

PROCESS C

New Programs-Major Program Revisions-Title Changes

09-10 331

Library Resource Form Required

SUBMISSION DEADLINES: Fall October 15, 2009 - Spring February 18, 2010

TITLE

Request Changes for the ESL Certification Program (G509)

Sponsor(s) Beth A. Wassell, ESL Certification Co-coordinator wassell@rowan.edu
Donna Jorgensen, Dept. of Teacher Education Jorgensen@rowan.edu
Jacqueline McCafferty, ESL Certification Program Co-coordinator mccafterty@rowan.edu

DEPARTMENT Teacher Education
College Education

A. If LAS-check: History/Humanities Social/Behavioral Sciences

Math/Science

B. UNDERGRADUATE GRADUATE

C. Check all relevant fields:

- New Degree Program New concentration, specialization, track
- New Major New Minor
- New Certificate of Graduate Study Program (COGS & CAGS)
- Major changes of degree requirements/major/minor or certificate program
- Changes to College name, School, Department, or Degree
- Quasi curricular change

Signatures Required: representing approval before submission to Office of the Senate

ONLY COMPLETED FORMS WILL BE ACCEPTED

Department Chair: _____ Date: 10.29.09
Department CURRICULUM Chair: *Donna Jorgensen* Date: 10/2/09
Academic DEAN: *Carol Sharp* Date: 10-14-09

COLLEGE CURRICULUM COMMITTEE: CLOSED Hearing Date: 11-13-09
Approved
Not Approved _____
Signature: College Curriculum Chair *Margaret Medda*

UNIVERSITY CURRICULUM COMMITTEE
Open Hearing: _____ Approved: _____ Not Approved: _____
Signature: SENATE CURRICULUM CHAIR _____
Date: _____

Comments: _____

Signature: Executive Vice President/Provost: _____
Date: _____
Approved: _____
Not Approved: _____

Signature: REGISTRAR _____
Date: _____ Course Description Received & Approved
Course # _____

Notification Forward:
 SCC CHAIR Academic Dean
 IR Department Chair
 CAP VP/Student Affairs
 Registrar Other-

**Process C Curriculum Proposal:
Significant Changes to ESL COGS**

ABSTRACT

1. Title and Sponsors:

Significant Changes to ESL COGS

- Beth A. Wassell, *Interim Co-Coordinator, ESL COGS Program*
- Donna Jorgensen, *Department of Teacher Education*
- Jackie McCafferty, *Director of the English as a Second Language Program*
Rowan University at Camden, Interim Co-coordinator, ESL COGS Program

2. Need for Changes to the Program

The Certificate of Graduate Studies (COGS) in English as a Second Language (ESL) Education is a non-degree program leading to a K-12 certification in ESL. Several minor curriculum changes are needed within specific courses to align the program with national standards for preparation of ESL teachers, dictated by the TESOL/NCATE national standards. A copy of the TESOL/NCATE standards can be accessed at www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf

One of the major program changes requested is required for two reasons: to better prepare our students for 21st century ESL classrooms and to be competitive to other area programs, which currently require fewer courses than Rowan's program. This proposal also seeks to delete one course from the program, *ENGL 05.501 Teaching American English Grammar*. The objectives for this course do not align with accreditation standards published by TESOL/NCATE, nor does it include any of the programmatic assessments required for accreditation.

3. Relationship to Department, School, and/or College

The Department of Teacher Education in the College of Education currently offers 5 of the 6 program courses in the program. One course is offered by the English Department in the College of Liberal Arts and Sciences. With the proposed changes, the Department of Teacher Education will continue to offer all of the program courses. The course provided by the English Department will be deleted from the program. The Department of Teacher Education will continue to oversee all aspects of the coordination of the ESL program in partnership with Rowan University at Camden's ESL program, which serves undergraduates, high school and community-based students at the Camden campus.

4. Summary of Curriculum

The curriculum for the ESL COGS currently consists of 6 courses. Two program courses are offered each semester (Fall, Spring, and Summer). The proposed curriculum would omit one of the 3-credit current courses, and add a 1-credit course, making the program a 6 course, 16-credit COGS. The program will still serve as one of the COGS that students can choose as a specialization if they pursue the Masters of Education (M.Ed.) in Teacher Leadership (which is also housed in the Teacher Education Department).

The program changes requested in this proposal enable us to provide a more relevant curriculum, prepare our students for the demands of teaching in diverse classrooms, and meet accreditation standards.

5. Implementation time frame: We respectfully request changes to begin Summer 2010 in order to offer the revised program to new students.

6. Resources required (staff, space): No additional resources are required.

I. Details

- a. **Title of the Proposal:** *Significant Changes to ESL COGS*
- b. **Sponsors:** Beth Wassell, Jackie McCafferty, Rowan University at Camden, & Dr. Donna Jorgensen, Department of Teacher Education
- c. **Scope and Size of Program:** Currently about 20 students.
- d. **Program Level:** Graduate
- e. **Requirements for admission and graduation:**
 - Bachelor's degree from an accredited institution of higher learning
 - Possession of or eligibility for New Jersey standard instructional certification or certificate of eligibility.
 - Scores of Advanced Low or higher on proficiency testing using the Oral Proficiency Interview (O.P.I.) and Written Proficiency Test (WPT) in English is required to receive the ESL certificate in New Jersey. Both are available through *Language Testing International*.
 - This program requires matriculation after 6 semester hours of course work.
- f. **Resource requirements (library, space, and computing):** All current resources are adequate
- g. **Staffing:** No additional staff members are currently needed.
- h. **Time and Scale of Implementation:** Begin Summer 2010.

II. Rationale

A. Statement of Need for Such Changes:

This proposal describes a few changes that are planned to create a higher quality, more competitive ESL certification program. The ESL program, in its current form, did not gain national recognition from TESOL/NCATE, the Specialty Professional Associations (SPAs) through which we applied for accreditation. This proposal describes the *minor restructuring* of the program to better align it with SPA standards, current research and trends in the field, and New Jersey Department of Education requirements.

There are 4 specific changes requested in this proposal:

- a. Delete two courses: *ENGL 05.501 Teaching American English Grammar* and *BLED 40.517 Modern Developments in ESL/Bilingual Education*
- b. Require a course that was previously optional: *BLED 40.522: Integrating Language and Content in the ESL/Bilingual Education 3 s.h.*
- c. Require a course that is currently proposed: *BLED 40.523 Practicum in Teaching English as a Second Language.*
- d. Add the TOEFL as an Admissions Requirement for International Students.

Changes a & b: Although one of the course requested for deletion, *ENGL 05.501 Teaching American English Grammar*, was recently added to the program in 2007, closer inspection of the accreditation feedback and the current TESOL/NCATE standards revealed that the course is not a

necessary element of the curriculum. Instead, the content of the course, which includes American English grammar and the pedagogy of teaching grammar, will be infused into two program courses. The American English grammar portion of the course will be infused into *BLED 40.512, Linguistics for Teaching Second Languages*. The pedagogy and instruction portion of the course will be infused into *BLED 40.517 Teaching ESL Education: Process and Practice*, which will be retitled *Planning, Teaching, and Assessment in ESL Classrooms*.

The addition of the second course, which was previously an optional course (*BLED 40.522: Integrating Language and Content in the ESL/Bilingual Education 3 s.h.*) reflects the current research and policy in the field; in today's schools, ESL teachers are required to go beyond simply teaching language to integrate content into their curriculum or support content teachers in a variety of ways. This course will better prepare teachers in this area.

Change c: An additional course that would be required for program completion is the 1-credit Practicum in ESL course: *BLED 40.523*. A proposal for this course was submitted as a Process A this semester.

Change d: With the marketing of this program to an international audience, we would like to require the Test of English as a Foreign Language (TOEFL) to any applicants who come from another country. Unless these students seek NJ certification, they will be exempt from taking the OPI and WPT, current requirements for those who matriculate into the program.

III. Essence of the Program

A. Major goals of the Program

The major goals of the ESL COGS are as follows:

- To prepare effective, highly qualified ESL teachers who use best instructional and assessment practices and who have knowledge of foundational literature as well as recent research in ESL/TESOL.
- To provide a course of study that leads students to a NJ certification in ESL

B. Specific objectives of the Program: Within the program, candidates are required to satisfy all coursework and thesis requirements, which will demonstrate that each candidate can:

1. Identify and analyze the forces affecting second language schooling in New Jersey and the USA
2. Demonstrate the dispositions of informed advocates for students in ESL and bilingual education in school and community settings
3. Develop a reflective philosophy for the education of students in ESL and bilingual education
4. Investigate the foundational theories and areas of research related to the field of TESOL and bilingual education.
5. Understand and apply the basic concepts of linguistic theory and language acquisition research
6. Explain the following components of the language system in the context of ESL teaching: (a) phonology (the sound system), (b) morphology (the structure of words), (c) syntax (phrase and sentence structure), (d) semantics (word/sentence meaning), and (e) pragmatics (the effect of context on language).

7. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.
8. Locate and use linguistic resources to learn about the structure of English and of students' home languages.
9. Develop long-range thematic units appropriate to individual fields of teaching
10. Develop lesson plans that integrate the content of each thematic unit with appropriate language elements
11. Design appropriate authentic assessment instruments
12. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
13. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
14. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.
15. Understand and apply concepts about the interrelationship between language and culture.
16. Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.
17. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.
18. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.
19. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.
20. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

C. Structure of Program

The ESL COGS, as proposed, is a 6-course, 16-credit program. Students can enter the program at any time (fall, spring, or summer).

D. Identification of courses with brief description and credit hours for each.

See the list below.

Current Program (18 S.H.)	Proposed Program (16 S.H)
BLED 40.510 Issues of Language and Cultural Diversity in ESL/Bilingual Programs 3 S.H.	BLED 40.510 Issues of Language and Cultural Diversity in ESL/Bilingual Programs 3 S.H.
BLED 40.512 Linguistics for Teaching Second Languages 3 S.H.	BLED 40.512 Linguistics and Second Language Acquisition for Teaching Second Languages 3 S.H.
ENGL 05.501 Teaching American English Grammar 3 S.H.	BLED 40.515 Language, Culture and Communication 3 S.H
BLED 40.515 Language, Culture and Communication 3 S.H (Prereq. 40510, 40512, 05501)	BLED 40.522 Integrating Language and Content in the ESL/Bilingual Education 3 s.h.
BLED 40.517 Modern Developments in ESL/Bilingual Education 3 S.H. (Preq. 40515)	BLED 40.520 Planning, Teaching and Assessment in ESL 3 S.H. (Co-req. with 40523)
BLED 40.520 Teaching ESL: Process and Practice 3 S.H. (Preq.40517)	BLED 40.523 Practicum in Teaching ESL 1 S.H. (Co-req. with 40520)

- E. *Sequence of course work with description of major and general education requirements. Include an example of courses that would typically be taken term by term, pointing out any course prerequisites.*

See the above chart, listed for item "D". Students can enter the program at any time.

- F. *Describe to what extent courses from other units in the institution will be used and include evidence of agreement from those units to provide such services.*
Courses from other units in the institution will not be used.

- G. *Compare and contrast the program with similar programs of high quality.*
This program is similar in content and rigor to other high quality ESL programs in the state and Delaware Valley region. However, with the proposed changes, the program will be more competitive with other universities that offer a 4 or 5-course certification program.

- H. *Administration (describe the administrative organization of the program with details of the specific role of each group and/or department)*

- Dr. Beth Wassell and Jackie McCafferty will serve as the *interim* coordinators of the program.
- Dr. Jill Perry and Dr. Carol Sharp will continue to contribute to the program's development and evaluation in their roles as Interim Chairs of the Department of Teacher Education.
- The Office of Field Experiences, a division of COE Student Services, will help to procure and assign field placements when students do not have one readily available. Many students are practicing teachers, so they will use their own school site. Others may be placed within ESL courses at Rowan at Camden's program.

- I. *Program Evaluation: Procedures that will be used to assess the success of the program in meeting its goals and objectives.*

National recognition through TESOL/NCATE is required for the ESL program. Therefore, we will evaluate the program through the rigorous accreditation process, which includes periodic and ongoing review and analysis of various candidate assessments. Signature assessments from each course will provide specific data that will be reviewed to assist program facilitators and the department chair in making recommendations for change if necessary.

IV. Results of Consultation

Letters of consultation from the following departments have been requested for this PROGRAM CHANGE Proposal:

- English Department (with reference to deleting course ENGL 05501 Teaching American English Grammar)

Attachments:

- Letter of consultation from the Cathy Parrish, Chair, English Department

- Proposals for minor changes to several courses
- Library Resource forms

To the Curriculum Committee:

The English Department created a graduate level course called “Teaching American English Grammar” that was initially going to be used in an English as a Second Language COGS. Recently, the College of Education has decided that they do not need that material as a separate course in the COGS; they can incorporate essential information from that course elsewhere, streamlining the numbers of semester hours needed. The English Department is fully in support of the COGS being restructured without “Teaching American English Grammar.”

Sincerely,

Dr. Catherine Parrish

Chair, English

X4324

Rowan University Libraries

Library Resources Form

Department/School: Teacher Education, College of Education

Proposed by: Drs. Beth Wassell, Donna Jorgensen, and Jackie McCafferty

Proposal: Significant Changes to Certificate of Graduate Study (COGS) in English as a Second Language (ESL)

Anticipated Date for Program Offering: Summer 2009

Resources that should be acquired:

No extraordinary additional resources are needed at this time.

Resources available in Campbell Library:

The library has significant, up-to-date book and multimedia titles within the general Library of Congress subject areas of ESL and literacy.

List key periodical resources:

Rowan University Libraries have access to online journal databases in a large number of academic subjects, including the arts, humanities, literature, education, mathematics, philosophy, psychology, the physical and natural sciences, and the social sciences. Access to worldwide, regional, and local newspapers is also provided.

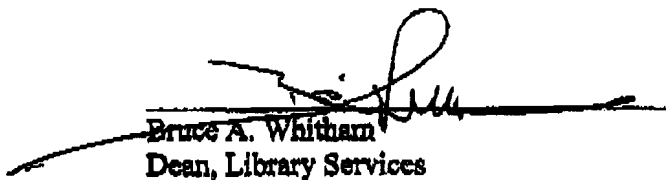
Liaison remarks:

Given the library's current book holdings and online journal access, this proposal can be supported. It should be qualified, however, that severe budget constraints have placed limits on library ordering. This could have an adverse impact on updating of collections.

Library Resource Form, Changes to COGS-ESL, continued



Gregory C. Potter, Ed.D.
Liaison, College of Education



Bruce A. Whitham
Dean, Library Services

October 5, 2009