

**Program Change Proposal**  
**Revisions to the Graduate ENL License Addition.**  
**Proposed by Beth Lewis Samuelson, LCLE**

It is proposed that required credits for the Graduate ENL License Addition be reduced from variable 22-29 credits to 16 credits. The existing license addition is listed in Appendix A. Wording changes are requested as well to bring the document up-to-date with current terminology in the field.

**1. Change/Program Description**

Changes to required courses:

The following courses will be removed required courses for the Graduate ENL License Addition:

- a. **SPHS-S539** Language Acquisition & Bilingualism in Children.
- b. **LING-L503** Introduction to Linguistic Analysis
- c. **SLST-T510** Modern English Grammar
- d. **SLST-T532** Models of Second Language Acquisition
- e. **EDUC-L501** Critical Reading in the Content Area
- f. **EDUC-L502** Socio-Psycholinguistics Applications to Reading Instruction
- g. **EDUC-L504** Identifying & Working with Learner Literacy Difficulties.
- h. **EDUC-L517** Advanced Study of Content Reading and Literacy
- i. **EDUC-L530** Reading Instruction for ESL Teachers (offered online)
- j. **EDUC-L541** Writing Instruction for ESL/EFL Teachers (offered online).

These courses, although no longer required, will be listed as recommended courses for candidates who wish to explore language development further.

Changes to wording of policy of language proficiency:

All candidates must present competence in a world language equivalent to two (2) semesters of world foreign language work or two years of high school world language. If you do not have such coursework, then you must pass an examination in a world language at an equivalent level to the above. Credit earned by examination and records on your college transcript may be used toward fulfillment of these requirements.

If you were required to present evidence of English proficiency for admission to IU, then you must achieve oral proficiency in English equivalent to a minimum score of 79 on the TOEFL Internet-Based Test. See specific additional information available from the Office of International Services (OIS).

## Rationale

These changes reflect a programmatic response to 2018 TESOL/CAEP standards that call for a focus on planning and implementing instruction and assessment, as well as developing candidates' knowledge of language and sociocultural contexts. Additionally, changes in program requirements for online ENL license addition programs offered by other universities statewide call for reduced credits in order to remain competitive. The proposed changes can be implemented without a decline in the quality of the program.

### Changes to required courses:

The rationale for removing each course is as follows:

- k. **SPHS-S539**. This course has been renamed as “Dual Child Language Learning” and no longer provides the type of preparation needed by candidates for the ENL License Addition.
- l. **LING-L503**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- m. **SLST-T510**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- n. **SLST-T532**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- o. **EDUC-L501**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- p. **EDUC-L502**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- q. **EDUC-L504**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- r. **EDUC-L517**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- s. **EDUC-L530**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.
- t. **EDUC-L541**. This course is no longer aligned to the standards required for accreditation for the ENL License Addition.

### Changes to wording of policy of language proficiency:

The policy is not altered, only the word choices to avoid the “native/non-native speaker” dichotomy and the practice of referring to “world languages” rather than “foreign languages.”

## 2. **Faculty Staffing**

Current LCLE faculty resources are sufficient to teach the remaining courses. See Appendix B, Column 8.

## 3. **Principle/Standard Documentation**

Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Division of Professional Standards Board (DPS) standards. Documentation should include updated program review matrix. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.

See Appendix B. Columns 2-6.

## 4. **Integration with Existing Programs**

The Graduate ENL License Addition is integrated with the EPDE Certificate Program. See Appendix B, Column 7.

## 5. **Implementation Time Line**

The remaining courses of the ENL License Addition are offered on a timeline that allows students to complete the license addition in one year.

## 6. **Assessment Plan**

The ENL License Addition program is subject to regular external review via CAEP. The Graduate License Addition was recognized in 2016. Appendix B, Columns 4-6, show the alignment of the program to the 2018 CAEP Standards, the current assessments, and proposed assessment for the next CAEP program assessment.

## 8. **Documented Program Faculty and/or Department Chair Review and Approval\*\***

(include approval from dean outside of School of Education, as appropriate)

- a) LCLE Faculty meeting agenda
- b)

## 9) **Appropriate University Forms**

## **Appendix A: Current Graduate ENL License Addition**

### ***Foundations of Language: 3 credits***

Choose one of the following:

- EDUC-L539 Language Foundations for ESL/EFL (offered online)
- ~~LING-L503 Introduction to Linguistic Analysis (*in person; Instructor: Kelly Berkson*)~~
- ~~SLST-T510 Modern English Grammar (*in person; Instructor: Phillip Lesourd*)~~
- ~~SLST-T532 Models of Second Language Acquisition (*not offered recently?*)~~
- ~~SPHS-S539 Language Acquisition & Bilingualism in Children (*aka "Pragmatics and Second Language Learning" now "Child Dual Language Learners" Instructor: Raquel Anderson*)~~
- Note: You may take one of these courses before admission to the teacher education program or the ESL License Program.

### ***Literacy Foundations: 3 credits—To be removed***

Choose one of the following:

- ~~EDUC-L501 Critical Reading in the Content Area (*not offered recently?*)~~
- ~~EDUC-L502 Socio-Psycholinguistics Applications to Reading Instruction~~

### ***Foundations in Socio-Cultural Issues: 3 credits***

- EDUC-L524 Language Issues in Bilingual & Multicultural Education

### ***ESL Literacy Methods: 3 credits—To be removed***

Choose one of the following: [~~Academic Language and Content Area Learning~~]

- ~~EDUC-L504 Identifying & Working with Learner Literacy Difficulties  
Prerequisite: Completion of an undergraduate methods course & teaching experience *or* permission from the instructor (*not offered recently?*)~~
- ~~EDUC-L517 Advanced Study of Content Reading and Literacy~~
- ~~EDUC-L530 Reading Instruction for ESL Teachers (offered online) (*not offered recently?*)~~
- ~~EDUC-L541 Writing Instruction for ESL/EFL Teachers (offered online) (*offered every other summer*)~~
- ~~Note: You must complete all requirements above before enrolling in the practicum courses.~~

### ***Methods of Classroom Application: 7 - 9 credits***

- EDUC-L520 Advanced Study of Second/Foreign Language Teaching & EDUC-M501 Field Experience (1 cr.)
- and one of the following
- EDUC-L530 Teaching ESL/EFL to Young Learners (offered online) (*not offered recently?*)
- EDUC-L530 Materials Development for ESL/EFL (*not offered recently?*)
- EDUC-L540 ESL/EFL Approaches to Instruction & Assessment

### ***Student Teaching/Practicum & Portfolio: 1 - 8 credits***

- EDUC-L525 Student Teaching Practicum (1 - 4 cr.)

- EDUC-M550 Practicum (Variable Title) (1 - 8 cr.)

If you are a native speaker of English, you must present competence in a foreign-world language equivalent to two (2) semesters of university foreign-world language work or two years of high school foreign-world language. If you do not have such coursework, then you must pass an examination in foreign-world language at an equivalent level to the above. Credit earned by examination and records on your college transcript may be used toward fulfillment of these requirements.

If you are non-native speaker of English, then you must achieve oral proficiency in English equivalent to the ACTFL/ETS Oral Proficiency Examination at the level of at least Intermediate High (1+). It is preferable that you achieve the Advanced (2) level on the examination. You must also score a minimum of 550 on the TOEFL Examination.

**Appendix B: Graduate ENL License Addition Courses Aligned with INDOE Standards, CAEP Accreditation:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Course (credits)	Old INDOE Standards	Aligned INDOE ENL standards (2010)	CAEP Standards (2018)	CAEP Grad key assessment (rec. 2016)	CAEP key assessment (proposed)	Other Program Alignment	Supervisor
<b>L539 (3)</b> <b>(online and on-campus)</b>  <b><u>On-campus only:</u> LING-L503, SLST-T510, and SLST-T532</b>	Foundations of Language	1: Linguistics 2: Language Acquisition and Development	1: Knowledge about Language	Grade (Assessment 2)	<b>Proposed:</b> Two practice exercises  <b>Proposed:</b> service-learning case study with lesson plans	EPDE	Samuelson
<b>L524 (3)</b>	Sociocultural Foundations	2: Language Acquisition and Development 3: Culture	2: ELLs in Sociocultural Context	Teaching philosophy (Assessment 6)			Nyikos
<b>L520 (3)</b> <b>M501 (1)</b>	Methods of Classroom Application & Field Experience	4: Principles of EL Instruction 5: Standards for EL instruction 6: EL Instructional Resources 7: Assessment of English Learners	3: Planning & Implementing Instruction	Unit Plan Microteaching and lesson plan (Assessment 3)			Nyikos
<b>L540 (3)</b>  <b>L530 variable</b>	Methods of Classroom Application & Field Experience	4: Principles of EL Instruction 5: Standards for EL instruction 6: EL Instructional Resources 7: Assessment of English Learners	4: Assessment & Evaluation	Culturally Relevant Projects (Assessment 7)  Standardized Assessment Evaluation and Classroom-Based Assessment (Assessment 5)		EPDE	Pawan

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>	<b>Column 7</b>	<b>Column 8</b>
<b>Course (credits)</b>	<b>Old INDOE Standards</b>	<b>Aligned INDOE ENL standards (2010)</b>	<b>CAEP Standards (2018)</b>	<b>CAEP Grad key assessment (rec. 2016)</b>	<b>CAEP key assessment (proposed)</b>	<b>Other Program Alignment</b>	<b>Supervisor</b>
<b>L525 (3)</b>	Teaching Practicum	8: Professional Knowledge and Growth 9: Collaboration and Advocacy	5: Professionalism & Leadership	ESL Informed Teaching Practicum (Assessment 4)		EPDE	Pawan
<b>16 credits</b>							

Proposal approved by LCLE faculty on December 13, 2019.