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| S:\Communications\Logos and photos\SDBORLogos\final_sdbor_webreadyBW_trans.gif | **SOUTH DAKOTA BOARD OF REGENTS**  ACADEMIC AFFAIRS FORMS |
| New Baccalaureate Degree Minor |
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| **UNIVERSITY:** | Dakota State University |
| **TITLE OF PROPOSED MINOR:** | English as a New Language |
| **DEGREE(S) IN WHICH MINOR MAY BE EARNED:** | Elementary Education, Elementary Education/Special Education and Secondary Education Degrees |
| **EXISTING RELATED MAJORS OR MINORS:** | None at DSU |
| **INTENDED DATE OF IMPLEMENTATION:** | Fall 2018 |
| **PROPOSED CIP CODE:** | 13.1401 |
| **UNIVERSITY DEPARTMENT:** | College of Education |
| **UNIVERSITY DIVISION:** | College of Education |

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

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| --- | --- | --- |
|  |  | 03/23/2018 |
| President of the University |  | Date |

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|  |  |  |
| *Yes* |  | *No* |

1. **Do you have a major in this field (*place an “X” in the appropriate box*)?**

DSU does not have a major in this field. The minor would complement each teacher education degree program including elementary education, elementary education/special education, biology, English, math, computer, business, and physical education.

2. **If you do not have a major in this field, explain how the proposed minor relates to your**

**university mission.**

DSU began preparing teachers in 1881 as the first teacher preparation program in what was then Dakota Territory. Since that time, the mission of the university has changed to include

infusing technology into all majors; the primary focus of the College of Education remains preparing teachers for the state and region. (Approximately 85% of DSU education graduates remain in South Dakota after graduation.) Part of preparing effective classroom teachers is to ensure they have the knowledge, skills, and professional dispositions to reach and teach all learners in their care. Making the English as a New Language (ENL) minor available to teacher candidates will increase their knowledge and skills when working with children for whom English is not their first language. This minor will have technology embedded in each course and teach students to use effective technology tools and strategies to increase achievement in ENL students.

1. **What is the nature/purpose of the proposed minor?**

The purpose of the English as a New Language (ENL) minor is to provide opportunities for teacher candidates to further their knowledge and skills to work with students for whom English is not their first language. The minor will enhance teacher candidate skills in the areas of language acquisition, strategies for teaching content to English learners, technology integration, and cultural understanding. Teaching English Students of Other Languages (TESOL), which is the largest professional organization for teachers of English as a second or foreign language, recommends training all classroom teachers in strategies enabling them to plan for language objectives in tandem with content objectives.

The South Dakota Department of Education certifies teachers in the area of English as a New Language. A K-12 English as a New Language endorsement requires 18 semester hours of coursework to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a New Language methodology course. The endorsement also requires study in the developmental characteristics of K-12 learners. The proposed curriculum in this document was developed to address the requirements set forth by the SD Department of Education.

1. **How will the proposed minor benefit students?**

As noted above, the minor will enhance our teacher candidate skills in the areas of language acquisition, strategies for teaching content to ENL learners, and understanding the cultures of students who are learning English as their second language, while infusing technology to increase K-12 student skills in English language acquisition. It is worth noting that while this minor will prepare our graduates to work with ENL learners, the strategies and skills are highly effective tools to use with all learners.

1. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

South Dakota, like the rest of the country, is experiencing a teacher shortage; the more flexible the teacher is, the easier it is on the district to move them around as needed to meet the needs of the district and its learners. As of the 2012-13 school year, South Dakota's schools were home to more than 5,000 English language learners (ELLs), which marks a 16% increase from the 2002-2003 school year (Migration Policy Institute, 2015). South Dakota is seeing a mobility trend of those identified learners moving into smaller districts creating a statewide need for highly qualified teachers in the rural areas of South Dakota. (South Dakota Department of Education) \*Note, ELL is the language used in these references; the new title used in districts is ENL. Both reference the same populations.

South Dakota’s population of English Language Learners has grown from around 3,500 to approximately 5,000 students in the past five to seven years. That number could grow another 20 percent in the next five years, according to Shannon Malone, Title I Director for the South Dakota Department of Education. <https://doe.sd.gov/pressroom/educationonline/2014/Feb/art_HotTopic2.aspx>)

In Sioux Falls for example, students in the Sioux Falls School District currently speak over 90 languages. Ten percent of the students are not native English speakers and roughly 600 new students have participated in the district’s English language learning program in each of the last two years.[[1]](#footnote-1)

In the 2014-15 school year, more than 4.8 million English learners were enrolled in U.S. schools in grades K-12. English learners comprise nearly 10 percent of the student population nationwide, a figure that has more than doubled in the past few decades, and in many schools, districts and states, English learners are an even higher percentage of the student population. Estimates suggest that this number may be even higher for learners under the age of six. There is also a growing body of research that makes clear that students who are bilingual have advantages, not only in their literacy development, but in the development of problem-solving skills and other areas of cognition in addition to a potential for greater earnings over their lifetimes. (<https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-english-learners>)

The U.S. Department of Education recently released non-regulatory guidance to help states, districts and schools provide effective services to improve the English language proficiency and academic achievement of English learners (ELs) through Title III of the Elementary and Secondary Education Act ESEA), as amended by Every Student Succeeds Act (ESSA). The guidance is an effort to ensure that students who are English learners receive the high-quality services they need to be college and career ready. (<https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-english-learners>)

Through Office for Civil Rights’ and the Department of Justice’s enforcement work, the Departments have identified several areas that frequently result in noncompliance by school districts and that SEAs (state educational agencies) at times encounter while attempting to meet their Federal obligations to EL students. A January 2015 “Dear Colleague” letter offers guidance on these issues and explains how the Departments would evaluate whether SEAs and school districts met their shared obligations to:

B. Provide EL students with a language assistance program that is educationally sound and proven successful;

C. Sufficiently staff and support the language assistance programs for EL students;

H. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;

I. Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time;

J. Ensure meaningful communication with LEP parents.

(<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>)

The proposed minor will help districts meet the above points by providing not only the course requirements deemed necessary by the SD Department of Education, but also provide practical field experiences in which candidates work with teachers and students. Point by point:

B. Provide EL students with a language assistance program that is educationally sound and

proven successful; The SD Department of Education (DOE) has established a set of requirements deemed necessary to provide EL students with appropriate programming. By

meeting the DOE standards, by requiring students to receive a grade of “C” or better I the

coursework (as is consistent with courses in the major), and through the completion of a

practicum field experience within the K-12 setting, candidates will be prepared to deliver

sound and successful programming.

C. Sufficiently staff and support the language assistance programs for EL students: Candidates

will have the state-approved and granted endorsement for English as a New Language on

their teaching certificate, thus helping the growing need for ENL teachers in the state.

H. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied: EDER 415 will address best practices in individual and program assessment. Those with this minor will be able to follow the district and state guidelines to assess student progress and determine the need for additional services and monitor for program exit. Further, the practicum will give candidates opportunities to view current practices, practice assessment skills, and be part of teams that make determinations for additional programming or exit of program.

I. Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time: Same as above, EDER 415 and the practicum will give students the knowledge and experience to determine the points noted. Additionally, the other courses in the minor, specifically ELED 462, will incorporate further assessment opportunities and discussions on effective programming for children with English as a new language.

J. Ensure meaningful communication with LEP parents: Students in the education program at DSU take SPED 460 Family Systems and Professional Collaboration. Other teacher education programs have a similar course. This course ensures candidates are well-versed in working with parents, including parents of children with special needs and those for whom English is a second language. Additionally, the practicum experience will afford candidates opportunities to work with parents in conjunction with the cooperating teacher.

School systems and educators have a legal responsibility to provide for the needs of English Learners. They also have the educational responsibility of ensuring that every child can achieve the level of knowledge and skills they need to be productive citizens, who participate in all areas of our society. (<http://doe.sd.gov/ofm/enrollment.aspx>)

1. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fiscal Years\*** | | | |
|  | **1st** | **2nd** | **3rd** | **4th** |
| *Estimates* | **FY 18** | **FY 19** | **FY 20** | **FY 21** |
| **Students enrolled in the minor (fall)** | **5** | **10** | **15** | **25** |
| **Completions by graduates** |  |  | **5** | **10** |

\*Do not include current fiscal year.

In 2005, the College of Education began delivering a PK-12 reading minor. Students were

drawn to it to increase their skills in teaching reading. It is anticipated with the increase in ENL learners in our K-12 schools in South Dakota and the region, this minor will be of interest to a wide-range of teacher candidates. The anticipated numbers for the minor were derived from the numbers declared for the reading minor, over the first four years of the program. Completion by graduates was also derived from those figures. It is anticipated students will not choose the ENL minor over the PK-12 reading minor. The two will complement each other and those interested in one are likely to be interested in the other. This minor will also be attractive to graduates who asked for more ENL classes in the past; it is anticipated some of the numbers in the minor will come from practicing teachers who want to add this endorsement to their teaching certificate.

1. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The rationale for the curriculum is based on the South Dakota Department of Education requirements for an endorsement in English as a New Language, as well as on the

National Board of Professional Teaching Standards and TESOL national standards.

SD DOE Requirements:

<http://doe.sd.gov/certification/documents/ELEM-EL.pdf> and

<http://doe.sd.gov/certification/documents/SEC-EL.pdf>

National Board of Professional Teaching Standards:

<http://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf>

TESOL Standards: <http://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4>

This minor would help ensure that teachers are prepared to work with ENL students in

whatever capacity they find themselves (SPED, general education classroom, ENL teacher,

etc.). National guidelines state that school districts must provide ENL students with staff to

help teach, monitor, and evaluate the effectiveness of the district’s language assistant

programs.

1. **Complete the tables below. Explain any exceptions to Board policy requested.**
2. **Distribution of Credit Hours**

|  |  |  |
| --- | --- | --- |
| **English as a New Language Minor** | **Credit Hours** | **Percent** |
| Requirements in minor |  | 100% |
| Electives in minor |  | 0% |
|  |  |  |
| Total |  | 100% |

1. **Required Courses in the Minor**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prefix** | **Number** | **Course Title** | **Credits** | **New** |
| ELED | 462 | Teaching English: New Language | 2 | no |
| EDFN | 460 | Applied Linguistic for Teaching English as a Second Language | 3 | yes |
| EDER | 415 | Educational Assessment | 2 | no |
| EPSY | 210 | Lifespan Development | 3 | no |
| ELED | 466 | P-12 ELL Curriculum, Instruction, & Assessment | 3 | yes |
| EDFN | 475 | Human Relations | 3 | no |
| ED | 495 | Practicum | 2 | no |
|  |  | Subtotal | 18 |  |

Permission to offer EDFN 460 was requested from SDSU and they sent their approval for us to offer on April 23rd. Permission to offer ELED 466 was requested from USD and it was agreed that DSU would offer the course during the fall or spring semester while USD will offer the course in the summer term.

1. **Elective Courses in the Minor:** **List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**

No electives in the minor.

1. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

This program will lay the foundation for future teachers to effectively move students along in their journey of learning English, as well as the grade level academics, in whatever capacity they find themselves in. They will learn the structure of English language, best practices for teaching and learning a language, and how to effectively monitor and remediate both their English and academic achievement. Students will be prepared to take the Praxis exam, (5362) English to Speakers of Other Languages, upon completion of the minor.

1. **What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Instructors will use a hybrid approach of utilizing online, on-campus, and field experiences in K-12 classrooms. The instructional practices will utilize class discussions, observations of best practice in teaching and learning. Technology will be utilized to provide classroom observations, and observations of best practice in teaching, that may not otherwise be available as a practicum in the K-12 setting.

1. **Delivery Location[[2]](#footnote-2)**
2. **Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

|  |  |  |
| --- | --- | --- |
| **Type of Delivery** | **Yes/No** | **Intended Start Date** |
| On-Campus | Yes | Spring 2019 |
| Off-Campus | No | N/A |
| Online\* | Yes | Spring 2019 |

**\*** All courses in this program will be offered beginning Spring 2019 except for ELED 466 and EDFN 460. Those two courses will begin Summer 2019 or Fall 2019, depending on faculty workloads for summer and fall. DSU has the current capacity to teach both on-campus and online sections of the courses on a rotating basis. If necessary, a qualified adjunct has been identified to teach.

1. **Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.** *If not requesting any exceptions, enter “None.”*

None

1. **Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.** *Address off-campus or distance delivery separately.*

Courses will be covered by the reallocation of existing faculty teaching assignments and

making use of adjunct faculty identified as having the expertise to deliver coursework.

Placement of practicum and field experiences will be the responsibility of the Director of

Field Services and faculty and the Director of Field Services will supervise the clinical experiences.

1. **New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an “X” in the appropriate box*).**

|  |  |
| --- | --- |
|  | YES, |

*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

|  |  |
| --- | --- |
| **X** | NO, |

*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

1. Sammi Bjelland, *Keloland Media Group*, “State ELL Student Population Growing” (November 14, 2017), available from <http://www.keloland.com/news/article/education/english-language-learners-growing-in-sioux-falls>;

   Megan Raposa, *Argus Leader*, “Sioux Falls Schools See Increase in English Language Learners” (November 13, 2017), available from <https://www.argusleader.com/story/news/education/2017/11/13/sioux-falls-schools-see-increase-english-language-learners/858403001/>. [↑](#footnote-ref-1)
2. The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery. [↑](#footnote-ref-2)