

Request for Program Approval:**English as a Second Language Dual License (GRAD) and
Masters of Language Education with ESL License****From: IU School of Education at IUPUI and IUPUC****Prepared by Beth Berghoff,****Chair of Graduate Programs IUPUI****Associate Professor of Language Education****April 21, 2009**

Over the years, faculty in the Language Education department in Bloomington, now the department of Literacy, Culture, and Language Education (LCLE), have collaborated with Language Education faculty at the IU School of Education at IUPUI on the design of our respective ESL Dual License programs. Because our contexts offer different arrays of courses, instructors, grants, and collaborations, we find that our programs end up being somewhat different from one another, even though we are working from common standards that set forth the knowledge, skills, and dispositions our program completers must possess. We get together every couple of years to compare notes and maintain the alignment of our ESL programs so that students can move painlessly from one program to the other and we have up-to-date documents for accreditation purposes. (See the current *Alignment Chart* and *License Addition Form* attached to this proposal. These documents reflect the most recent discussions and changes.) In this continuous collaborative context, the IUPUI ESL team has not participated in any formal process for getting this program approved by the Bloomington LCLE, rather we have worked within the constructs that have already been approved.

We are attaching two sets of advising sheets to this request. The first set details our current and proposed ESL Dual License Program. The second outline the current and proposed ESL Master's Degree in Language Education. We do occasionally have a student just complete the courses required for the ESL Dual License as Grad-Nondegree student, but almost all students in this program apply for admission to the masters program and complete the Dual License courses along with 9 credits of required courses and 6 credits of electives. The courses required and the suggested sequence of courses for the ESL Dual License only and for the ESL License in the context of the Language Education masters are exactly the same. So the chart below explains how the current license program differs from the proposed program that includes two new requested courses—**L503 Assessment Literacy for Cultural and Linguistic Diversity** and **L505 Second Language Literacy Instruction**.

The new courses were developed after our new ESL faculty member, Annela Teemant, used federal grant funding to pull together a review team of faculty from IUPUI Language Education, IUPU-Columbus, the IUPUI English Department, and Butler University to develop a comprehensive framework for preparing ESL teachers. Then she led a review of the IUPUI ESL Dual License program and a redesign process to make it fit the framework they created. The programs presented here for approval reflect a conscious effort to scaffold students' development of the knowledge and skills they need to become high quality teachers of English Language Learners in urban schools.

The changes include replacing courses that were heavily linguistic-based with courses that are more in tune with broad-based understanding of second language literacy development as cultural, individual, and supported through good assessment and instructional practices. Before we hired Dr. Teemant, we had to rely on the IUPUI Department of English for their expertise in teaching second language acquisition and TESOL methods courses. Their TESOL program is designed to prepare students to teach English as a Second Language to adults, and it has always been a stretch for our education students to apply what they were learning to the K-12 context.

The proposed program also adds a new course that is still under development, but which represents a response to a big gap in the existing curriculum for the license—that is the course on parent and family involvement. All in all, we are confident this improved program is going to do a far better job of preparing the ESL teachers that the Indianapolis community desperately needs.

Old Graduate Dual License Program	New Graduate Dual License Program
<ul style="list-style-type: none"> • 21 credits • Language Proficiency • EDUC L524 Language Issues in Bilingual and Multicultural Education –This is an issues course and it was one of last courses taken in the old program sequence. • Students had to take LING L532 Second Language Acquisition from the IUPUI Department of English because the SOE did not have the manpower to offer the course. This course was designed for the TESOL program (Teaching English as a Second Language to adults) and was not particularly well-suited for ESL teachers in public school settings. 	<ul style="list-style-type: none"> • 21 credits • Language Proficiency • EDUC L524 Language Issues in Bilingual and Multicultural Education –This socio-cultural issues course will now serve as an introduction to the program. • LING L532 is still an option as we maintain a collaborative relationship with the English department, but advisors will encourage students to take the education version of this course EDUC L539 Language Foundation for ESL/EFL Teachers. This course is an approved course for the Language Education masters and ESL license as articulated in the graduate bulletin. IUPUI and IUPUC can now offer it because both schools have an associate professor with expertise in ESL on their faculties. This course is an addition to the program.

Old

- **LING L534 Linguistic Resources for TESOL** was considered to be the first methods course for the ESL teachers in training. As we prepared this review, we were unable to find this course in any bulletin from Bloomington. The course description does come up when we search for it here at IUPUI. **We will no longer be using this course in any way** as we make this program adjustment, but it appears that it may have been retired without our knowing it already. Our historical documents show that Bloomington Lang Ed had it on their program sheets in 2003, but it is not on their ESL advising sheet now.

- Students had to choose either **EDUC L502 Socio-psycholinguistic Applications to Reading Instruction** or **L501 Critical Reading in the Content Areas** and take **L504 Working with Learner Literacy Difficulties** or another approved elective to get the background they needed in literacy instruction. All of these courses were actually developed for students in the Reading Dual License program. Because IUPUI did not have a faculty member with ESL expertise, we had to rely on the expertise that we did have to educate the ESL teachers. Nothing needs to be done with these courses because **they are all still used in the Reading Dual License Program.**

New

- **EDUC L503 Assessment Literacy for Cultural and Linguistic Diversity** (one of the newly developed courses) **will replace LING L534** and serve as the first methods course for the license candidates. This course will introduce students to the assessment/teaching process, curriculum design, backward planning, and the many forms of assessment used with English Language Learners. When it is possible, students will take this course as the third in the sequence, having gotten a good foundation in socio-cultural issues and an understanding of language.

- **L505 Second Language Literacy Instruction** is a new course designed to more effectively develop the candidates understanding of first and second language literacy, while also incorporating methods of teaching literacy including culturally responsive curriculum, differentiation, vocabulary development, comprehension, writing, and assessment. **L505 replaces L501/L502 and L504 in the old program.**

Old

- Students could choose between **LING P512 Materials Preparation for ESL Instruction** and **EDUC L540 ESL/EFL Approaches to Instruction & Assessment**. Here we were again phasing out our reliance on the English/Linguistic Department to teach our ESL students. In 2003, we only had LING P512 as a choice. In 2007, we added EDUC L540 and started to advise students to take the education course instead of the English department version.

- Students complete **EDUC L525 Practicum**.

New

- **EDUC L540 ESL/EFL Approaches to Instruction & Assessment** is the only choice students will have. Once we have permission to use the new program advising sheets, **we will no longer advise students to take LING P512**, the alternative course in the English department.

F500:

- **EDUC E590 Parent and Family Involvement for the 21st Century** was added to the program because ESL teachers have to know how to build bridges between school and home and school and community and none of the other courses in the program delivered this content. Unfortunately, when we prepared for this review of the program, we learned that this course has not gone through the approval process. It is being taught by one of our exceptionally innovative early childhood educators, Jackie Blackwell, who teaches the course as a summer intensive synchronously using Breeze online technology. We would argue that the approval of the program should not be withheld on the basis of this course. We believe this course should be in pilot form at this time, as are all the L530 courses in the approved LCLE ESL License program. Now that we know E590 is not an approved course, we can work with Jackie to create a version of the course that will specifically address family and cultural issues prevalent on the lives of non-English speakers and design a new family course specifically for the ESL program. In the meantime, we need permission to implement our two new courses L503 and L505 in the program as it is proposed.

- Students complete **EDUC L525 Practicum**. **No change.**

ESL License Program--Rules 2002 (10-2008)
21-26 credit hours (Chart shows articulation between IUB and IUPUI)

Areas (IUPUI Required Credits)	IUPUI Undergraduate	IUPUI Graduate	IU Bloomington Graduate	IU Bloomington Undergraduate
A Foundations in Language (3 credits)	ENG G432 → Second Language Acquisition (Fall) Or ENG G205 Introduction to English Grammar	← LING L532 Second Language Acquisition (Fall) Or EDUC L539 Language Foundations for ESL/EFL Teachers (Fall)	LING T532 Second Language Acquisition Or LING L503 Intro to Linguistic Analysis Or LING T510 Applied Traditional & Structural English Grammar Or EDUC L539 Lang Foundations for ESL/EFL Or SPH S539 Language Acquisition & Bilingualism in Children	ENG G205 Introduction to English Language Or LING L303 Intro to Linguistic Analysis Or LING L103 Intro to Study of Language Or ENG G302 Introduction to the Structure of Modern English Or SPH S433 Language Dev. for School Aged Children
B Literacy Foundations (Undergraduate 3 Credits)	EDUC E341/M307 Methods of Teaching Reading II (Elementary Block III) OR EDUC M469/M303 Content Area Literacy (Middle School Block)	(None Required – Integrated into L503 and L505)	EDUC L502 Socio- ← Psycholinguistic Applications to Reading Instruction (fall only) Or EDUC L501 Critical Reading in the Content Area (spring)	EDUC X470 Psycholinguistics for Teachers of Reading Or EDUC X401 Critical Reading in the Content Areas (spring)
C Foundations in Socio- Cultural Issues (3 Undergraduate/ 6 Graduate credits)	EDUC L441 → Bilingual Education: Introduction (Fall)	← EDUC L524 Language Issues in Bilingual & Multicultural Education (Fall) AND EDUC E590 Family and Community (Summer I/II)	EDUC L524 Language Issues in Bilingual & Multicultural Education (summer only)	EDUC L441 Bilingual Education: Introduction (summer only)
D ESL Literacy Methods (3 credits)	EDUC L405 → Second Language Literacy Instruction	← EDUC L505 Second Language Literacy Instruction	EDUC L517 Adv Content Reading & Literacy Or EDUC L530 Reading Instruction for ESL Teachers (online) Or EDUC L541 Writing Instruction for TESL Teachers (online) Or EDUC L504 Identifying & Working with Learner Literacy Difficulties	EDUC E341 Methods of Teaching Reading II/M306 Or EDUC M464 Methods of Teaching Reading Or EDUC M469 Content Area Literacy Or EDUC X400 Diagnostic Teaching of Reading in the Classroom (online)
E Methods of Classroom Applications (6 credits)	EDUC L436 → Methods and Materials for Teaching ESL (Summer I) AND EDUC L403 Assessment Literacy for Cultural and Linguistic Diversity →	← EDUC L540 ESL/EFL Approaches to Instruction & Assessment (Summer I) AND ← EDUC L503 Assessment Literacy for Cultural and Linguistic Diversity	EDUC L540 ESL/EFL Approaches to Instruction & Assessment (spring onsite, fall Online) Or EDUC L530 Teaching Second or Foreign Language to Young Learners Or EDUC L530 Materials Development for ESL/EFL Or EDUC L520 Advanced Study of Second/Foreign Language Teaching (summer-cert only) AND M501 - Field Experience	L442 Methods for Bilingual Teaching (summer only) AND M401 - Field Experience AND EDUC M445 Methods of Second & Foreign Language Teaching (fall & spring-cert only) AND M403 Field Experience
F Student Teaching/ Practicum + Portfolio (1-8 credits)	EDUC M470 ESL Student Teaching 8 week placement	EDUC L525 ESL Practicum (1-4 credits)	EDUC L525 Student Teaching Practicum (1-4 credits) Or T550 Cult and Community Forces and the Schools	EDUC M470 Student Teaching Practicum 6 week placement) Or T550 Cult and Community Forces and the Schools



School of Education
Bloomington

License Addition: English as a Second Language

The State of Indiana has authorized Indiana University School of Education to offer License Additions in selected areas. To earn an additional teaching area in English as a Second Language, students must apply to the program to be enrolled. This program is only available to teachers who have completed an initial license or teacher candidates who are in the process of completing an initial license in a recognized Teacher Education Program.

In most cases it may not be possible to complete this license addition as part of the four year undergraduate degree program. Students should check with the department to see when these courses are generally offered.

A. Foundations in Language	3
B. Literacy Foundations	3
C. Foundations in Socio-Cultural Issues	3
D. ESL Literacy Methods	2-3
E. Methods of Classroom Application	7-9
F. Student Teaching/Practicum & Portfolio	1-8
Total:	19-29 credits

IUPUI ADDITIONS INSERTED

October 2008

- NOTE:** 1. Students may enroll in either the undergraduate or graduate classes.
 2. *Courses marked with an asterisk (*) are **recommended**.
 3. Online Courses require consent of Language Education advisor.
 4. Alternate courses may be approved by the Language Education Department's advisor: Undergraduate: Nyikos; Graduate: Pawan.
 5. *Courses are offered only at IUPUI.

A. Foundations of Language 3 credits

IUB Undergraduate

ENG-G 205	Introduction to English Language	3
ENG-G 302	Introduction to the Structure of Modern English or	3
*LING-L 103	Introduction to Study of Language or	3
LING-L 303	Introduction to Linguistic Analysis or	3
SPHS-S 433	Language Development for School Aged Children (R: LING-L103 or LING-L 303)	3

IUB Graduate

*EDUC-L 539	Language Foundations for ESL/EFL (Online) or	3
LING-L 503	Introduction to Linguistic Analysis or	3
LING-T 510	Applied Traditional & Structural English Grammar or	3
LING-T 532	Second Language Acquisition or	3
SPHS-S 539	Language Acquisition & Bilingualism in Children	3

B. Literacy Foundations 3 credits

IUB Undergraduate

EDUC-X 401	Critical Reading in the Content Areas or	3
*EDUC-X 470	Psycholinguistics for Teachers of Reading	3

IUB Graduate

EDUC-L 501	Critical Reading in the Content Area or	3
*EDUC-L 502	Socio- Psycholinguistics Applications to Reading Instruction	3

C. Foundations in Socio-Cultural Issues 3 credits

(P: Must be admitted to the ESL Program & Teacher Education Program)

IUB Undergraduate

EDUC-L 441	Bilingual Education: Introduction	3
IUB Graduate		
*EDUC-L 524	Language Issues in Bilingual & Multicultural Education	3
*EDUC-E 590	Parent and Family Involvement for the 21 st Century	3

D. ESL Literacy Methods : 2-3 credits

(P: Complete A-C including admission to the ESL Program and Teacher Education Program)

IUB Undergraduate

EDUC-E 341	Methods of Teaching Reading II (P: EDUC-E 339 & EDUC-E 340) or	3
EDUC-M 464	Methods of Teaching Reading or	3

EDUC-M 469	Content Area Literacy or	2
EDUC-X 400	Diagnostic Teaching of Reading in the Classroom (Online) or	3
*EDUC-L405	Second Language Literacy Instruction	3
IUB Graduate		
EDUC-L 504	Identifying & Working with Learner Literacy Difficulties (P: Completion of an undergraduate methods course & teaching experience or permission of instructor)	3
*EDUC-L 505	Second Language Literacy Instruction	3
EDUC-L 517	Advanced Study of Content Reading and Literacy or	3
EDUC-L 530	Reading Instruction for ESL Teachers (Online) or	3
*EDUC-L 541	Writing Instruction for ESL/EFL Teachers (Online)	3

E. Methods of Classroom Application 7-9 credits

(P: Complete A-D & Primary Program Methods I)

IUB Undergraduate

EDUC-L 442	Methods for Bilingual Teaching &	3
EDUC-M 401	Field Experience	1
	AND	
EDUC-M 445	Methods of Teaching Foreign Language (Fall only) &	3
EDUC-M 403	Field Experience	2
*EDUC-L 403	Assessment Literacy for Cultural and Linguistic Diversity	3

IUB Graduate

EDUC-L 520	Advanced Study of Second/Foreign Language Teaching &	3
EDUC-M 501	Field Experience	1
	AND	
*EDUC-L 540	ESL/EFL Approaches to Instruction & Assessment or	3
EDUC-L 530	Teaching ESL/EFL to Young Learners (Online) or	3
EDUC-L530	Materials Development for ESL/EFL	3
*EDUC-L503	Assessment Literacy for Cultural and Linguistic Diversity	3

F. Student Teaching/Practicum & Portfolio 1-8 credits

(P: Complete A-E)

IUB Undergraduate

EDUC-M 470	Student Teaching Practicum	6
IUB Graduate		
EDUC-L 525	Student Teaching Practicum	1-4
EDUC-M 550	Practicum (Variable Title)	1-8



**English as a Second Language (ESL)
Graduate Dual License Program
IU School of Education at IUPUI**
(21 credit hours) DRAFT OF PROPOSED COURSE LINE UP

STUDENT'S NAME: _____ UNIVERSITY I.D.: _____

EMAIL _____ ADVISOR: _____ DATE: _____

This program prepares teachers to meet the needs of students who are learning to speak English for the first time in school. Successful completers of this program will apply for the license called English as a New Language (ENL) by the Indiana Professional Standards Division.

- Student must be licensed to teach in Indiana or be in the Transition to Teaching Program.
- This license will be issued at the developmental level(s) indicated on his/her initial license(s).
- Student must apply and be accepted to the ESL Program in order to be eligible for certification.
- The application is available at <http://education.iupui.edu/forms/forms/graduate-application.htm>
- Student must maintain an overall GPA of 3.0.

Prerequisite: Two college classes or first-year proficiency in a second language. (Students are encouraged to take Spanish and may take classes concurrently with certification course work.)

	3 cr		
	3 cr		

Graduate Course Requirements to Be Taken in the Following Order:

Course:	Hours:	Term:	Grade:
EDUC L524 - Language Issues in Bilingual & Multicultural Education (Fall/Spring)	3		
LING L532 - Second Language Acquisition (Fall) OR ↓ EDUC L539 - Language Foundations for ESL/EFL Teachers (Fall)	3		
EDUC L503 - Assessment Literacy for Cultural and Linguistic Diversity (Spring)	3		
EDUC E590 - Parent and Family Involvement for the 21 st Century (Summer I/II)	3		
EDUC L505 - Second Language Literacy Instruction (Spring)	3		
EDUC L540 - ESL/EFL Approaches to Instruction & Assessment (Summer I)	3		
EDUC L525 - Practicum plus Portfolio (Arranged with help of advisor at conclusion of program) (T2T students may meet this requirement during S590/M500 student teaching.)	3		



English as a Second Language (ESL) Program
Master's Degree in Language Education
IU School of Education - IUPUI

This program leads to Indiana certification in English as a New Language.
(36 credit hours) DRAFT OF GRADUATE DEGREE ADVISING SHEET

STUDENT'S NAME: _____ UNIVERSITY I.D.: _____

EMAIL _____ ADVISOR: _____ DATE: _____

Required Courses (9 credits required)	Credits	Term	Grade
EDUC L500 - Issues in Language Education (Fall/Spring)	3		
Foundations Course: Choices include H520, H530, or T550	3		
Strategies for Educational Inquiry: Choices include Y520 or Y611	3		
Language Proficiency: Two college classes or first-year proficiency in a second language.	Credits	Term	Grade
ESL Studies (21 credits required)	Credits	Term	Grade
EDUC L524 - Language Issues in Bilingual & Multicultural Education (Fall/Spring)	3		
LING L532 - Second Language Acquisition (Fall) OR ↓ EDUC L539 - Language Foundations for ESL/EFL Teachers (Spring)	3		
EDUC L503 - Assessment Literacy for Cultural and Linguistic Diversity (Spring)	3		
EDUC L505 - Second Language Literacy Instruction (Fall)	3		
EDUC E590 - Parent and Family Involvement for the 21 st Century (Summer I/Summer II)	3		
EDUC L540 - ESL/EFL Approaches to Instruction & Assessment (Summer I)	3		
EDUC L525 - Practicum plus Portfolio (Arranged with help of advisor at conclusion of program) (T2T students may meet this requirement during S590/M500 student teaching.)	3		
Electives or Thesis (6 credits Required):	Credits	Term	Grade

Note: Student must be accepted to the master's program. Course substitutions must be approved by your advisor.
At the time of graduation, no course work may be more than 7 years old.



**English as a Second Language (ESL)
Graduate Dual License Program
IU School of Education at IUPUI
(21 credit hours)**

STUDENT'S NAME: _____ UNIVERSITY I.D.: _____

EMAIL _____ ADVISOR: _____ DATE: _____

This program prepares teachers to meet the needs of students who are learning to speak English for the first time in school. Successful completers of this program will apply for the license called English as a New Language (ENL) by the Indiana Professional Standards Division.

- Student must be licensed to teach in Indiana or be in the Transition to Teaching Program.
- This license will be issued at the developmental level(s) indicated on his/her initial license(s).
- Student must apply and be accepted to the ESL Program in order to be eligible for certification.
- The application is available at <http://education.iupui.edu/forms/forms/graduate-application.htm>
- Student must maintain an overall GPA of 3.0.

Prerequisite: Two college classes or first-year proficiency in a second language. (Students are encouraged to take Spanish and may take classes concurrently with certification course work.)

	3 cr		
	3 cr		

Graduate Course Requirements:

Course:	Hours:	Term:	Grade:
LING L532 - Second Language Acquisition (Fall)	3		
LING L534 - Methods I: Linguistic Resources & TESOL (Spring)	3		
EDUC L502 - Socio-Psycholinguistic Applications to Reading Instruction (Summer I) OR ↓ EDUC L501 - Critical Reading in the Content Area (Summer II)	3		
LING P512 - Materials Preparation for ESL Instruction (Summer II) OR ↓ EDUC L540 - ESL/EFL Approaches to Instruction & Assessment (Spring)	3		
EDUC L524 - Language Issues in Bilingual & Multicultural Education (Fall/Spring)	3		
EDUC L504 - Working with Learner Literacy Difficulties (Summer I) (Required T2T course) OR ↓ Approved elective	3		
EDUC L525 - Practicum plus Portfolio (Arranged with help of advisor at conclusion of program) (T2T students may meet this requirement during S590/M500 student teaching.)	3		

On-line courses: <http://www.education.indiana.edu/~disted/courses.html>



English as a Second Language (ESL) Program
Master's Degree in Language Education
IU School of Education - IUPUI

This program leads to Indiana certification in English as a New Language.
(36 credit hours)

STUDENT'S NAME: _____ UNIVERSITY I.D.: _____

EMAIL _____ ADVISOR: _____ DATE: _____

Required Courses (9 credits required)	Credits	Semester/ Year	Grade
EDUC L500 - Issues in Language Education (Fall/Spring)	3		
Foundations Course: Choices include H520, H530, or T550	3		
Strategies for Educational Inquiry: Choices include Y520 or Y611	3		
Language Proficiency: Two college classes or first-year proficiency in a second			
ESL Studies (21 credits required)			
LING L532 - Second Language Acquisition (Fall)	3		
LING L534 - Methods I: Linguistic Resources & TESOL (Spring)	3		
EDUC L502 - Socio-Psych Apps to Reading Instruction (Summer I) OR ↓ EDUC L501 - Critical Reading in the Content Area (Summer II)	3		
LING P512 - Materials Preparation for ESL Instruction (Summer II) OR ↓ EDUC L540 - Materials Prep for ESL (Spring)	3		
EDUC L524 - Language Issues in Bilingual & Multicultural Education (Fall/Spring)	3		
EDUC L504 - Working with Learner Literacy Difficulties (Summer I) OR ↓ Approved elective	3		
EDUC L525 - Practicum plus Portfolio (Arranged with help of advisor at conclusion of program)	3		
Electives or Thesis (6 credits):			
	3		
	3		

Note: Student must be accepted to the master's program. Course substitutions must be approved by advisor. At the time of graduation, no course work may be more than 7 years old. On-line courses available at: <http://www.education.indiana.edu/~disted/courses.html>