**Graduate Programs—COURSE CHANGE REQUEST**

**DEPARTMENT NAME:** CURRICULUM, CULTURE, AND ED. INQUIRY  
**COLLEGE OF:** EDUCATION

**COURSE PREFIX & NUMBER:** TSL 6700  
**CURRENT COURSE TITLE:** LANGUAGE POLICY AND PLANNING IN EDUCATION

### CHANGE(S) REQUESTED

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### CHANGES TO BE EFFECTIVE (TERM):

**SUMMER 2010 PENDING GPC APPROVAL**

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).

- **NO**

Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.

All departments were consulted; see attached comments.

### TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:  
Hanizah Zainuddin, zainuddi@fau.edu, 561-297-2984

### SIGNATURES

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<tr>
<td>Department Chair:</td>
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<tr>
<td>College Curriculum Chair:</td>
<td>2/12/10</td>
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<td>College Dean:</td>
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<td>UGPC Chair:</td>
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<td>Dean of the Graduate College:</td>
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### SUPPORTING MATERIALS

- **Syllabus**—must include all criteria as detailed in UGPC Guidelines.
  - Go to: [http://graduate.fau.edu/gpc/](http://graduate.fau.edu/gpc/) to access Guidelines and to download this form.

- **Written Consent**—required from all departments affected.

Email this form and syllabus to diamond@fau.edu and egirjo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAU changeGrad—Revised January 2010
Department of Curriculum, Culture, and Educational Inquiry
College of Education

TSL 6700

Language Policy and Planning in Education

Instructor:
Tel/Email:
Office Hours:

CATALOG DESCRIPTION:

For school administrators and graduate students in Teaching English to Speakers of Other Languages (TESOL)/Bilingual Education. Addresses language-related policies and procedures in educational settings. Prerequisites: None

COURSE DESCRIPTION:

This course is designed for school administrators pursuing their State of Florida (FL) English for speakers of other languages (ESOL) in-service hours and for students pursuing graduate work in Teaching English to speakers of other languages (TESOL)/Bilingual Education or having an interest in language-related policies and procedures in educational settings. The course addresses terminology, legal issues, school program models and teaching techniques, student assessment, parent and community relations, and leadership associated with language policies in a variety of educational settings, including pre-K, K-12, adult education, workplace, higher education, and international.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The conceptual framework of Florida Atlantic University’s (FAU’s) College of Education assumes that society will continue to become more diverse and believes that educators must pursue knowledge and truth in order to become proactive, reflective decision-makers, which it encourages. This course goes beyond presenting educators with theories and research that should be behind language policies in educational settings. It also attempts to demonstrate that emotions and politics are behind the popularity (or lack) of many educational policies associated with educating both language minority and language majority children and adults. It presents educational leaders with the empirically proven facts needed to make and advocate for informed decisions and the knowledge, skills and attitudes needed to carry out those decisions.
GUIDELINES USED TO DEVELOP COURSE OBJECTIVES

1. Teachers of English to Speakers of Other Languages (TESOL)/National Council of Accreditation of Teacher Education (NCATE) Program Standards
2. Florida Performance Standards for Teachers of ESOL (FTESOL)
3. Florida Educator Accomplished Practices (FEAP)
4. Center for Applied Linguistics Guiding Principles for Dual Language Education (CAL)
5. FAU Educator Accomplished Practices (FAU-EAP)
6. Commission on English Language Program Accreditation (CEA)
7. National Association for the Education of Young Children (NAEYC)
8. National Board for Professional Teaching Standards (NBPTS)
10. No Child Left Behind Act (NCLB)
11. Florida Consent Decree
12. Results of surveys of teachers and school administrators from 5 South Florida counties
13. Florida Department of Education: ESOL Program Models

REQUIRED TEXTS AND COURSE MATERIALS

3. US Department of Education poster on demographics (provided)
4. Kagan Graphic Organizers Smart Card (provided)
http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1003&context=crede
6. Occasional other readings (provided)

COURSE GOAL: Participants will design a school-wide plan that reflects a sound language policy and accommodates effectively the language, academic, and cultural needs of both English learners and English speakers in school(s).

COURSE OBJECTIVES:

Participants will be able to:

1. recognize and use professional terminology related to language policy in educational settings [FEAP: 2, 8; FTESOL: 1-10, 4-5, 5-1; CAL: 5-3; FAU-EAP: 2.2, 8.1; NAEYC: II-3]
2. recognize theoretical issues related to language acquisition, the role of language in academic achievement, language and power, and language and cognitive development. [FEAP: 3, 8; FTESOL: 2-all; CAL: 5-3; FAU-EAP: 3.1, 7.2, 8.1; CEA: Faculty-1; NAEYC: I-1, II-4; NBPTS: II]
3. recognize how historical, demographic, political, international, social, economic, and socio-cultural factors influence language policies in educational institutions in Florida and the US [FEAP: 5; FTESOL: 3-all; NCATE: 2, 5-a; CAL: 5-3; FAU-EAP: 3.1, 5.2; NAEYC: II-1; NBPTS: III]

4. recognize the legal rights of language minority children and adults in Florida, the US, and internationally, the responsibilities of schools towards them, and the appropriate remedies for legal violations. [FEAP: 6, 9, 11; FTESOL: 11-all; CAL 5-3, FAU-EAP: 6.2, 9.2; NAEYC: I-1]

5. Identify characteristics of effective educational program models, personnel, teaching techniques, curriculum, and resources that promote language development, academic achievement, and cultural sensitivity [FEAP: 5, 7, 9, 10; FTESOL: 4-5, 5-all, 6-all, 7-5; NCATE: 3-C; CAL: 2-1-3, 3-1, 3-4, 4-1, 4-2, 4-3, 4-4, 5-1, 5-2, 5-4; CAL 5-3; FAU-EAP: 5.2, 7.1, 8.2, 9.2; NAEYC: I-1; NAEYC: I-4, II-1; NBPTS: VIII]

6. identify and implement appropriate procedures for assessing, classifying, and re-classifying language minority children [FEAP: 1; FTESOL: 9-5; NCATE: 4-a; CAL: 1-2, 1-3, 1-5; CAL 5-3; FAU-EAP: 1.1, 1.2; CEA: Student Achievement- 1-5; NAEYC: I-3; NBPTS: IX]

7. develop effective cooperative relationships with diverse faculty and staff, parents, and community groups [FEAP: 2, 3, 11; FTESOL: 4-5; NCATE: 5-b, 5c; CAL: 1-6, 6-1, 6-2, 6-3, 7-1,7-2; FAU-EAP: 2.2, 11.1; NAEYC: I-2, II-7; NBPTS: XI]

8. identify and demonstrate characteristics of effective leadership in multilingual and multicultural educational settings [FEAP 6, 9, 11; FTESOL 3-9, 4-5, 5-all, 6-1, 11-all; CAL: 1-1, 1-3, 1-4, 1-6, 3-C, 4-A-E, 5-3, 5-5, 7-3, 7-4, 7-5; FAU-EAP: 11.1, 11.2; NAEYC: I-5, II-2, II-9; NBPTS: XII]

CONTENT OUTLINE:

Class #1: COURSE INTRODUCTION, TERMINOLOGY, DEMOGRAPHICS, RELATED LEGAL ISSUES (international and national)

Course introduction (syllabus, schedule, grading, results of teacher survey, etc.)
Get-acquainted
Terminology
Demographics (Languages spoken in US, FL, and locally, AYP, dropout, etc.)

Class #2:

Historical and legal overview of language policy issues in education:
   internationally and nationally (60 min.)
Film & discussion: The Lemon Grove Incident (60 min.)
FL consent decree (cooperative activity-60 min.)
Cooperative closing Activity (10 min.)

Assignments for next meeting:
1. Write a two-part letter about yourself and your work. The first part is only for the instructor to read and can include anything personal you wish about your personal life, career history, interests, etc. The second part is intended to share and should include (to the best of your ability) information about your current position; any prior training related to TESOL, bilingual education and multicultural education; the culturally and linguistically diverse (CLD) make-up of your school; school-wide and English learner (EL) AYP; the % of teachers who are bilingual (and in which languages), % who have their ESOL endorsements, and how most of them got it; any bilingual resources in the school (aides, library materials, etc.) any formalized policies about language use in the school; current accommodations for EL students; and whether English speakers in your school have access to any foreign/second language instruction.

2. Read S&S: Chapters 1-2 and glossary

3. Complete the self assessment on pp. 21-24 (S&S)

4. Read Cummins and Carpinteria article, executive summary of Diane August research on literacy.

5. Take-home quiz/activity #1 (on terminology, legal issues, and demographics)

Class #3: THEORIES RELATED TO LANGUAGE LEARNING, ACADEMIC ACHIEVEMENT, COGNITIVE DEVELOPMENT, AND POWER

Review of quiz/activity #1
Terminology review – word pair & word sort
Discussion of local schools (based on Part II of letters and self-assessment [optional])
Benefits of bilingualism – “round table” and follow-up lecturette
Cummins’ contextual interaction theories
Theories of second language acquisition
Research on cognitive benefits of bilingualism
Research on school language use and power
Research on effectiveness of content-based approaches
Research on relative effectiveness of common language program models (Virginia Collier)
Research on literacy and ELs (Diane August)

Assignments for next meeting:

1. Take-home quiz/activity #2 (on research and theories)
2. Read S&S, Chpt. 3
3. Skim Program Alternatives for Linguistically Diverse Students.
4. Skim E,V, & E book
Class #4: LANGUAGE PROGRAM AND SERVICE OPTIONS AND THE EFFECIVENESS OF EACH

Review of quiz/activity #2
Program models/services and effectiveness of each
Film & discussion: Learning Together (35 min.)

Class #5
Sheltered instruction- demonstration & discussion
Evaluating teachers’ use of sheltered instruction (SIOP)
Multilingual instruction
Evaluating teachers’ use of multilingual instruction

Assignments for Next Meeting

1. Take-home quiz/activity #3 (on program and service options)
2. Read S&S, Chapter 4 (Assessment)

Class #6: LANGUAGE POLICY AND STUDENT ASSESSMENT & CLASSIFICATION

Review of quiz/activity #3
Review of program models – cooperative activity
Components of an assessment program for EL students
Formal standardized tests

Class #7
Informal assessment
Authentic assessment
The role of administrators in assessment

Assignments for Next Meeting

1. Take-home quiz/activity #4 (on assessment)
2. Read 2 brief newspaper articles about Somali immigrants in Maine and Mexican immigrants in Iowa and construct a simple chart comparing their situations

   a. What is their SES (well-off? working class? both?)
   b. What are their attitudes towards assimilation? (choice of where to live, choices of what to accept and what to reject from host culture)
   c. How have they been received by their communities? (attitude of community leaders, attitudes of local population)

Class #8: COMMUNITY ATTITUDES AND SOCIO-CULTURAL ISSUES

Review of quiz/activity #4
The movement to make English the official language of the US – instructional quiz & lecture
Video excerpt and Discussion: *The Phil Donahue Show* – debate on EO in Florida

Class #9
Discussion of community attitudes towards linguistically diverse groups
Film and discussion: *Postville* (PBS)
Lecture on legal and illegal immigration and its effects on schools

Assignment for next meeting:

1. Watch the film *El Norte* (instructor will provide copies) and complete the discussion sheet.
2. Read S&S, Chpt. 5

Class #10  LANGUAGE POLICY AND BUILDING COOPERATIVE RELATIONSHIPS AMONG STAFF AND WITH PARENTS AND COMMUNITY GROUPS

Discussion of “El Norte”
Lecture and discussion on building a positive school-wide culture for linguistically diverse faculty, staff and students
Film and discussion: *Fear and Learning at Hoover Elementary School*

Class #11
Lecturer and discussion on building positive relationships with linguistically diverse parents
Film and discussion: *Victor*

Assignment for next meeting:

1. Read S&S, chpt. 6
2. Choose Project A or B

Project A:
Choose instructional material designed for a CLD school. Material may include a bilingual textbook series, bilingual supplementary materials such as reproducibles or technology-based material, a sheltered content series, or storybooks designed for multicultural understanding. Write a review of the material that includes its title, authors, publisher, copyright date, a description (what it teaches (content), who it is designed for (target population, including grade levels), and your critique of it (whether you think it is good and how you would recommend using it).

Project B: Cooperatively: Develop a community resources packet or booklet for CLD (culturally and linguistically diverse) community members. Include any public or private community organizations, agencies, services, shops, schools, clinics, religious
institutions, etc. that you believe would be of interest to your CLD students’ families. Examples might include immigration attorneys, medical doctors who are bilingual or who have bilingual staff, adult ESL and family literacy programs, ethnic restaurants, migrant services, etc. to the best of your ability, provide a brief description of each service in the language(s) spoken by the majority of your CLD families. (Group members write the brief description in English and have others translate it)

Class #12 – RESOURCES THAT SUPPORT CULTURAL AND LANGUAGE DIVERSITY IN SCHOOLS AND THE COMMUNITY

Group sharing of materials review and/or community resources

Discussion and samples: Publishers, texts, supplementary materials, web-based sources, and professional associations that support language diversity in schools

Class #14
Securing Supplementary Funding to Support Linguistically Diverse Schools

Assignment for next meeting

Develop an ideal language policy and plan for your school, unit, or district (or one you are familiar with if you are not currently employed as a school administrator). You may use the ISLLC Standards on pp. 21-24 as a guide or the rubric on pp. 193-201 or other guidelines; however, your policy and plan should contain the following information:

1. Data already gathered for Part II of your first assignment (letter to instructor)
2. Suggested policy for language use in your school and brief rationale
3. Suggested program models to reflect that policy and brief rationale
4. Plan to implement the policy and program that includes staffing, parent and community contact, how the plan could be funded, professional development, needed educational resources, proposed timeline

Class #15 – Class reports on policy and proposed plans

TEACHING METHODOLOGIES:

• Lecture and Lecturette  • Discussion  • Films
• Guest speaker  • Readings  • Cooperative group work
• Instructional Quizzes  • Demonstration  • Questioning  • Project

GRADING
See Content Outline for details of these assignments.

1. Letter to instructor  5%
2. 4 Take-home Quizzes (5% each)  20%
3. Chart  5%
4. Material review or Community Resources for
CLD community members (group project)  20%
5. School Review and Policy Development Project  50%

GRADING SCALE:

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ATTENDANCE POLICY: According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES: In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

SELECTED REFERENCES (from which lectures and occasional supplementary readings may draw upon)


Hani:

Here is what I have received. We are missing Barbara, Deena, and Bob. I will jog their memories about this. Take care.

Jim

----- Forwarded Message
From: Mike Brady <mbrady@fau.edu>
Date: Tue, 02 Feb 2010 12:54:03 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: TSL course changes

Your proposed changes to the prerequisites for TSL 6642 and TSL 6700 look appropriate, and do not conflict with the courses or curriculum in the ESE Department.

Good luck.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu <mailto:mbrady@fau.edu>

----- End of Forwarded Message

----- Forwarded Message
From: "Irene H Johnson, PhD" <ijohnso9@fau.edu>
Date: Tue, 02 Feb 2010 11:54:25 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: TSL course changes

Hello Jim:

A review of TSL 6350 & TSL 6700 revealed there is no conflict or overlap of courses required in the Counselor Education Programs.

Irene H. Johnson

----- Forwarded Message
From: Sue Graves <sgraves@fau.edu>
Date: Tue, 02 Feb 2010 08:52:48 -0500
To: Jim McLaughlin <jmclau17@fau.edu>
Subject: RE: TSL course changes

Dr. McLaughlin:
Our department does not have any conflicts with either course. Good luck with the process.

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion
Florida Atlantic University
777 Glades Road, FH-11
Boca Raton, Florida 33431
561-297-2938 (Olga Duron, administrative assistant)
561-297-2790 (direct)
561-297-2839 (fax)
www.coe.fau.edu/eshp

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: February 02, 2010 7:31 AM
To: Mike Brady; Sue Graves; jjohnso9@fau.edu; Barbara Ridener; Robert Shockley; weiner@fau.edu
Cc: Kristy Demeo; Linda L. Webb; Hanizah Zainuddin
Subject: TSL course changes
Importance: High

Colleagues:

My department is submitting 2 course change proposals and the syllabi for these two TESOL courses. The change is to remove the current prerequisites stated in the catalog for TSL 6642 and TSL 6700, for the following reasons:

1. Students do not need content in TSL 6350 (Pedagogical Grammar for ESOL and Bilingual Populations) and TSL 6375 (Teaching Pronunciation in English for ESOL and Bilingual Programs) before taking TSL 6700 (Language Policy and Planning in Education) and TSL 6642 (Theories of TESOL and Bilingual Education).

2. Doctoral students will be able to take the 2 courses as electives or credits toward their area of specialization.

Please determine if there is any conflict with the courses in your department. If you could send me a response by Monday, February 8th, I would appreciate it. Thanks.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
Florida Atlantic University
Boca Raton, FL 33431
561-297-3965