

CHANGE MASTERS DEGREE PROGRAM FORM

1. GENERAL INFORMATION

College:	Arts and Sciences	Department:	Modern and Classical Languages, Literatures and Cultures		
Current Major Name:	Teaching English as a Second Language	Proposed Major Name:	Teaching English as a Second Language		
Current Degree Title:	M.A.	Proposed Degree Title:	M.A.		
Formal Option(s):		Proposed Formal Option(s):			
Specialty Fields w/in Formal Option:		Proposed Specialty Fields w/in Formal Options:			
Date of Contact with Institutional Effectives ¹ :					10/28/19
Bulletin (yr & pgs):	https://gradschool.uky.edu/sites/gradschool.uky.edu/files/Bulletin/2018-2019/TESL.pdf	CIP Code ¹ :	13.1401	Today's Date:	10/18/2019
Accrediting Agency (if applicable):					
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² :		
Dept. Contact Person:	Milena Minkova	Phone:	257-5710	Email:	mmink2@uky.edu

2. CHANGE(S) IN PROGRAM REQUIREMENTS

		<u>Current</u>	<u>Proposed</u>
1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)		
2.	Residence requirement (if applicable)		
3.	Language(s) and/or skill(s) required		
4.	Termination criteria		
5.	Plan A Degree Plan requirements ³ (thesis)		
6.	Plan B Degree Plan requirements ³ (non-thesis)		
7.	Distribution of course levels required (At least one-half must be at 600+ level & two-thirds must be in organized courses.)		
8.	Required courses (if applicable)	TESL Knowledge Area Language (12ch)	TESL Knowledge Area Language (12ch)

¹ Prior to completing out this form, you MUST contact Institutional Effectiveness, which can provide you with the CIP (OSPIE@l.uky.edu or 257-1962).

² Program changes are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

³ If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

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		<p>MCL 575 TSL 560 MCL 665 TSL 674 Please see attached bulletin track changes for full curriculum</p>	<p><i>MCL 575 TSL 560 MCL 665 OR TSL 515 TSL 674 Please see attached bulletin track changes for full curriculum</i></p>
9.	Required distribution of courses within program (if applicable)		
10.	Final examination requirements		
11.	<p>Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u></p>		
	No.		
12.	List any other requirements not covered above?		
13.	Please explain the rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements.		
	<p>We are asking to add TSL 515 as an option to satisfy the TESL Knowledge Areas Language Requirement. Students would be able to take MCL 665 OR TSL 515.</p> <p>Both TSL 515 English Language Development in the Content Classroom (3 cr.) and MCL 665 Second Language Curriculum and Assessment (3 cr.) are curriculum design courses for language teachers but TSL 515 will also meet KY state standards for the ESL Endorsement program.</p> <p>Problems we are trying to fix:</p> <ol style="list-style-type: none"> 1. Graduate students who are also public school teachers or have other types of time conflicts can not attend the MCL 665 course which is usually offered in an intensive format in May. Students have requested a course that meets in fall or spring. TSL 515 is being offered in Fall 2019 for the first time and will be regularly scheduled in the fall. 2. MCL 665 has been difficult to recruit enough students to make the class viable. By combining TESL MA students with ESL Endorsement students, we should have a better class size. The class has enrolled 12 students this term. <p>The program would meet the UK requirement for more than half of the courses at a 600 level with the TSL 515 course included as an option to fulfill the TESL Knowledge Area Language Requirement.</p>		

CHANGE MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:



Proposal Name: Change in required courses for M.A. in TESL

Proposal Contact Person Name: Milena Minkova Phone: 7-5710 Email: mmink2@uky.edu


INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCLLC	10/15/2019	Dr. Jeanmarie Rouhier-Willoughby / 7-1756 / j.rouhier@uky.edu	
A&S EPC	12/10/19	Haris Symeonidis / /	
A&S Assoc. Dean	12/10/19	Anna Bosch / /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Teaching English as a Second Language

College of Arts & Sciences

The Department of Modern and Classical Languages, Literatures and Cultures offers a graduate program leading to the M.A. degree in Teaching English as a Second Language – MATESL (36 cr.). The general goal of graduate work in the program is to provide students with a quality teacher education program that will prepare candidates for a satisfying career in language teaching.

Admission Requirements

Applicants for admission must first be approved by the Graduate School. They are then reviewed by the Director of the program in the department of Modern and Classical Languages, Literatures and Cultures, who consults with the MATESL Program Faculty Committee before returning recommendations to the Graduate School.

An applicant may be provisionally admitted without meeting all of the minimum standards if other factors, including letters of recommendation, the writing samples, and the oral interviews, indicate an ability to perform satisfactorily in graduate-level work. Presentation of a minimum Graduate Record Examination score (GRE) and a minimum Grade Point Average (GPA) does not, however, automatically guarantee admission to the program, as the final decision depends on an evaluation of all materials submitted and the Program Faculty's assessment of the applicant's potential for successful graduate study.

Other Specific Requirements

In addition to assuring that the applicant has met the admission requirements of the Graduate School, the director and the program faculty Committee carefully evaluates the following material:

- a minimum 2.75 overall undergraduate GPA, a minimum 3.0 GPA in the language-specific field, and a minimum 3.0 GPA in any previous graduate work;
- three letters of recommendation;
- personal statement of interest in language teaching
- an interview by the appropriate program faculty;
- demonstrated basic skills

Graduate school applications must be returned to the Graduate School Office.

Degree Requirements

All candidates are required to meet the following set of learning outcomes. Candidates must:

I. Language & Learning

1. demonstrate professional level knowledge of the English language, including English as a linguistic system and as a tool for social and cognitive functioning;
2. demonstrate knowledge of research in second language acquisition processes;
3. demonstrate knowledge of learning differences among students, including learning disabilities;
4. demonstrate the ability to inform teaching practices through the study of social learning and cognitive research and theories and the use of inquiry into specific teaching contexts.

II. Culture

1. demonstrate knowledge of the major research and theories related to the nature and role of culture in instruction and learning;
2. demonstrate knowledge of a specific cultural context for ESL/EFL teaching;
3. demonstrate skill in inquiring into cultural groups, processes, and identities to support language

development.

III. Planning, Implementing and Managing Instruction

1. demonstrate the ability to create lesson plans and effectively implement them according to current educational research, concepts and “best practices;”
2. demonstrate an understanding that teaching involves relationship building with learners;
3. demonstrate knowledge of curriculum design, standards-based curricula and materials and strategies and techniques for classroom implementation;
4. demonstrate the ability to use technology as an effective resource in the classroom;
5. demonstrate the ability to differentiate instruction for the diverse learning needs of ESL/EFL students;

IV. Assessment

1. demonstrate knowledge of various assessment instruments and issues as they affect ELLs;
2. demonstrate the ability to use standards-based assessment instruments to show language growth and inform instruction;
3. demonstrate the ability to inquire into students’ personal histories and linguistic, cultural and educational backgrounds in order to adapt instruction to learner needs.

V. Professionalism

1. demonstrate knowledge of the history, research, public policy and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning;
2. demonstrate the characteristics of a “reflective practitioner,” through questioning and inquiry into their own teaching practices and using professional development opportunities;
3. demonstrate the ability to build partnerships with colleagues and students’ families, serve as a community resource, and advocate for ELLs;
4. demonstrate the ability to adhere to ethical standards for Kentucky educators

For further information concerning the MATESL program, consult the Program Director.

The Portfolio

The successful submission of the TESL Professional Portfolio is the culminating requirement of the program. The portfolio has three core functions: 1) reflective tool for professional development; 2) advance an argument that you are a competent language teacher and have met the program TESL Standards; 3) document that you have met the requirements for the TESL MA Program.

TESL Knowledge Areas & Graduate Courses

TESL Knowledge Areas

Language (12 cr.)

TESL Curriculum

MCL 575: Introduction to Linguistics for Teachers (3cr.)

TSL 560: Literacy Development in the ESL Classroom (3 cr.)

MCL 665: Second Language Curriculum & Assessment (3 cr.)

OR TSL 515: English Language Development in the Content Classroom (3 cr.)

TSL 675: English Grammar: Analysis & Pedagogy (3 cr.)

Learning (9 cr.)

MCL 517/LIN 517: Second Language Acquisition (3cr.)

MCL 690: Culture, Cognition and L2 Language Learning (3 cr.)

500/600 level course from Education (3 cr.)

Pedagogy (15 cr.)

MCL 510: L2 Teaching Methods: Young & Beg. Level Learners (3cr.)

MCL 610: Second Language Teaching Methods: 9-12, Adult & Advanced Students

TSL 697: ESL Teaching Internship (9 cr.)

Course Descriptions

TSL 515 ENGLISH LANGUAGE DEVELOPMENT IN THE CONTENT CLASSROOM. (3)

This course is designed to engage class participants in the study of learning and teaching of ESL students in the PreK – 12 content classroom. The course is structured around two foundational knowledge bases for the field of ESL teaching: 1) the role of language and culture in school curriculum and classroom learning; 2) the challenges that content classes – math, science, and humanities – pose for English learners. The goal of the course is to prepare content teachers to effectively teach English learners both language and subject matter.

TSL 560 LITERACY DEVELOPMENT IN THE ESL CLASSROOM. (3)

This course is designed to introduce students to theory, research, and teaching applications of second language literacy development in the ESL classroom. This is a field-based course, and students will study current teaching methods of literacy instruction and apply those ideas with learners in an ESL setting. (Same as EDC 560.)

TSL 597 ESL TEACHING PRACTICUM. (3)

This course provides students with a supervised ESL teaching experience of 45 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflect upon their own development as teachers. The course is designed as the culmination of the TESL Graduate Certificate, and can be taken in the fall, spring or summer terms. ESL teaching placements must be approved by the course instructor. Prereq: Students must be enrolled in the TESL Graduate Certificate course of study.

TSL 675 ENGLISH GRAMMAR: ANALYSIS AND PEDAGOGY. (3)

This course is designed to deepen students' explicit understanding of English grammar, with particular attention paid to grammatical structures most challenging for English language learners. The course explores the development of learner language, with a primary focus on the development of English grammatical competence. Issues in the teaching of English grammar are studied and applied to ESL teaching techniques and curriculum.

TSL 697 ESL INTERNSHIP. (3-9)

This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken as a variable credit course (3 – 9 credits) in the fall, spring or summer terms. In order to fulfill the program internship requirements, a total of 9 credits must be completed. Prereq: Student must be in good standing in the TESL MA program.

From: noreply@qualtrics-survey.com
To: [Harmon, Camille](#)
Subject: Substantive Change Decision
Date: Monday, October 28, 2019 2:45:45 PM

Dear Camille Harmon,

Thank you for submitting your proposed program change(s) to **Teaching English as a Second Language, Master's (13.1401)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the documentation provided and the Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

Description of Proposed Change(s):

· Both TSL 515 English Language Development in the Content Classroom (3 cr.) and MCL 665 Second Language Curriculum and Assessment (3 cr.) are curriculum design courses for language teachers but TSL 515 will also meet KY state standards for the ESL Endorsement program. Problems we are trying to fix: 1. Graduate students who are also public school teachers or have other types of time conflicts can not attend the MCL 665 course which is usually offered in an intensive format in May. Students have requested a course that meets in fall or spring. TSL 515 is being offered in Fall 2019 for the first time and will be regularly scheduled in the fall. 2. MCL 665 has been difficult to recruit enough students to make the class viable. By combining TESL MA students with ESL Endorsement students, we should have a better class size. The class has enrolled 12 students this term. We are asking the student satisfy the requirement by taking MCL 665 OR TSL 515

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness
University of Kentucky

[Visit the Office of Strategic Planning and Institutional Effectiveness Website:](#)

December 10, 2019

Dear Graduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed changes to the MA in Teaching English as a Second Language 9:0:0 on Tuesday, December 10, 2019.

Sincerely,



Haralambos Symeonidis
Chair, Education Policy Committee

October 16, 2019

Camille Harmon
Dean's Office
College of Arts and Sciences

Dear Camille,

The Modern & Classical Languages, Literatures & Cultures faculty of record was consulted and approved (29-0-0) a change in the Teaching English as a Second Language MA on 10/15/19. The approved change allows TSL 515: English Language Development in the Content Classroom (3 cr.) to serve as an equivalent for MCL 665: Second Language Curriculum and Assessment (3 cr.). Both courses are curriculum design courses for language teachers, but TSL 515 will also meet KY state standards for the ESL Endorsement program.

Graduate students who are also public-school teachers or have other time conflicts cannot enroll in MCL 665, which is usually offered in an intensive format in May. As a result, it has been difficult to recruit enough students to make MCL 665 viable. Students have requested a course that meets in fall or spring. TSL 515 is being offered in Fall 2019 for the first time and will be regularly scheduled in the fall moving forward. By combining TESL MA students with ESL Endorsement students, we anticipate a larger class size. The class has enrolled 12 students this term.

Under the proposed change, the course work for the MA in TESL would be the following:

600 Level - 18 hours (MCL 690/TSL 675/MCL 610/TSL 697 Note: 697 is 9 cr.)

500 Level - 15 hours (TSL 515/MCL 517/MCL 575/TSL 560/MCL510)

Elective - 3 hours 500/600

The program change would meet the UK requirement for more than half of the courses at a 600 level with the TSL 515 course included as a required course and as a replacement for MCL 665. We plan to continue to keep MCL 665 on the books and if the MA program grows, we can offer it for TESL MA students.

Sincerely,



Jeanmarie Rouhier-Willoughby
Chair, MCLLC