

**MEMO**

**To:** The UVM Faculty Senate  
**From:** Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair  
**Date:** March 3, 2017  
**Re:** Approval of a proposal for a new Minor in Education for Cultural and Linguistic Diversity submitted by the College of Education and Social Services

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At its meeting on March 2, 2017, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

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The Curricular Affairs Committee unanimously approved a proposal for a new Minor in Education for Cultural and Linguistic Diversity submitted by the College of Education and Social Services. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning Fall 2017.

***Program Description, Rationale, and Evidence for Demand***

The purpose of the newly proposed Minor in Education for Cultural and Linguistic Diversity (ECLD) is to enhance student understanding, cultural competency, and agency related to the impact of multiculturalism, language learning issues, and diversity in pre-kindergarten through grade 12 (PreK-12) schools and other community and professional settings. The minor curriculum includes courses highlighting US immigration, migration, transnationalism, culture, family-school, and education policy plus cultural and English language learning (ELL).

The development of this minor is in response to the changing landscape of Vermont and the rest of the United States. There are currently 81 million immigrants and their US-born children in this county, equaling 26% of the U.S. population ([www.migrationpolicy.org](http://www.migrationpolicy.org)). English Language Learners (ELLs) represent the fastest growing student population, expanding to 60% in the last decade, as compared with 7% growth of the general student population (Grantmakers for Education, 2013). According to the Education Commission of the States (2013), almost 10% of K-12 students in public schools are ELLs, many preschool programs are not adequately equipped to serve the ELL population, and many general classroom teachers receive little to no training to address the needs of these ELL students. The proposed Minor in ECLD will provide students valuable understanding of immigrant students and their communities, the policy impact on their learning, and the help needed to bridge the transition from school to career pathways. The proposed minor also offers UVM students a licensure option that could improve career prospects. Students both within and outside of the Department of Education have

indicated significant interest in courses and programs related to immigrant children and schooling, and a survey of 134 students, in EDTE 056 during spring semester of 2016 indicated that nearly 60% would be interested in completing a program that would provide endorsement in teaching ELLs.

### ***Relationship to Existing Programs***

Although there are programs that address working with diverse populations, there are no existing minors that provide the training necessary for students entering careers in PreK-12 education to competently address the needs of ELLs and children with diverse cultural backgrounds. The proposed has the full support and collaborative backing of the departments offering these programs (see Support section). The licensure track of this minor has been in existence since 2016.

### ***Curriculum***

The ECLD minor requires three core courses totaling nine credits (EDTE 056 D1: Language Policy, Race and School; EDTE 102/202 undergraduate/graduate Bilingual Education and Policy; and EDTE 205 Home, School and Community Collaboration). Following completion of the three core courses, students choose one of two tracks: **Pathway I** or **Pathway II**. All of the required core courses and course options for both pathways are currently being taught and have capacity for the additional number of students expected to enroll in the minor (see Anticipated Enrollment section)

**Pathway I** has been in place in the Department of Education since 2016 and includes courses for Education majors who want to pursue additional teaching licensure endorsement for PreK-12 English language learners. Courses for this track include EDTE 201-Teaching English Language Learners; LING 080-Intro to Linguistics and either LING 170-TESOL and Applied Linguistics or LING 177-Second Language Acquisition. Pathway I also requires a 3-credit practicum course (EDTE 295-Practicum for working with English Learners), making the total number of credits required for this pathway 21. This is one credit more than the maximum credits specified in the Standards for Minors, however it was deemed reasonable considering this pathway leads to a teaching licensure endorsement that must meet necessary criteria.

**Pathway II** is a general track for both majors and non-majors who want to develop competency working with culturally and language-diverse communities in a wide variety of professional and community settings. In addition to Education courses, the list of courses from which students pursuing this pathway select includes courses from other departments and programs (Anthropology; Community Development and Applied Economics; Linguistics; Communication Sciences and Disorders; Health Education; Geography; Social Work; Sociology; Human Development and Family Studies). The choice of courses reflects the importance of interdisciplinary and cross-curricular knowledge and skills. Students must select a minimum of three courses from the list for a total of 18 credits (including the nine credits of required coursework).

There are no prerequisites or major restrictions for either pathway.

### ***Admission Requirements and Process***

Students will be invited to apply for the minor by completing an application. Admission will be based on a grade of at least a B– in EDTE 056 as well as a written statement of interest. A selection committee of at least two faculty will review applications and make decisions regarding admission into the minor.

### ***Anticipated Enrollment and Impact on Current Programs***

It is estimated that 8 to 10 students will be enrolled in Pathway I each academic school year, and 10 to 12 students in Pathway II each semester. Given the small number of students and lack of other minors that provide similar training, impact on current programs is anticipated.

### ***Advising***

Dr. Reyes will serve as the secondary advisor to students in the minor. Additionally, faculty will be included to serve in this capacity should the minor exceed expected enrollments (over 50 students).

### ***Staffing Plan, Resource Requirements, and Budget***

Given that the minor draws on existing courses, no additional staff, resources, or budget are required.

### ***Evidence of Support***

Both Dean Falls of the College of Arts and Sciences and Dean Prelock of the College of Nursing and Health Sciences have expressed their support of the minor. In addition, letters of support were obtained from faculty involved in teaching courses included in the minor.

### ***Summary***

The newly proposed Minor in Education for Cultural and Linguistic Diversity will enhance the education of both Education majors who are preparing to teach in PreK-12 schools with English language learners and non-Education majors who will work in professions in diverse settings by providing valuable training in training in the impact of multiculturalism, language learning issues, and diversity. As a result of participation in the ECLD minor, students will become more knowledgeable about culturally and linguistically diverse communities and develop competencies and skills to work in PreK-12 schools and a multicultural society. Given the growing number of immigrants and their US-born children in this country, and corresponding increase in the ELL students in PreK-12 classrooms, this new minor represents a valuable addition to UVM's curricular offerings by providing training, with an option for licensure, in an area of great importance that will also improve chances of employment.