# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Program** M.Ed. in Teaching English as a Second Language | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Program: |** [**revision**](#revision)**|** | | | | |  |
| A.3. [Originator](#Originator) | **Sarah Hesson** | | [Home department](#home_dept) | | **Educational Studies** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to create a pathway for teacher candidates in the Teaching English as a Second Language program seeking an M.Ed. in TESL with a concentration in bilingual education. There is a critical need for more bilingual educators across the state, and this program will address the shortage. The rationale for making the program a concentration in our existing program rather than a new program is that 7 of the 10 courses in the course sequence overlap, with a potential 8th course overlapping as well depending on student elective selection (see plan of study below). Due to the overlap in courses, a concentration is more appropriate in this case than an entirely separate program.**  **Included in this proposal for the Bilingual Education concentration of the M.Ed. in TESL is the specific listing of the courses routinely taken for the instructional technology requirement (INST 516 or CURR 501).**  **Additionally this proposal includes the creation of 1 course BLBC 518 Biliteracy Instruction for Emergent Bilingual Learners and course title revision in 2 courses** **BLBC 515 Foundations of Education in Bilingual Communities and BLBC 516 Pedagogy & Practice in Bilingual Education** | | | | | |
| A.5. [Student impact](#student_impact) | **Positive impact is expected, as this program will offer specialized instruction for candidates seeking bilingual education certification, and will give bilingual education teacher candidates the option to go beyond certification to complete the M.Ed. as well.** | | | | | |
| A.6. Impact on other programs | **No impact noted.** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **Faculty will be needed for 3 additional courses per academic year.** | | | | |
|  | [*Library*:](#library) |  | | | | |
|  | [*Technology*](#technology) |  | | | | |
|  | [*Facilities*](#facilities): |  | | | | |
|  | Promotion/ Marketing needs | **Promotion materials will be needed to effectively recruit candidates for this program.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring 2019** | A.9. Rationale if sooner than next fall | | **Given the dire need for highly qualified bilingual educators in RI, we request permission to open the concentration for Spring 2019.** | | |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  | **10** |
| C.2. [Admission requirements](#admissions) | Admission Requirements  1.   Completion of all admission requirements listed for School of Education graduate programs.  2.   An interview.  Note: Candidates who plan to teach ESL to adults or who plan to teach internationally are not required to have a teaching certificate to be admitted into this program; however, a suitable undergraduate minor is required (e.g., in languages and linguistics, English, international studies). | Admission Requirements  1.   Completion of all admission requirements listed for School of Education graduate programs.  2.   An interview.  3. Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.  Note: Candidates who plan to teach ESL to adults or who plan to teach internationally are not required to have a teaching certificate to be admitted into this program; however, a suitable undergraduate minor is required (e.g., in languages and linguistics, English, international studies). |
| C.3. [Retention requirements](#retention) |  | **Retention Requirements**  Students must earn a B or better in all M.Ed. coursework. |
| C.4. [Course requirements](#course_reqs) for each program option | Course Requirements  Foundations Component  ONE COURSE from   |  |  |  | | --- | --- | --- | | ANTH 561 | Latinos in the United States | 4 | | BLBC 515 | Bilingual Education Issues | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE in instructional technology, with consent of advisor  Professional Education Component   |  |  |  | | --- | --- | --- | | TESL 507 | Teaching Reading and Writing to English-as-a-Second-Language Students | 3 | | TESL 539 | Language Acquisition and Learning | 3 | | TESL 541 | Applied Linguistics in ESL | 3 | | TESL 546 | Teaching English as a Second Language | 3 | | TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | | TESL 551 | Assessment of English Language Learners | 3 |   All above courses: Candidates seeking ESL certification in the State of Rhode Island must complete these courses and the ESOL Praxis Exam (0361).  Note: TESL 546: Secondary education teachers must take TESL 548 instead of TESL 546.  Capstone Course   |  |  |  | | --- | --- | --- | | TESL 553 | Internship in English as a Second Language | 3 |   Candidates seeking ESL certification in the State of Rhode Island must complete this course and the ESOL Praxis Exam (0361). | Course Requirements  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | FNED/ANTH 561 | Latinos in the United States | 4 | | BLBC 515 | Bilingual Education Issues | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE in instructional technology, with consent of advisor  Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 507 | Teaching Reading and Writing to English-as-a-Second-Language Students | 3 | | TESL 539 | Language Acquisition and Learning | 3 | | TESL 541 | Applied Linguistics in ESL | 3 | | TESL 546 | Teaching English as a Second Language | 3 | | TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | | TESL 551 | Assessment of English Language Learners | 3 | | TESL 553 | Internship in English as a Second Language | 3 |   Note: TESL 546: Secondary education teachers must take TESL 548 instead of TESL 546.  The Professional Education courses listed above comprise an approved program for Bilingual Education certification in RI. In addition to coursework, candidates must pass the ESOL Praxis (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 30  Course Requirements for Concentration in Bilingual Education  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | FNED/ANTH 561 | Latinos in the United States | 4 | | TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | INST 516 | Integrating Technology into Instruction | 3 | | CURR 501 | Media Literacy, Popular Culture, and Education | 3 |   Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 539 | Language Acquisition and Learning | 3 | | BLBC 515 | Foundations of Education in Bilingual Education | 3 | | TESL 541 | Applied Linguistics in ESL | 3 | | TESL 551 | Assessment of English Language Learners | 3 | | BLBC 516 | Pedagogy & Practice in Bilingual Education | 3 | | BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | | TESL 553 | Internship in English as a Second Language | 3 |   The Professional Education courses listed above comprise an approved program for Bilingual Education certification in RI. In addition to coursework, candidates must pass the ESOL Praxis (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 30 |
| C.5. [Credit count](#credit_count) for each program option |  | **30-31 credits**  **30-31 credits for the concentration in Bilingual Education** |
| C.6. Requirement for thesis, project, or comprehensive exam |  | **Comprehensive Assessment Portfolio required for M.Ed. in TESL with concentration in Bilingual Education candidates. (Note: Portfolio does not carry credits.)** |
| C.7. Other changes if any |  |  |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of Teaching English as a Second Language |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August and Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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