theory and practice in teaching English language learners (ELLs), as well as students who want to teach English to adults, either in this country or abroad. This 15-credit certificate program consists of five courses that can be completed within one year. These courses are all standing courses in LLSS and, therefore, no new courses will be needed for this graduate certificate program and there will be no additional costs to implement it.

This program should be offered in order to meet the educational needs of students in Albuquerque and in New Mexico. Albuquerque Public Schools (APS), the largest district in the state and one of the largest in the nation, provides educational services to over 94,566 children of whom 46,593 (53%) are Hispanic, 4,170 (5%) Native American, and 13,624 (16%) English Language Learners (ELLs). Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs. This Graduate Certificate program would help UNM graduates meet the needs of all of these students.

One of the major suggestions from the APR panel that reviewed the Department of Language, Literacy, and Sociocultural Studies in 2007 was to develop a graduate certificate for TESOL. Non-degree students who attend UNM to get their TESOL endorsements are very difficult to track, as they are not identified as TESOL endorsement candidates when they apply to UNM. After they have completed the UNM coursework, they apply to the New Mexico Public Education Department for their endorsement. Without entrance and exit criteria, it is virtually impossible to account for these students. The Graduate Certificate would allow the program to track these students and get data on how many students complete the program. This information will be essential if the Bilingual/TESOL program is going to accurately and completely comply with TK20 and NCATE reporting requirements. It will also provide an accurate accounting of the student credit hour production generated by these students, so that faculty will get credit for the work that they are doing helping teachers get their TESOL endorsements.

An additional reason why we should offer this Graduate Certificate program is that there are students who attend UNM with the goal of teaching English to adults or teaching English abroad. If these students are not part of a licensure program and have completed the necessary coursework, their transcript will not show that they are certified by UNM to teach English as a second or a foreign language. Having a graduate certificate will provide a service to such students and provide an

incentive that will help to recruit students to UNM. These students become good candidates for the advanced degree programs offered in LLSS.

All of the courses in the Graduate Certificate program are also part of the coursework for the LLSS master's in TESOL. The students who will seek a graduate certificate will be mainly practitioners who are seeking an endorsement through the state. School principals in districts throughout the state have indicated that a key criterion in their hiring decisions is whether applicants have had coursework in teaching English as a second language. In the past, many students who have taken TESOL endorsement courses at UNM have gone on to enroll in the LLSS TESOL MA program because they can transfer up to 12 hours from their TESOL endorsement coursework to their master's.

The major goals in this program will be to have its graduates obtain the following understandings through the five courses in the curriculum for the graduate certificate: theories of first and second language acquisition and development; the role language and culture play in education; the nature of different programs designed to meet the needs of ELLs; effective methods and strategies in teaching ELLs; the nature of second language literacy and effective instructional strategies to promote it; a sociocultural analysis of the role of family and community in a child's education; the factors at play with the education of immigrant populations; and knowledge of the role of the globalization of English.

How does the program fit within the participating unit's future plans?

One of the Bilingual/TESOL Program's main objectives in the future is to make sure that student outcomes are accurately assessed and that necessary modifications based on those assessments are implemented in a timely fashion. The Graduate TESOL Certificate program will help in this process. Another goal for the Bilingual/TESOL Program is to continue to recruit more students to LLSS's advanced degree programs. The graduate certificate will be an important tool in meeting this future goal.

How does the program fit within the UNM mission and strategic plan? Does this program address particular research priorities?

The UNM mission is to engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM's mission is to provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, and to advance the understanding of the world, its people, and cultures. The proposed Graduate TESOL Certificate program will help to meet these goals.

As well, through the coursework and field experience that students will gain through successful completion of the proposed graduate certificate program, the stated goal in the mission of the College of Education of developing exemplary

teachers and teacher educators, reflecting New Mexico's rich cultural heritage will also be met.

The COE mission aims to address critical educational issues and the issue of educating teachers to effectively teach English language learners certainly is a critical issue in New Mexico and nationally.

The proposed Graduate TESOL Certificate also addresses the core values of the COE.

- Excellence in all that we do
- Diversity of people and perspectives;
- Relationships of service, accountability, collaboration, and advocacy
- Discovery, discussion, and dissemination of ideas
- Innovation in teaching, technology, and leadership

Does the program overlap or duplicate any existing program within UNM? In the state and/or region?

The proposed Graduate TESOL Certificate does not overlap or duplicate any existing program within UNM. The five courses that constitute this program can be taken to fulfill other degree requirements, but the Graduate TESOL Certificate program will be unique in its requirements.

What is the governance structure of the program?

The program will be developed and administered by the Bilingual/TESOL Program within the Department of Language, Literacy, and Sociocultural Studies. The Bilingual/TESOL Program coordinator will be responsible for overseeing the implementation and maintenance of the program.

What is the program development and implementation timeline?

Four of the courses that will constitute the proposed program – LLSS 556, LLSS 580, LLSS 558 and LLSS 559 – are established courses. The fifth course, LLSS 581, is being created through a Form A as a graduate section of an established course, LLSS 482* which was previously offered for graduate credit. A Form A is appropriate for this change as there is not a change in course content as the content will remain the same as that offered in LLSS 482* taken for graduate credit. The implementation timeline is to get initial approval of the program and submit the full application packet before the end of the spring 2013 semester. The program will be implemented immediately upon approval.

2. Student Impact

How many students are projected to enroll?

While the accounting is not precise, the Dept. of LLSS has determined that the number of students seeking a TESOL endorsement has averaged around 25-30 per semester over the last seven semesters. Through a survey distributed throughout LLSS courses, it has been determined that approximately 400 non-degree students have taken TESOL endorsement courses at UNM from 2006-2012.

From where will these students be drawn?

Most of these students will be APS teachers and those from outlying school districts seeking a TESOL endorsement. There will also be students who are pursuing an advanced degree who would like to simultaneously work toward a Graduate TESOL Certificate. Also, students who wish to teach adults in this country and abroad will benefit by taking the coursework for a Graduate TESOL Certificate. They could be drawn from Special Education, Health Education, Literacy, & Educational Thought, Linguistics, and Speech & Hearing, among others.

What are the demographic characteristics and educational goals of the target students?

It is hoped that the students who pursue a Graduate TESOL Certificate will reflect the linguistic and cultural diversity of New Mexico. Having such a certificate program in place will help to recruit linguistically and culturally diverse students to UNM. The educational goals for the target students will be to become more effective educators of ELLs by acquiring theoretical understandings and instructional skills that they will be able to implement in their classrooms.

What are the employment goals of the typical target student?

Most of the students will have the goal of being teachers of English language learners in K-12 contexts. Some will have the goal of teaching adults either here or abroad.

3. Curriculum Plan

Describe the curriculum and its impact on existing courses, including courses in other departments.

The proposed curriculum consists five established courses in LLSS:
LLSS 556 – First and Second Language Development
LLSS 581 – Teaching English as a Second Language
LLSS 580 – Seminar in the Education of the Bilingual Student
LLSS 558 – Literacy Across Cultures
LLSS 559 – Second Language Literacy

There should be no significant impact on these existing courses. Students seeking a TESOL endorsement have been taking these courses and will continue to do so if they choose to pursue a graduate certificate. It is hoped that having a graduate certificate available will attract new students; the existing offerings of the courses in the curriculum can absorb these new students.

What instructional model(s) will be used in presenting the program?

Instructional models used to present the proposed program will include lecture, small group activities, individual inquiry, hands-on experience with English

language learners, online activities, research projects, and other interactive activities that engage students in constructive education.

What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

The expected student learning outcomes are that students will have a strong understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching and that they will also have a strong understanding of methodology to appropriately apply their learning in the classroom context. Learning outcomes will be measured appropriately in each of the endorsement courses using assignments that are common to all sections of the individual courses to ensure students have developed strong theoretical and practical application to benefit English language learners.

How will students apply?

Students will apply through the Office of Admissions. Students, who are not enrolled at UNM, will pay an application fee and must comply with the Graduate Admission Processes and Policies described in the Graduate Programs section of the UNM catalog. Current UNM graduate students would be required to fill out the Add a Transcribed Graduate Certificate form as described in the UNM catalog.

Who is eligible for the Graduate TESOL Certificate?

Students, who have taken courses listed in this proposal or their equivalents within the last three years, or who are currently taking these courses or their equivalents, can transfer in two courses to the Graduate TESOL Certificate, but must complete three of the five courses after admission to the Graduate TESOL Certificate program. Students, who have not taken courses prior to the approval of this proposal, must complete the five courses listed in this proposal. Students admitted to the Graduate TESOL Certificate program will be subject to the rules and regulations governing graduate certificate programs in the UNM catalog.

4. Budgetary Impact

How many faculty are necessary for program delivery and what are their qualifications?

Faculty who have been teaching the courses in the curriculum will continue to teach these courses when they are incorporated into the Graduate TESOL Certificate program. These faculty include regular tenured faculty in the Bilingual/TESOL Program, graduate students, lecturers, and part-time instructors.

How will this program affect the workload of current faculty and support staff?

There will be no significant impact on the workload of current faculty and staff. There will be some additional tracking of students, but this will be consistent with the Bilingual/TESOL Program's goal of tracking student outcomes with reliable assessment measures.

Will additional faculty or staff be required? What is the cost?

No additional faculty will be required.

What faculty and staff development services will be needed?

There will be minimal staff development needed to help staff understand the application process, the coding of students who are in the Graduate TESOL Certificate program, making sure that students have fulfilled all of the requirements for the certificate program, and the issuance of the Certificate.

What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?

There will be no impact on student support.

What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?

These demands will depend on the individual instructor, and all resources needed are available through the Department of Language, Literacy, and Sociocultural Studies. No additional cost is estimated.

Are there any needs for additional or renovated space?

No additional or renovated space will be needed.

What student support services are likely to be needed and to what extent (CAPS, Library, ITS, advising, etc.)? What is the estimated cost?

None are anticipated.

It is anticipated that there will be a minimal need for student support services; no increase from the current limited use by endorsement seeking students.

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

None

5. Accreditation Plan

How does the program affect any existing accreditation and licensure requirements?

It does not.

Catalog Text

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

The TESOL Graduate Certificate, consisting of the courses listed below, is designed to help teachers add a TESOL endorsement to their teaching license and to prepare other graduate and non-degree graduate students to teach English as a second or foreign language to adults in this country or abroad. (For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department website.) In the TESOL Graduate Certificate program students will gain an understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts. They will learn methods to appropriately apply this understanding in different cultural contexts

Total Required Course Work: 15 hours

- LLSS 556 – First and Second Language Development
- LLSS 581 – Teaching English as a Second Language
- LLSS 580 – Seminar in the Education of the Bilingual Student
- LLSS 558 – Literacy Across Cultures
- LLSS 559 – Second Language Literacy

Application Process:

Send to Office of Admissions (address below):

- Complete Graduate Application online at <http://admissions.unm.edu>
- \$50.00 non-refundable application fee (pay with credit card online as part of Graduate Application).
- One official transcript from each college you have attended (Exception: UNM transcripts).
-

Send to Language, Literacy, & Sociocultural Studies Department (address below):

- Department Application form available on LLSS website
- One official transcript from each college you have attended (Exception: UNM transcripts)

Graduate Admissions
University of New Mexico
P.O. Box 4849
Albuquerque, NM 87196-4849
(505) 277-8900
University of New Mexico

College of Education - LLSS
MSC05 3040, Hokona Hall Zuni 140
1 University of New Mexico
Albuquerque, NM 87131-0001

Students should contact the LLSS department at 277-0437 for questions on application procedures.

Office of the Registrar

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Forms

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Current user: tedesco / Comments (1) / Form Transaction Log



Forms Log

Link to Curricula Forms Process Manual

EXISTING COURSE MINOR CHANGE FORM A Form Number: A2598



Fields marked with * are required

Name of Initiator: Holbrook Mahn Email: hmahn@unm.edu Date: 02-13-13
Phone Number: 505 277-5887 Initiator's Title: Professor: Language Literacy & Sociocult
Associated Forms exist? No
Faculty Contact: Holbrook Mahn Department: LLSS Branch
Administrative Contact: Lois Meyer Admin Email: Ismeyer@unm.edu Admin Phone: 277-0437

Existing Course Information

Course Subject Code: LLSS (Lang, Literacy & Sociocult St)
Course Number: 580 Course Level: GR
Course Title: Seminar in the Education of the Bilingual Student
Proposed effective term: Semester: Fall Year: 2013

CHECK BOX THAT APPLIES Expand All

- 1. Change Course Subject Code
New Course Subject Code: Please Select
2. Change Course Number
New Course Number
Change to allow graduate credit (300/400 level only): Please Select
Is content under the new subject code/number essentially the same? Please Select
If no, why should this not be a new course? (enter text below)
If changing a 100-200 level course to 300-400 level, what impact will this have on branch campuses? Enter names of people contacted. (enter text below)

approved to move forward to the next committee

- 3. Proposed Change to Long or Short Course Title
Proposed Change to Long Course Title
Proposed Change to Short Course Title: (30 characters allowed. If long title is 30 or fewer characters, match long title)

- 4. Change course description text (including prereq, co-req, and restrictions)
Change course description text (35 words or less; excludes prerequisites, corequisites, restrictions). See boxes below for prerequisites, corequisites, restrictions. Words Used: 0

Include syllabus which demonstrates content under new description is essentially the same. (upload a doc/pdf file). Click HERE for sample syllabus and guidelines.

Change Corequisites
Note that if this course is a new co-requisite to those listed, you must submit a Form A for each course to change them.

Change Prerequisites

List all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If the change is to remove all pre-requisites, write "None" in the box.

Change Restrictions

List any restrictions placed on students for registration in any section of this course. If change is to remove all restrictions, write "None" in the box.

None

5. Change Credit Value or Repeat Rules

| | Credit Hours | | | |
|---------------|----------------------|----------------------|----------------------|----------------------|
| | Fixed Credit | Variable Credit | | |
| | | Low | Or/To | High |
| Credit Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Lecture Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Lab Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

May the course be repeated for credit? Yes No

If yes, how many times can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many hours can the course be repeated?

6. Change grade option:

6. Change grade option: Is this course to be graded on a CR/NC basis exclusively? Yes No

If yes, provide justification below.

Will the course be graded using a grade scale that is different from the standard grade scale? Yes No

If yes, justify and contact the Registrar's Office.

7. Delete Course. If course is required, also submit Form C to revise program requirements.

7. Delete Course.

How will this affect student programs? If 100-200 level course, what impact will this have on branch campuses? (enter text below)

8. Add or remove course Also Offered As

Add or Remove course Also Offered As with

9. Add or Remove Schedule Type

9. Add or Remove Schedule Type UNM Schedule Type Glossary

10. Is this change making or removing Technical course (Branches only)

Is this change making a course Technical? (branches only) Yes No

Is this change removing a course from Technical status? (branches only) Yes No

11. Reason for minor course change request:*

This course will be included in the TESOL Graduate Certificate, to create which the LLSS Department has submitted a Form D. The change in the restrictions will allow those students who are enrolled in the TESOL Graduate Certificate program to take LLSS 580.

Is it possible this change might impinge on other established departmental programs/branch campus(es)?**

If yes, provide detailed description of impact, name, phone number and email address of branch personnel you contacted: (enter text below)

- If the issue is not resolved, it is subject to review/discussion by the FS Curricula Committee

View Comments on this Form
Comment on this Form or Review Forms



Office of the Registrar MSC06 3650 1 University of New Mexico Albuquerque, NM 87131-0001

University of New Mexico
College of Education
Department of Language, Literacy and Sociocultural Studies
Syllabus

LLSS 482-581

Teaching English to Speakers of Other Languages

Course Description: Through readings, class discussion, small group interactions, strategies modeling, teaching and assessing, and case study development, participants will acquire an understanding of the process of second language development and ways to facilitate that process for their students.

Instructor:

Telephone:

E-Mail:

Course Objectives:

Students will:

- Use knowledge of theory and schools of thought when designing instruction for students;
- Develop approaches, strategies, and learning activities with an emphasis on oral language for second language teaching, for teaching content areas in a second language, and for working with diverse student populations; and
- Adjust instruction according to identified needs of language learners through detailed data collection and analysis in a case study.

Rationale

Licensing of bilingual and English as a Second Language teachers requires competencies in ESL methods and knowledge of the process of first and second language acquisition. Additionally, the state license requires that Bilingual and ESL teachers have the ability to use the core curriculum in the development of English as a Second Language activities.

Prerequisites

Basic linguistic course

First and Second Language Development

Graduate and Undergraduate credit allowed

The Attendance Policy of the University of New Mexico

According to university policy, students will be dropped after three absences. After two absences, your grade may drop one letter grade. Students arriving more than 15 minutes late or leaving 15 minutes early will be considered absent for that class section. **Please be sure to contact me for short-term absences due to illness, bereavement, authorized activity or other special circumstances.** Please note that contacting me about your absence does not relieve you of your responsibility to make up missed work.

Disability Statement

Please let me know about any special needs as soon as possible to insure that those needs are met in a timely manner.

Academic Dishonesty

Please review the UNM Pathfinder 2012-2013 for the policies regarding academic dishonesty.

Required Texts

Scaffolding Language, Scaffolding Learning by Pauline Gibbons, Heinemann, 2002

Building Academic Language by Jeff Zwiers, Jossey-Bass Teacher, 2008

Packet of Articles available from the Copy Center of COE, Room 124

You are expected to carefully read and be prepared to discuss the readings for the date they are assigned.

Major Assignments:

Case Study: Please buy a pocket folder with 3 brads to turn in to me with each piece of the case study added to the last so that I can review the entire file!

- Tutor an ELL student for one hour every week for 10 weeks. If you are a classroom teacher, and have English learners in your classroom, please tutor one of your students. If you or your student cannot stay after school, then you may tutor her/him for two half-hour sessions during the week. If you do not have access to any English learning students, I will try to help you set up a tutoring situation. If you are more interested in teaching ESL to an adult learner, you may arrange your tutoring sessions with an adult. Start this as soon as possible – SBA testing during Spring semester makes this challenging!!
- For each hour that you tutor (one hour per week for 10 weeks) you will be required to write a reflection on your tutoring experience. Think of these reflections as a kind of diary: number each entry (1 – 10) and include (1) a short description of the activities you engaged in with your tutee, (2) the student's reaction to the activity, your reaction – did the activity work? What was more/less successful? (3) Does your experience mesh with our readings and discussions? **Assessment of tutee:** You will be required to do a formal assessment of your tutee's oral language (including her/his listening abilities) and an assessment of his/her writing. More information will be given in class.
- Observation Project: Make plans to observe your student (tutee) twice, for roughly 30 – 45 minutes each time. Observe your student during his/her ESL/Language Arts time and, also, during another content instructional activity. Consider the following in a *2-3 page paper*:
 1. How did the physical set up of the classroom affect the English language learners?
 2. What was the make-up of the class? How many students appeared to be ELL?
 3. What structures did the teacher use for instruction – groups, individual seatwork, whole class, etc?
 4. What strategies did the teacher use to support the ELL students?
 5. How would you characterize the interaction (if any) between ELL students and English speaking students?
 6. Describe the focal student's participation in the learning events.
- **Graduate students**, read and review two articles on oral language development. Turn in the articles, a bulleted list of salient points and bibliographic information;

Lesson Planning/Curriculum Cycles. You will use Gibbons' oral language mode continuum and, reading and writing curriculum cycles to design activities that would support language development.

Group review of a case study student. In pairs, use Cortés' Contextual Interaction Model to analyze the student's experience.

Grading

| | | | | | |
|----------------------------------------|-----|--------------------------|-----|----------------------|-----|
| Case Study | 40% | Curriculum Cycle Lessons | 30% | Group review student | 10% |
| Participation and in class assignments | | | 20% | | |

Topics and Assignments

Jan 17

Topic: Course Overview / Introductions / Word Sort/ Case Study Student and Cortés' Contextual Interaction Model

Jan 24

Topic: ELL children in schools, applying Cortés' Contextual Interaction Model, WIDA Standards

Readings: * individual case study student profile (handout from G. Valdés or D. Fu)
* *Zwiers...ch 1*

Note: Find a student who you can tutor for the remainder of the semester. You will need to arrange for a total of 10 tutoring sessions. Try to spend some time with this student before the next class. Describe your impression of your tutee. What are his/her needs? How do you think you might help this student? This is **not** one of the reflections! Rather, it is an introduction to your tutee.

Jan 31

Topic: Second language acquisition, oracy – developing metalanguage

Readings: *Reading Packet: *When Does Teacher Talk Work as Input*, by Lily Wong Fillmore in S. Gass and C. Madden, Eds. Input in Second Language Acquisition. Rowley, MA: Newbury House, 1985

**Gibbons ... ch 1*

Note: Pictorial Input Chart of Zwiers' ch 2, advanced organizer

Feb 7

Topic: What can the teacher do? Whole group instruction

Readings: **Zwiers ... ch 3 and 5*

Note: Talk Moves – strategies overview

Feb 14

Topic: What can the teacher do? Small group instruction

Readings: **Gibbons...ch 2*

* *Zwiers...ch 6*

Notes: Talk Moves – Share, Expand and Clarify, Listen Carefully

Feb 21

Topic: The mode continuum

Readings: **Gibbons...ch 3*

* *Zwiers ch 4*

Notes: Talk Moves – Deepen Reasoning, Think With Others

Feb 28

Topic: Assessing oral language

Readings: *Reading Packet – *Assessing Spoken Language* in Gibbons, P, Learning to Learn in a Second Language, Portsmouth, NH, Heinemann, 2000

Note: Use one of your tutoring sessions to complete an oral assessment on your tutee. The format will be practiced in class! In your reflection, discuss what you learned about your student's oral language, what kinds of activities/mini-lessons could you design to address his/her oral language needs?

March 7

Topic: Simultaneous bilinguals and writing – strategies and assessment

Reading: *Reader packet – *The Dictado*, K. Escamilla and S. Hopewell

Note: Gather a sample of your tutee's writing. Analyze the phrases/sentences, words, transitions, punctuation, spelling and cross-language connections. Write a sample dictado that would address the student's writing issues. In your reflection explain your talking points.

March 14 **Spring Break – no class!**

March 21

Topic: Genre writing – an integrated approach

Reading: *Zwiers ...ch 8

*Gibbons...ch 4

Note: Writing curriculum cycle

March 28

Topic: Reading and L2 learner

Readings: *Reader packet – *Mini-shared reading*, Barbara Flores

Apr 4

Topic: Reading Cycle – Before, During and After

Readings: *Gibbons...ch 5

*Zwiers...ch 7

Note: Reading curriculum cycle

Apr 11

Topic: Lesson planning

Readings: *Gibbons...ch 7

*Zwiers ... ch 9

Apr 18 **No Class – make up work will be assigned**

Apr 25

Topic: Examples of sheltered lesson/unit plans

Readings: *Reader Packet: *assorted examples*

May 2

Topic: Putting it all together

Readings: *Reader packet – *If I Said Something Wrong, I Was Afraid* by Douglas B. Reeves, in December 2004/January 2005/ Volume 62/ Number 4, *Educating Language Learners in Educational Leadership*, ASCD 2004

LLSS 482 - Activities Rubric - Spring 2013

| Points | Assignment + comments | Criteria |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| /20 | <p>Attendance</p> <p>Participation</p> <p>In-class assignments</p> | <p>1/17 1/24 1/31 2/7 2/14 2/21 2/28 3/7 3/21 3/28 4/4 4/11 4/25 5/2</p> <p>Is engaged and actively participates in class discussions. Shows evidence of having prepared for the class topic.</p> <p>Learning logs, exit slips, table group assignments, and for graduate students this will include the reviews of the two articles.</p> |
| /40 | <p>Case study</p> <p>*10 Tutoring reflections (10pts) *explanation of activity *reactions *connection to readings</p> <p>*Oral assessments (10 pts)</p> <p>*Written language assessment (10 pts)</p> <p>*Observation of tutee (10pts)</p> | <p>Turns in all tutoring reflections; includes all 3 required topics and actively reflects on the experience.</p> <p>Transcript of student's oral language and completed analysis sheet</p> <p>Completed <i>dictado</i> planning sheet</p> <p>Observes student during 2 different subject classes, addresses all required issues, makes connections to class discussions and readings</p> |
| /30 | <p>Curriculum Cycle Lessons</p> <p>*Oral language Mode Continuum (10 pts)</p> <p>*Reading curriculum cycle (10 pts)</p> <p>*Writing curriculum cycle (10 pts)</p> | <p>Provides appropriate activities for language and content learning that</p> <ul style="list-style-type: none"> • address the objectives of every stage of the cycles, • reflect an understanding of the theoretical foundation of strategies learned in class, and • attempt new strategies modeled and discussed in class. |
| /10 | <p>*Analysis of Valdés or Fu case-study student using the Contextual Interaction Model</p> | <p>Analyzes the case-study student assigned by considering societal and educational issues impacting the student, the student's family, community and school. Actively participates in a structured discussion.</p> |
| | /100 | Total Points |

Bibliography

Books

Scaffolding Language, Scaffolding Learning. Pauline Gibbons, Portsmouth, NH: Heinemann, 2002.

Academic Conversations. Jeff Zwiers and Marie Crawford, Portland, ME, Stenhouse Publishers, 2011.

Articles

When Does Teacher Talk Work as Input? Lily Wong-Fillmore in S. Gass and C. Madden, Eds., *Input in Second Language Acquisition.* Rowley, MA: Newbury House, 1985.

Differentiating Questions, Deepening Understanding. Eva Thaddeus, in DLeNM's Soleado, Promising Practices from the Field, Summer, 2012.

Asking the Right Question. Jane D. Hill and Kathleen Flynn in National Staff Development Council, Vol. 29. NO. 1, Winter 2008.

WIDA's English Language Proficiency Standards, 2007 Edition.

WIDA's 2012 Amplification of the ELD Standards.

Talk Science Primer. Sarah Michaels and Cathy O'Connor, TERC: An Education Research and Development Organization, Cambridge, MA, 2012.

Chapter 4 - Assessing Spoken Language by P. Gibbons, in *Learning to Learn in a Second Language*, Heinemann, 1991.

"If I Said Something Wrong, I Was Afraid." Douglas B. Reeves in *Educational Leadership*, December 2004/January 2005, Volume 62. NO. 4

Office of the Registrar

Log Out | Comment/Bug Report | Help

Forms

Current user: tedesco / Comments (2) / Form Transaction Log



Forms Log

[Link to Curricula Forms Process Manual](#)

EXISTING COURSE MINOR CHANGE FORM A Form Number: A2597



Fields marked with * are required

Name of Initiator: Holbrook Mahn Email:* hmahn@unm.edu Date:* 02-13-13
 Phone Number:* 505 277-5887 Initiator's Title** Professor: Language Literacy & Sociocult
 Associated Forms exist?**
 Faculty Contact** Holbrook Mahn Administrative Contact** Lois Meyer
 Department** LLSS Admin Email** lsmeyer@unm.edu
 Branch Admin Phone** 277-0437

Existing Course Information

Course Subject Code*
 Course Number* 482 Course Level*
 Course Title* Teaching English as a Second Language
 Proposed effective term:
 Semester Year

CHECK BOX THAT APPLIES Expand All

1. Change Course Subject Code

New Course Subject Code

2. Change Course Number

New Course Number 581

Change to allow graduate credit (300/400 level only)

■ Is content under the new subject code/number essentially the same?

■ If no, why should this not be a new course? (enter text below)

While the answer above is "Yes", an explanation is needed. With this Form A a new number will be assigned to the existing LLSS 482* class which is a well-established course which has been taught with a differentiation of content for graduate students, as it has been available for graduate credit. The course with the new course number will have the same content as the LLSS 482* course when taken for graduate credit, as has been the case for LLSS 482* since its inception.

■ If changing a 100-200 level course to 300-400 level, what impact will this have on branch campuses? Enter names of people contacted. (enter text below)

3. Proposed Change to Long or Short Course Title

3. Proposed Change to Long Course Title

■ Proposed Change to Short Course Title:
(30 characters allowed. If long title is 30 or fewer characters, match long title)

4. Change course description text (including prereq, co-req, and restrictions)

4. Change course description text (35 words or less; excludes prerequisites, corequisites, restrictions). See boxes below for prerequisites, corequisites, restrictions. Words Used: 0

Include syllabus which demonstrates content under new description is essentially the same. (upload a doc/pdf file). Click [HERE](#) for sample syllabus and guidelines.

Syllabus LLSS 482.Sp13.doc

Change Corequisites

Note that if this course is a new co-requisite to those listed, you must submit a Form A for each course to change them.

Eliminate the co-requisite of LLSS 456/556.

Change Prerequisites

List all of them, including course subject code and course number for each one, and include any appropriate conjunction (i.e., and, or) between each item and between any subsets of pre-requisites. If the change is to remove all pre-requisites, write "None" in the box.

Eliminate the pre-requisite of LLSS 456/556.

Change Restrictions

List any restrictions placed on students for registration in any section of this course. If change is to remove all restrictions, write "None" in the box.

5. Change Credit Value or Repeat Rules

| Credit Hours | | | | |
|---------------|----------------------|----------------------|----------------------|----------------------|
| | Fixed Credit | Variable Credit | | |
| | | Low | Or/To | High |
| Credit Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Lecture Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Lab Hours | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

May the course be repeated for credit? Yes No

If yes, how many **times** can the course be repeated? First time is not a repeat; include only subsequent enrollments in the count.

OR

If yes, for how many **hours** can the course be repeated?

6. Change grade option:

6. Change grade option: Is this course to be graded on a CR/NC basis exclusively? Yes No

If yes, provide justification below.

Will the course be graded using a grade scale that is different from the standard grade scale? Yes No

If yes, justify and contact the Registrar's Office.

7. Delete Course. If course is required, also submit Form C to revise program requirements.

7. Delete Course.

How will this affect student programs? If 100-200 level course, what impact will this have on branch campuses? (enter text below)

8. Add or remove course Also Offered As

Add or Remove course Also Offered As with

9. Add or Remove Schedule Type

9. Add or Remove Schedule Type UNM Schedule Type Glossary

10. Is this change making or removing Technical course (Branches only)

Is this change making a course Technical? (**branches only**) Yes No

Is this change removing a course from Technical status? (**branches only**) Yes No

11. Reason for minor course change request:*

A form D is being submitted by the LLSS Department to create a TESOL Graduate Certificate, which will include the new LLSS 581 course. Instead of having a "" 400-level course in the graduate certificate, it was felt that creating a 500-level number would eliminate any ambiguity about whether all courses in the certificate program carry graduate credit.

Is it possible this change might impinge on other established departmental programs/branch campus(es)?**

If yes, provide detailed description of impact, name, phone number and email address of branch personnel you contacted: (enter text below)

- If the issue is not resolved, it is subject to review/discussion by the FS Curricula Committee

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Comment on this Form or Review Forms



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