

**graduate COMMITTEE**
**curriculum PROPOSAL FORM**

A. Cover page (rover over text for more instructions- please delete red instructions)

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| A.1. Course or program  | TESL 501 and 502  |   |
| Academic Unit  | School of Education   |
| A.2. Proposal type  | Course: change from “required” to “optional” Program: MAT  |
| A.3. Originator  | Martha Horn  | Elementary Education  |   |
| A.4. Rationale  Additional Information for new programs  | TESL 501 and 502 presently are required courses in the ELED MAT program. These two TESL courses were added to the MAT program in 2019 during the program revision, as elementary schools were beginning to require either certification in TESOL / ELL, or evidence that new teachers were working on such certification. The specific TESL courses we added to our program at that time were updated one year ago, to align with RI Department of Education (RIDE) courses that provide teachers with TESOL endorsement. Thus, TESL 501 and TESL 502 are presently required courses in our program.   We recognize the importance of requiring coursework of MAT teacher candidates that will expand and deepen their content knowledge as well as their marketability, however, we also want to meet the needs of what prospective MAT students tell us they need: flexible schedules and a program cost that is affordable for people who support themselves and fund their educations.    Thus, in examining our program requirements, the MAT Committee proposes to remove TESL 501 and 502 from the list of *required* courses and offer them, instead, as *optional*; students may opt to earn TESOL endorsement by adding TESL 501 and 502 to their Plans of Study. This change allows the program to remain attractive, competitive, and comparable to other regional MAT programs without impacting its quality.  Shifting these two courses from *required,* to *optional,* also lessens the total number of program credits without compromising quality, as students still have the option to take both TESL 501 and 502 during the program.  In addition, in the practicum setting for ELED 522 and 527, the teaching of reading and the teaching of writing is a Dual Language third grade where teacher candidates learn about teaching speakers of other languages, in context, under the guidance of practicum teachers, one, a native Spanish speaker who is completing her dual certification program: Dual Language/Bilingual and ESL.   This change allows the program to remain attractive, competitive, and comparable to other regional MAT programs without impacting its quality.   |
| A.5. Student impact  | The impact on our students is: choice; they will have a choice as to when to take the TESL courses. They may still graduate from the program with TESL 501 and 502 completed, thereby raising their marketability level. They are just not required to.  Upon completion of their Plans of Study, the options of taking TESL 501 and 502 will be explained.    |
| A.6. Impact on other programs  | None  |
| A.7. Resource impact  | Faculty PT & FT:   | none  |
| Library:   | none  |
| Technology  | none |
| Facilities:   | none  |
| A.8. Semester effective  | Effective Summer I, 2024  | A.9. Rationale if sooner than next Fall  | Summer I, 2024 The MAT Intensive One-Year program begins in May and ends the following May. It is necessary that TESL 501 and 502, presently program courses, are removed from the list of required courses and listed as “optional” in time to be reflected on Plans of Study of incoming cohort: 2024-2025.  |
| A.10 Changes to the website  | Catalog changes only  |

C. Program Proposals

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|   | Old (for revisions only)  | New/revised  |
| C.1. Enrollments  | TESL 501 and 502 were “required” courses for MAT program completion.   | TESL 501 and TESL 502 are “optional” courses, **not** required for program completion.  |
| C.2. Admission requirements  |   |   |
| C.3. Retention requirements  |   |   |
| C.4. Course requirements for each program option  |   |      |
| C.5. Credit count for each program option  |   |   |
| C.6. Requirement for thesis, project, or comprehensive exam   |   |   |
| C.7. Program Accreditation  |   |   |
| C.8  [Program goals](http://about:blank/) Needed for all new programs  |   |   |
| C.9. Other changes if any  |   |   |
| C.10 [CIP number](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56)  |   |   |

D. Signatures

D.1. Approvals:

Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name  | Position/affiliation  | Signature  | Date  |
| Martha Horn  | Program Director of MAT  | Martha Horn  | 1/26/24  |
| Leslie Sevey  | Chair of Elementary Education  | Leslie Sevey  | 1/26/24  |
| Carol Cummings  | Dean of FSEHD  |   | 1/26/24  |

D.2. Acknowledgements:

Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval.  Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name  | Position/affiliation  | Signature  | Date  |
| Sarah Hesson  | TESOL  | Sarah Hesson  | 1/26/24  |