

# FLORIDA ATLANTIC UNIVERSITY™

**UGPC APPROVAL** \_\_\_\_\_  
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 MISC \_\_\_\_\_

## 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

SHOW "X" IN FRONT OF OPTION  CHANGE CREDITS FROM _____ TO: _____  CHANGE GRADING FROM _____ TO: _____  <input checked="" type="checkbox"/> CHANGE PREREQUISITES TO: NONE  CHANGE MINIMUM GRADE TO: _____  CHANGE COREQUISITES TO: _____  CHANGE OTHER REGISTRATION CONTROLS TO: _____  OTHER _____	SHOW "X" IN FRONT OF OPTION  CHANGE PREFIX FROM _____ TO: _____  CHANGE COURSE NO. FROM _____ TO: _____  CHANGE TITLE TO: _____  CHANGE DESCRIPTION TO: _____
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<b>CHANGES TO BE EFFECTIVE (TERM):</b> SUMMER 2010 PENDING GPC APPROVAL	Attach syllabus for <b>ANY</b> changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). <p style="text-align: center;"><b>NO</b></p>	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. <b>All departments were consulted; see attached comments.</b>
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**TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):**

Faculty Contact, Email, Complete Phone Number: Hanizah Zainuddin, <a href="mailto:zainuddi@fau.edu">zainuddi@fau.edu</a> , 561-297-2984
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<b>SIGNATURES</b>  Approved by: Department Chair: <u>Homes H. Laughlin</u> College Curriculum Chair: <u>Linda M. Welch</u> College Dean: <u>Valerie J. Kusner</u> UGPC Chair: _____ Dean of the Graduate College: _____	<b>Date:</b> <u>2/11/10</u> <u>2/22/10</u> <u>2/26/10</u> _____ _____	<b>SUPPORTING MATERIALS</b>  Syllabus—must include all criteria as detailed in UGPC Guidelines.  Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to access Guidelines and to download this form.  <b>Written Consent</b> —required from all departments affected.
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**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)
9. Florida Atlantic University (FAU) College of Education (COE) Conceptual Framework
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**

1. Smiley, P. and Salsberry, T. (2007). *Effective schooling for English language learners: What elementary principals should know*. Eye on Education.
2. Short, D., Vogt, M., & Echevarría, J. (2008). *The SIOP Model for administrators*. Boston: Allyn & Bacon.
3. US Department of Education poster on demographics (provided)
4. Kagan Graphic Organizers Smart Card (provided)
5. Genesee, F. (1999). Program alternatives for linguistically diverse students. Berkeley, CA: CREDE:  
<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 EFFECTIVENESS 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                  | • Case study |
| • 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:**

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

**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](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

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

August, D. (2006). *Developing literacy in second language learners: Report of the National Literacy Panel on Language-Minority Children and Youth executive summary*. ([http://www.cal.org/natl-lit-panel/reports/Executive\\_Summary.pdf](http://www.cal.org/natl-lit-panel/reports/Executive_Summary.pdf))

- Baker, C., & Hornberger, N. (Eds.) (2001). *An introductory reader to the writings of Jim Cummins*. Multilingual Matters.
- Caldas, S. J., & Boudreaux, N. (1999). Poverty, race, and foreign language immersion: Predictors of math and English language arts performance. *Learning Languages*, Fall, 1999, 4-14.
- Campos, J., & Keatinge, H. R. (1988). The Carpinteria language minority student experience. From theory, to practice, to success. In *Minority education: From shame to struggle*. T. Skutnabb-Kangas and J. Cummins, eds. Philadelphia: Multilingual Matters Ltd., 299-307.
- Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Crawford, J. (2000). *At war with diversity: U.S. language policy in an age of anxiety*. Clevedon: Multilingual Matters.
- Cummins, J. (1998) *Beyond adversarial discourse: Searching for common ground in the education of bilingual students*. Presentation to the California State Board of Education: <http://ourworld.compuserve.com/homepages/Jwcrawford/cummins.htm>
- Durán, E. (1991). *Effects of using Spanish only, Spanish and English, and English only cues with students of limited English proficiency who have mild to severe disabilities*. Office of Special Education and Rehabilitative Services, U.S. Department of Education.
- Haj-Broussard, M. (2003). *Language, identity, and the achievement gap: Comparing experiences of African-American students in a French immersion and regular education context*. Ph.D. Dissertation, Louisiana State University, 2003.
- Haley, M. H., & Austin, T. Y. (2004). *Content-based second language teaching and learning: An interactive approach*. NY: Pearson.
- Molina, H. (1997). *Empowering the second language classroom*. San Francisco: Caddo Gap Press.
- Olsen, L. (1988). *Immigrant students and the California Public Schools: Crossing the schoolhouse border*. San Francisco: California Tomorrow.
- Phillipson, R. (2000). *Rights to language: Equity, power, and education*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Ramanathan, V. (2002). *The politics of TESOL education*. NY: Routledge-Falmer.

Stryker, S., & Leaver, B. (1997). *Content-based instruction in foreign language education: Models and methods*. Washington, DC: Georgetown University Press.

Vogt, M. E., & Echevarría, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston, MA: Pearson.

Hani Zainuddi



**From:** H. James McLaughlin [jmclau17@fau.edu]  
**Sent:** Tuesday, February 09, 2010 4:21 PM  
**To:** Hani Zainuddi  
**Subject:** Dept Chair responses about TSL course changes  
**Attachments:** image.png

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) <<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](mailto: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](http://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; [ijohnso9@fau.edu](mailto:ijohnso9@fau.edu); Barbara Ridener; Robert Shockley; [wener@fau.edu](mailto:wener@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  
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Boca Raton, FL 33431  
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