# 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** CGS in Teaching English as a Second Language | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision) | | | | |  |
| A.3. [Originator](#Originator) | **Rachel Toncelli** | | [Home department](#home_dept) | | **Educational Studies** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to create a pathway or teacher candidates in the Teaching English as a Second Language program seeking a CGS 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 4 of the 7 courses in the course sequence overlap (see plan of study below), and, further, 1 of the courses in the proposed CGS, BLBC 515, is an elective option for M.Ed. candidates in TESL seeking ESL certification. Due to the overlap in courses, a concentration is more appropriate in this case than an entirely separate program.** | | | | | |
| 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 Rhode Island, we request permission to begin accepting applications for the March 1, 2019 deadline for Fall 2019 matriculation.** | | |

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

|  | [Old (for revisions only)](#old_program) | New/revised |
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| C.1. [Enrollments](#enrollments) |  | **10** |
| C.2. [Admission requirements](#admissions) | Admission Requirements  1. A completed application form accompanied by a $50 nonrefundable application fee. Graduate applications are available online at www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/FSEHD-Graduate-Programs-Admissions.aspx.  2. Completion of all Feinstein School of Education and Human Development admission requirements.  3. Current teaching certificate.  4. Three reference forms with letters of recommendation.  5. Professional goals essay.  6. A performance-based evaluation. | Admission Requirements  1. A completed application form accompanied by a $50 nonrefundable application fee. Graduate applications are available online at www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/FSEHD-Graduate-Programs-Admissions.aspx.  2. Completion of all Feinstein School of Education and Human Development admission requirements.  3. Current teaching certificate.  4. Three reference forms with letters of recommendation.  5. Professional goals essay.  6. A performance-based evaluation.  7. Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language. |
| C.3. [Retention requirements](#retention) | Retention Requirements  Students must earn a B- or better in all C.G.S. course work. | Retention Requirements  Students must earn a B or better in all C.G.S. coursework. |
| C.4. [Course requirements](#course_reqs) for each program option | Courses Requirements  Courses   |  |  |  | | --- | --- | --- | | 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 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 | |  |  |  | | TESL 546 | Teaching English as a Second Language | 3 | |  | -Or- |  | | TESL 548 | Curriculum and Methods for Content ESL Instruction | 3 |   Total Credit Hours: 21  Note: TESL 546 is required for those with elementary, early childhood, or K-12 certification. TESL 548 is required for those with middle grade or secondary certification. | Courses Requirements  Courses (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 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 | |  |  |  | | TESL 546 | Teaching English as a Second Language | 3 | |  | -Or- |  | | TESL 548 | Curriculum and Methods for Content ESL Instruction | 3 |   Total Credit Hours: 21  Note: TESL 546 is required for those with elementary, early childhood, or K-12 certification. TESL 548 is required for those with middle grade or secondary certification.  Courses Requirements For Bilingual Education COncentration  Courses (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 539 | Language Acquisition and Learning | 3 | | BLBC 515 | Foundations of Education in Bilingual Communities | 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 |   Total Credit Hours: 21 |
| C.5. [Credit count](#credit_count) for each program option |  | **21 credits**  **21 credits for the concentration in Bilingual Education** |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| 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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