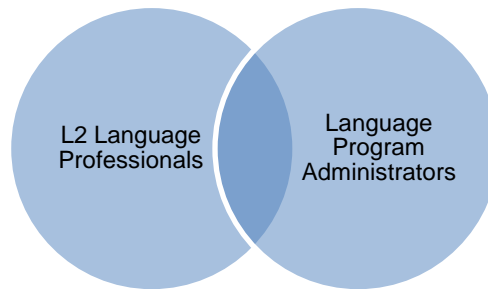


## Humanities 571:

# Language Program Administration

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### Course Description:

Just as the L2 teaching profession has developed expectations for excellence in language teaching and professional training, language program administrators are refining the tools and skills needed to become successful leaders in their field. Often this transition from teacher to administrator is viewed as a “promotion” yet little or no additional training is provided to the new administrator. This course will provide an overview of the major issues language program administrators face, including personnel issues, marketing, immigration, advocacy, curricular development and evaluation, and incorporate applied research tasks in these areas.

### Course Objectives:

- To engage prospective language program administrators in reflective thinking about their attitudes, opinions, and beliefs concerning leadership and management in both FL and SL contexts;
- To provide prospective language program administrators with opportunities to demonstrate their understanding of various language program administration challenges and potential solutions in simulated administrative situations;
- To provide a range of tasks that guides prospective teachers through the process of observing, analyzing and reflecting;
- To cultivate opportunities for prospective language program administrators to interact and dialogue with professionals in the field of foreign/second language teaching;

- To help prospective language program administrators discuss and speculate on various leadership and management issues and trends in ESL, EFL, or FL contexts.

## **CLASS FORMAT:**

Since this course is meant to engage you in learning about and applying methods and theories of leading and managing educational language programs, every attempt will be made to make each class session engaging and stimulating. Each session may involve a discussion of course readings, applied activities, and guest speakers. We will often use teams to facilitate in-class projects and discussions. The course D2L page will be used to share materials and encourage discussion outside of class. Readings in the D2L Content section are organized according to the topic of the week (and roughly in course chronological order). Students should print out articles and other materials as required from D2L site or bring a personal laptop or device for accessing these during class.

## **Required Texts:**

- Christison, M.A. and F. L. Stoller, Eds. (2011) *A handbook for language program administrators*. Burlingame, CA: Alta Book Center Publishers. Second Edition! ISBN 978-1-932383-22-5 [CS] **Available at <http://altaesl.com/Detail.cfm?CatalogID=478>**
- White, R., et al (2008). *From teacher to manager: Managing English language teaching organizations*. Cambridge: Cambridge University Press. ISBN 978-0-521-70909-5 [W+]
- Other readings will be required periodically. Available on course D2L page.

## **Recommended Texts:**

Burak, P. and W. Hoffa (2001). *Crisis management in a cross-cultural setting*. Washington D.C.: NAFSA.

Burton, J. (2002). *Intensive English Programs in Postsecondary Settings*. Maryland: TESOL.

Christison, M. and D. Murray (2009). *Leadership in English Language Education*. New York: Routledge.

Coombe, McCloskey, Stephenson, and Anderson (2008) *Leadership in English Language Teaching and Learning*. Michigan: University Michigan Press.

Pennington, M. C. (1991), *Building Better English Language Programs*. Washington D.C.: NAFSA.

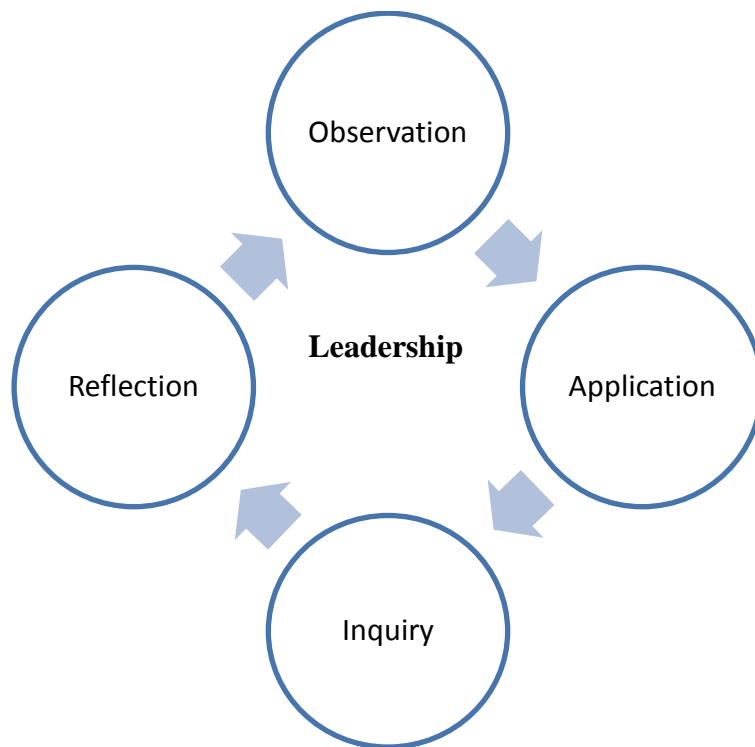
White, R., Martin, M., Stimson, M., & Hodge, R. (1991). *Management in English Language Teaching* Cambridge Cambridge, UK: Cambridge University Press.

For additional helpful resources visit: <http://www.teachingenglish.org.uk/print/2673>

## Course Requirements:

In addition to completing all course readings, activities, team projects, and actively participating in class and online discussions, the course will be graded on the basis of 100 points, which are distributed as described below.

**We will focus on four professional areas in this course: 1) Observation, 2) Application 3) Inquiry, and 4) Reflection.**



**See course schedule that follows for specific assignment due dates**

(Note: Many assignments are customizable depending upon research interest and language specialization. Ask Dr. Panferov in advance about alternative options as appropriate).

**OBSERVATION:**

**Team Program Observation and Presentation**

**15 points**

As part of a project evolving over the course of the entire semester, you will work with a team to develop a case study of an intensive English program. In a sense, you will “adopt” the program and observe all you can about how the program is managed. Several in-class assignments will be based on your research about the program as well as a final in-class 20 minute presentation about the program and its best practices. Presentation handouts, slides, and other documents are to be uploaded to the course D2L site by the start of our last class. (Your team will have a group site on D2L).

A team progress report will be submitted by week 8 and a final evaluation of your team and its individual members will be due by the last class (see description above). In addition, at least once during the semester your team will be responsible for creating reading questions and leading class discussion on a given topic (see below).

As part of the team, you will be required to evaluate how well your team works together as team managers, and they will evaluate how you contribute to the team as an individual. An online evaluation survey will be posted to D2L to be completed by all students on the team by week 15. There should be no fewer than three members on your team. Submit team list to Dr. Panferov by start of week three.

**APPLICATION:**

**Marketing Plan**

**20 points**

Using both information about student enrollment trends, market demand as well as course readings/speakers, develop a marketing plan for a CESL or UA foreign language program. The plan should include information about the program/courses, target audience, competition, enrollment costs, and unique program characteristics (maximum 10 pages). Develop and include either a sample web page or brochure for the program. It is recommended that you review current marketing materials as well as meet with the program coordinator before beginning the assignment. For information about the various programs CESL offers, please visit <http://www.cesl.arizona.edu/>.

**Marketing Plan Submission**

**[Extra credit, 5 points total]**

Submit a copy of your marketing plan and products to [mrktcesl@email.arizona.edu](mailto:mrktcesl@email.arizona.edu) for possible use for future marketing by CESL. Download and complete the Marketing Review Release Form from D2L and submit with assignment or by fax or delivery by week 14.

### **Evaluation Survey**

**10 points**

Create an evaluation survey (maximum 20 items), in which EITHER the annual job performance of a Language Program Administrator is evaluated (by faculty, staff, and colleagues) OR the Student Services offerings of an intensive English program are evaluated. Be sure to include administration instructions, instructions to the person completing the form, and all crucial topics.

### **Complete the TESOL International Association Leadership Development Certificate Program**

**[Extra credit, 5 points total]**

Attend the annual TESOL International Association convention ([www.tesol.org](http://www.tesol.org)) and complete the Leadership Development Certificate Program (LDCP). Submit a one page reflection about the workshops you attend and what you have learned from the experience as well as documentation of completion by week 14.

### **INQUIRY:**

#### **Curriculum Review**

**20 points**

Drawing on your professional knowledge of L2 teaching and learning, use both the curriculum standards from CEA and AAIEP as well as the UCIEP guidelines for curriculum to review and evaluate the curriculum of either an intensive English program in the U.S. or abroad OR a foreign language program in the U.S. The submission should include the courses offered by the program, your evaluation of the curriculum and how it is managed (based on professional standards/guidelines), and your recommendations for changes or updates. If you like, you may focus on a language proficiency level or skill area within the greater curriculum. Submit any publications (brochures, webpages, etc.) that the program offers about the curriculum. The program you review should not be the same program as your team's program. No more than three students should review the same program. The report should be no more than 10 pages in length.

#### **Administrator Interview Report**

**15 points**

To better understand the issues, needs, and desires of various stakeholders in a language program, you will be required to interview a language program administrator. This could be an

ESL program director or coordinator, a basic FL program director, or other school administrator (who deals with L2 programming). You should report on 1) what they believe to be the most important duties of a language program administrator, 2) how they interact with any administrators/teachers/students, and 3) what changes they would like to see in the program and its administration. The report should be no more than three pages long. In addition to the above questions, address any take-away points you have learned about language program administration from the experience. Should you be interested in interviewing any CESL administrators, you may find them through <http://www.cesl.arizona.edu/contactus.htm>.

### **Annotated bibliography (optional)**

**[Extra credit, 5 points total]**

Select three journal articles about or related to foreign/second language program administration and write an annotated bibliography of this set. Include a short summary of each article and evaluative commentary. Each entry should not exceed 200 words and should be formatted according to APA style guidelines. Include an e-copy of each article.

### **REFLECTION:**

#### **Leadership Positions Paper(s)**

**15 points total**

##### **Part One:**

**5 points**

Due by the second class meeting: in less than two (typed double-spaced) pages.

1. What is your philosophy about leading/managing foreign/second language programs?
2. What experiences have you had personally in educational administration?
3. Where do you/hope to lead or direct a language program in the future?
4. What do you hope to learn from this course?

##### **Part Two:**

**10 points**

In less than three (typed double-spaced) pages, answer questions below. Reference at least two course articles in this assignment. Attach a copy of your Position Paper #1 with instructor's feedback.

1. How has your perspective on language program administration and leadership changed this semester?
2. How would you describe your leadership style?
3. What areas of inquiry related to language program administration will you continue to explore as you pursue additional courses related to this field?

#### **Team Class Discussion**

**5 points**

At least once during the semester your team will be responsible for creating course reading questions and leading in-class discussion on a given topic, addressing any comprehension issues,

highlighting major points, and using response/discussion questions to guide class discussion. Activities related to the topic are encouraged. Plan for one hour.

<i>Topic</i>	<i>Discussion Week</i>
A. Program Development	5
B. Personnel	7
C. Marketing	12
D. Student Services	13

Plan to sign up for the course topic by week 3.

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### **Extra Credit Policies:**

All extra credit assignments are optional. You may earn up to five extra points total by completing any one of the extra credit assignments noted above. All extra credit assignments must be submitted by week 13 for them to be evaluated for inclusion with your final course grade. Extra credit points may not be used to make up for points lost due to absences, tardies, or late assignments without prior approval. Students are expected to participate actively in all course meetings, whether face to face or online.

### **Accessibility and Accommodations:**

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in our classroom should remain available for students who find that standard classroom seating is not usable.

### **Code of conduct**

All work completed for this course is expected to be your own creation and created just for this course (not re-purposed from another course). Please be familiar with the Student Code of Academic Integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity>. Plagiarized work will receive a grade of zero and further action will be taken for second or additional offenses.

Students are expected to be respectful and courteous in class. Disruptive and/or threatening students will be disciplined according to the university policies on behavior. Please be familiar with this university policy: <http://policy.web.arizona.edu/threatening-behavior-students>.

## Course Schedule (subject to change, of course)

<b>Week</b>	<b>Date</b>	<b>Topics/Speakers</b>	<b>Required readings</b>	<b>Due in class</b>
<b>1</b>		Introduction to Language Program Administration	Christison & Stoller (CS) Chapters 1 & 2, White et al (W+) Chapter 1, and online articles	
<b>2</b>		Leadership and Management	CS 5 & 6 and W+ 2, Christison & Murray 1 and 3, and online articles	Position Paper #1, post & respond to the D2L Introductions DB?
<b>3</b>		Program Evaluation Guest speaker: Dr. Nick Ferdinandt	CS 7, CEA and UCIEP Standards online, and online articles	Team membership list due, Sign up for discussion week, enroll team in D2L group
<b>4</b>		Curriculum	Online article	
<b>5</b>		Program Development Guest speaker: Linda Chu	CS 3 & 10 and W+ 10, and online articles	Topic A leads discussion
<b>6</b>		Program Types	CS 16-20	Curriculum Review, post & respond to the D2L DB?
<b>7</b>		Personnel: Teachers	W+ 3 & 8, CS8 & 12, and online articles	Topic B leads discussion
<b>8</b>		Personnel: Non-Teachers	Online articles	Team Progress Report, post & respond to the D2L DB?
<b>10</b>		Financials and Budgets Guest speaker: Carmen Ortiz	CS 14, W+ 6 & 7	Evaluation Survey
<b>11</b>		Managing Change	W+9	Administrator Interview
<b>12</b>		Marketing and Admissions Guest speaker: Luis Castillo	CS 21, W+ 4 & 5	Topic C leads discussion, post & respond to the D2L DB?
<b>13</b>		Student Services Guest speaker: Megan Goold	CS 4, 9, online article	Marketing Plan, Topic D leads discussion
<b>14</b>		Planning and Organizational Tools	CS 5, 6, 11, 14, Online articles	Extra Credit Assignments (optional), post & respond to the D2L DB?
<b>15</b>		Crisis, Ethics, and Legal Issues	Online articles	Team/Peer Review (take as online quiz in D2L), Position Paper #2
<b>16</b>		Team Program Presentations and Course Summary		Team Program Presentation



**Important UA Semester Dates Semester**  
 (see <http://catalog.arizona.edu/acadcals.html>)

tbd	

## Course Policies:

- See course D2L site for most current syllabus.
- In order to be considered for an A in this course, you are expected to participate actively in all face to face and on-line class discussions and quizzes.
- You are highly encouraged to make appointments with the instructors to discuss your teaching demonstration, your course projects, or any course-related issues throughout the semester.
- You are required to email me ahead of time if you cannot make a class. Any unexcused absence will result in a 5-point deduction. Excessive unexcused absences (2 or more) will result in the failure of the course.
- Tardiness should be avoided as much as possible. Habitual tardiness (more than twice in a row) will result in a 5-point deduction of your course grade.
- Course assignments/projects are due by the start of class, submitted online. Failure to turn in the assignment on the due date will result in a 3-point or 10% deduction (whichever is less) per day up to the total points of that particular assignment, so please make every effort to be on schedule. All submissions must be your original work and proper APA citation formatting should be used. No more than two extensions will be granted without penalty during the course.
- An incomplete will not be given for this course.
- No grade will be given higher than an A.
- All **extra credit** assignments are optional. You may earn a maximum 5 extra points total by completing any one of the extra credit assignments noted above. All extra credit assignments must be submitted by week 13 for them to be evaluated for inclusion with your final course grade. Extra credit points may not be used to make up for points lost due to absences, tardies, or late assignments.
- No commercial course notes are permitted for this course. It is a violation of copyright law to sell or otherwise benefit from the further distribution of content from the course lectures, notes, or handouts.
- By registering for and attending this class, it is understood that you agree with these policies.
- Visiting scholars are welcome to join the class if space is available, with approval of the instructor. VSs are expected to participate in class activities but not submit assignments. VSs can access class documents through the course D2L site upon emailing UA Netid to instructor. No grade is given to VSes.
- Cell phones and other e-gadgets should be silenced during class.