WHEREAS in its mission statement the University of Minnesota commits itself to “high-quality research, scholarship, and artistic ability”, to the sharing of “knowledge, understanding, and creativity” in a “strong and diverse community of learners and teachers”, to the preparation of “graduate, professional, and undergraduate students...for active roles in a multiracial and multicultural world”, to be “conscious of and responsive to the needs of the many communities it is committed to serving”, to create an environment “that inspires, sets high expectations for, and empowers individuals within its community”, to “the sharing of knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world”; and

WHEREAS the University of Minnesota strives to be “a leader in the field of international and intercultural learning”; and

WHEREAS knowledge of a second language is increasingly vital for citizens wishing to participate in a global society; and

WHEREAS it is essential that instructors of second-languages be well versed in educational theory and in current cutting-edge practices that increase learners' opportunity for language-acquisition in the classroom setting; and

WHEREAS the presence of international students on campus plays a definite role in preparing University of Minnesota students for participation in the global dialogues in which our society is increasingly involved; and

WHEREAS it is vital that international students be supported in learning academic English in the process of doing their disciplinary work, both written and spoken, to be successful in the American classroom; and

WHEREAS the Masters in English as a Second Language program is the only program in the state providing in-service training for highly qualified ESL teachers for international students in higher education; and

WHEREAS courses offered under the Masters in English as a Second Language program are sought out by graduate students in the modern languages, Curriculum and Instruction, Educational Psychology, and other fields concerned with providing quality second-language instruction in higher education; and

WHEREAS the dean of the College of Liberal Arts closed admissions to the Masters in English as a Second Language program in October 2011, with no plans to reopen them;

BE IT RESOLVED that the Council of Graduate Students supports the continued existence of a high-quality Masters program to offer applied linguistics courses preparing teachers of English for post-secondary international students, to offer applied linguistics courses benefitting graduate students and graduate instructors in the modern languages, and through the preparation of excellent teachers, to support both undergraduate and graduate international students and the immigrant community on and off campus.