# 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 **teaching English to speakers of other languages (TESOL)** | | | | |  |
| [Replacing](#Ifapplicable) | **teaching English as A Second Language (TESL)** | | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision) | | | | |  |
| A.3. [Originator](#Originator) | **Sarah Hesson &**  **Rachel Toncelli** | | [Home department](#home_dept) | | **Educational Studies** | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to rename the Teaching English as a Second Language program to “Teaching English to Speakers of Other Languages.”This shift in language reflects an effort to more closely align with TESOL, our national accrediting body. Furthermore, the shift away from ESL reflects a general trend in our field, which is moving towards more inclusive, asset-based language to name the emergent bilingual population. (Note: While this proposal seeks to officially rename the program to TESOL, the four-letter course designation will remain TESL.)**  **In addition to the program name change, section C of this proposal includes course name changes which are being submitted concurrently with this proposal. The change to the program name and the course names impacts both the CGS and M.Ed. programs for both the TESL program and the TESL program with a concentration in Bilingual Education. *The rationale for each these course title changes can be found in the accompanying proposal which is being submitted concurrently.***  **Included in this proposal is the specific listing of the courses routinely taken for the instructional technology requirement (INST 516 or CURR 501) and the addition TESL 590 of a one-credit course to support the completion of the Comprehensive Assessment Portfolio. (*The TESL 590 Course Creation is listed in a separate proposal which is being submitted concurrently with this proposal*.)** | | | | | |
| A.5. [Student impact](#student_impact) | **A positive student outcome is anticipated as the term TESOL reflects the asset-based perspective which serves as a foundation to our program. TESOL is also an internationally recognized acronym.** | | | | | |
| 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.)*: | **No impact noted.** | | | | |
|  | [*Library*:](#library) | **No impact noted.** | | | | |
|  | [*Technology*](#technology) | **No impact noted.** | | | | |
|  | [*Facilities*](#facilities): | **No impact noted.** | | | | |
|  | Promotion/ Marketing needs | **Funding to rebrand and create promotional materials for updated program name will be required.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
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| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | (Note: This is the most recent Course REquirement Listing From THE Bilingual Education Concentration Proposal, Which was approved after December 7, 2o18.)  TESL 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 | TESOL Course Requirements  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | FNED/ANTH 561 | Latinos in the United States | 4 | | BLBC 515 | Foundations of Education in Bilingual 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 | Second Language Acquisition Theory and Practice | 3 | | TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | | TESL 541 | Applied Linguistics in TESOL | 3 | | TESL 546 | TESOL Pedagogies for Grades pk-6 | 3 | | TESL 551 | Assessment of Emergent Bilinguals | 3 | | TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | | TESL 553  TESL 590 | Internship in TESOL and Bilingual Education Comprehensive Assessment Portfolio Directed Study | 3  1 |   Note: TESL 546: Secondary education teachers must take TESL 548 TESOL Pedagogies for Grades 5-Adult 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: 31  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 Contexts: Education in Bilingual Communities | 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 TESOL | 3 | | TESL 551 | Assessment of Emergent Bilinguals | 3 | | BLBC 516 | Pedagogy & Practice in Bilingual Education | 3 | | BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | | TESL 553  TESL 590 | Internship in TESOL and Bilingual Education Comprehensive Assessment Portfolio Directed Study | 3  1 |   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: 31 |
| C.5. [Credit count](#credit_count) for each program option | **30-31** | **31-32** |
| 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 or Julie Horwitz | Co-Deans of FSEHD |  |  |

##### 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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