

Please print on green paper

ACADEMIC PROGRAMS ROUTING FORM

New Program _____

Revised Program X _____

Program Announcement/Letter of Intent must be previously submitted

Complete instructions for the use of this form are provided on the reverse side. If you have any questions, please contact the Office of Academic Affairs at extension 2232.

PART I: To be completed by Department. After completing Part I, forward form to the appropriate Dean. Note - if academic program is in the School of Education, form is sent to the Faculty Council Chair for endorsement before going to the Dean's office.

New programs must submit a writing plan, oral competency plan, critical thinking infusion and assessment plan, and a computer and information literacy infusion plan to the General Education Council for review and approval.

Revised programs need to indicate if the proposed revision will have an effect on one or more of the plans listed above: Yes _____
No _____. (Not applicable to minors) If so, submit the revised plans to the General Education Council for review and approval.

TESOL Education Grades K-12 26986 5/7/21

New/Revised Program Name Amanda Fenlon Major/Minor Code (revised programs) Amanda Fenlon Date _____

Department/Program Chair Jean Ann Contact Person 5/7/21

Curriculum/Program Representative _____ Date _____

Required for School of Education/School of Business programs ONLY

Endorse concept: YES NO Laura Spenceley (electronically endorsed) May 7, 2021
Faculty Council/ Curriculum Chair's Signature Date

Part II: To be completed by the appropriate Dean (see reverse). After completing, forward form to the Provost.

Endorse YES NO J. Spenceley September 20, 2021
Dean's Signature Date

Part III: To be completed by Provost (see reverse). After completing, forward form along with all attachments back to the Department.

Endorse YES NO [Signature] 9/20/21
Provost's Signature Date

Part IV: See reverse for instructions. After completing Part IV, forward form to the Faculty Assembly Chair.

UNDERGRADUATE PROGRAMS

Endorse YES NO _____
Academic Policies Council Chair's Signature Date

Endorse YES NO _____
Priorities and Planning Council Chair's Signature Date

Endorse YES NO N/A _____
Gen Ed Council Chair's Signature Date

GRADUATE PROGRAMS

Endorse YES NO _____
Dean of Graduate Studies and Research's Signature Date

Endorse: YES NO _____
Graduate Council Chair's Signature Date

To: Amanda Fenlon, Chair and C & I Department
School of Education Faculty Council and Dean of School of Education
Provost and Academic Policies Council
Faculty Assembly

From: Jean Ann

Re: Two minor revisions to TESOL major program requirements

Proposed change ONE

Substitute LIT 314, *Childhood Literacy: Assessment and Intervention* in place of LIT 313, *Adolescence Literacy: Assessment and Intervention*.

LIT 314 catalog description: The purpose of this course is to develop understandings about the nature and function of diagnostic and evaluative processes in literacy instruction. A primary focus of study will be on the application of information derived through diagnostic procedures and making decisions about instruction. Instructional procedures will be developed and implemented with individual students.

Prerequisite: LIT 311.

Offered: Fall, Spring Credit: 3

LIT 313 catalog description: This course is intended to provide adolescence education candidates with the ability to utilize the interrelationship of disciplined knowledge to further student understanding about how the world functions. Math, science, social studies, English, and foreign language education candidates will examine the common foundations, conceptual overlaps, and areas not addressed by conventional school subjects, but inherent within the broad spectrum of academia. Through a concept-driven approach, groups of interdisciplinary candidates will develop student learning activities and unit plans, which may be implemented in classroom settings. The intent is to develop reflective educators who can collaborate to use a variety of integrated teaching strategies that are inquiry-based and will address the needs and development levels of all learners. Prerequisite: EDU 301. Offered: Spring Credit: 3

Proposed change TWO

Remove the choice between EDU 380 *Culturally Relevant Teaching* and EDU 381 *Schools and Urban Society*. Instead, all candidates take EDU 380 *Culturally Relevant Teaching*.

EDU 380 catalog description: Culturally relevant teaching combines an examination of the cultural and socioeconomic influences on teaching and learning with a commitment to challenging social (and educational) injustice. In this course, candidates make use of common experiences to examine the social/cultural (and political and economic) characteristics of educational settings. Candidates examine social structures of race, class, gender (dis)ability, and sexuality which create dominate and subordinate groups, privileging some and denying opportunity to others. Note: Candidates identify obvious and subtle individual, institutional, and cultural actions that perpetuate social structures. Prerequisite: EDU 301. Offered: Fall, Spring.

EDU 381 catalog description: This course will guide candidates in critical inquiry regarding schooling within the social context of an urban setting. Through a combination of study and practical experience in an urban school setting, candidates will gain an understanding of contextual, personal, and pedagogical issues related to teaching in an urban school. Prerequisite: Instructor permission. Offered: Not on a regular basis.

Rationale for proposed changes ONE and TWO

Neither proposed change affects: a) the total credits required (was 91-100, stays 91-100); b) the content within the major (one literacy education course is substituted for another); and the choice between two courses with themes connected to teaching for social justice is taken away in favor of one of those two courses.

For the change from LIT 314 to LIT 313, we have gotten feedback from mentor-teachers, student teaching supervisors and candidates themselves that our candidates were unsure of what to do if their K-12 students could not read English. LIT 314 provides our candidates with more information and strategies that would be relevant for teaching the English Language Learners who know the least English.

For the change from the choice of *either* EDU 380 or EDU 381 to EDU 380, we note that EDU 381 is not offered on a regular basis, and when it is offered, it's offered at times during the academic year that does not suit the residency structure for TESOL Program. Therefore, it is not a course that our candidates could take in addition to their TESOL residency. EDU 380 is conveniently taken during their residency.

Side by side

Current TESOL program requirements	Proposed TESOL program requirements
<p>Teaching English to Speakers of other Languages Major (91-100 cr)</p> <p>A. Core Requirements (46 cr) EDU 301 - Schooling, Pedagogy, and Social Justice Credit: 3 EDU 303 - Field Placement I: Observation and Participation Credit: 1 LIT 311 - Language and Literacy Development for All Learners Credit: 3 LIT 313 - Adolescence Literacy: Assessment and Intervention Credit: 3 SPE 304 - Educational Planning for Students with Disabilities Credit: 3 SPE 363 - Field Placement II: Small-Group Instruction in Inclusive Classrooms Credit: 1 TSL 302 - Perspectives on Schools, Homes & Communities Credit: 3 TSL 320 - Methods of Teaching English to Speakers of Other Languages I Credit: 4 TSL 323 - Clinically Rich Field Experience I: TESOL Credit: 2 TSL 325 - Linguistics and English Language Teaching Credit: 3 TSL 360 - Methods of Teaching English to Speakers of Other Languages II Credit: 3 TSL 363 - Clinically Rich Field Experience II: TESOL Credit: 2 TSL 420 - Clinically Rich Student Teaching I: TESOL Credit: 6</p>	<p>Teaching English to Speakers of other Languages Major (91-100 cr)</p> <p>A. Core Requirements (46 cr) EDU 301 - Schooling, Pedagogy, and Social Justice Credit: 3 EDU 303 - Field Placement I: Observation and Participation Credit: 1 EDU 380 - Culturally Relevant Teaching Credit: 3 LIT 311 - Language and Literacy Development for All Learners Credit: 3 LIT 314 - Childhood Literacy: Assessment and Intervention Credit: 3 SPE 304 - Educational Planning for Students with Disabilities Credit: 3 SPE 363 - Field Placement II: Small-Group Instruction in Inclusive Classrooms Credit: 1 TSL 302 - Perspectives on Schools, Homes & Communities Credit: 3 TSL 320 - Methods of Teaching English to Speakers of Other Languages I Credit: 4 TSL 323 - Clinically Rich Field Experience I: TESOL Credit: 2 TSL 325 - Linguistics and English Language Teaching Credit: 3 TSL 360 - Methods of Teaching English to Speakers of Other Languages II Credit: 3 TSL 363 - Clinically Rich Field Experience II: TESOL Credit: 2</p>

<p>TSL 421 - Clinically Rich Student Teaching II: TESOL Credit: 6</p> <p>Select one course from the following: EDU 380 - Culturally Relevant Teaching Credit: 3 EDU 381 - Schools and Urban Society Credit: 3</p>	<p>TSL 420 - Clinically Rich Student Teaching I: TESOL Credit: 6 TSL 421 - Clinically Rich Student Teaching II: TESOL Credit: 6</p>
<p>B. Elective Requirements (None)</p>	<p>B. Elective Requirements (None)</p>
<p>C. Cognate Requirements (9-18 cr) Study in Artistic Expression Credit: 3 Select any General Education Fine & Performing Arts course (except CRW courses) -OR- a DNC course. PSY 100 - Introduction to Psychology Credit: 3</p> <p>Select one course from the following: PSY 320 - Developmental Psychology Credit: 3 HDV 322 - Child Development Credit: 3 HDV 323 - Adolescent Development Credit: 3</p> <p>Any General Education computer literacy course - OR- pass competency exam 0-3 credits Foreign Language 0-6 credits Must show proficiency through SUNY Oswego Modern Language 102 level; can be met with four years of high school credit for that language.</p>	<p>C. Cognate Requirements (9-18 cr) Study in Artistic Expression Credit: 3 Select any General Education Fine & Performing Arts course (except CRW courses) -OR- a DNC course. PSY 100 - Introduction to Psychology Credit: 3</p> <p>Select one course from the following: PSY 320 - Developmental Psychology Credit: 3 HDV 322 - Child Development Credit: 3 HDV 323 - Adolescent Development Credit: 3</p> <p>Any General Education computer literacy course - OR- pass competency exam 0-3 credits Foreign Language 0-6 credits Must show proficiency through SUNY Oswego Modern Language 102 level; can be met with four years of high school credit for that language.</p>
<p>D. Non-Credit Requirements (0 cr) DASA 1020 - DASA Training Credit: 0 SSHS 1020 - Safe Schools, Healthy Students Credit: 0</p>	<p>D. Non-Credit Requirements (0 cr) DASA 1020 - DASA Training Credit: 0 SSHS 1020 - Safe Schools, Healthy Students Credit: 0</p>
<p>E. Concentration Candidates must complete the TESOL concentration:</p> <p>TESOL Concentration All Grades (36 cr)</p> <p>I. TESOL Concentration - Core Requirements (24 cr) ENG 271 - Practical English Grammar Credit: 3 ENG 374 - History and Development of the English Language Credit: 3 LIN 100 - Introduction to Linguistics Credit: 3 LIN 200 - Phonetics, Phonology, and Morphology Credit: 3 LIN 201 - Morphology, Syntax, and Semantics Credit: 3</p>	<p>E. Concentration Candidates must complete the TESOL concentration:</p> <p>TESOL Concentration All Grades (36 cr)</p> <p>I. TESOL Concentration - Core Requirements (24 cr) ENG 271 - Practical English Grammar Credit: 3 ENG 374 - History and Development of the English Language Credit: 3 LIN 100 - Introduction to Linguistics Credit: 3 LIN 200 - Phonetics, Phonology, and Morphology Credit: 3 LIN 201 - Morphology, Syntax, and Semantics Credit: 3</p>

<p>LIN 300 - Theories of Linguistic Analysis Credit: 3 PSY 361 - Psychology of Language Credit: 3</p> <p>Choose one of the following Anthropology courses: ANT 344 - Language and Culture Credit: 3 ANT 345 - Sociolinguistics Credit: 3</p>	<p>LIN 300 - Theories of Linguistic Analysis Credit: 3 PSY 361 - Psychology of Language Credit: 3</p> <p>Choose one of the following Anthropology courses: ANT 344 - Language and Culture Credit: 3 ANT 345 - Sociolinguistics Credit: 3</p>
<p>II. TESOL Concentration - Elective Requirements (0-12 cr) Electives if needed, under advisement, from one of the concentration-related areas to complete a total of thirty-six credit hours in the concentration.</p> <p>Select from the following courses: COG 444 - Semiotics and the Study of Meaning Credit: 3 COG 166 - Introduction to Cognitive Science Credit: 3 COG 376 - Computer Models of Language Representation and Processing Credit: 3 ENG 373 - Theories of Language Credit: 3 LIN 400 - Investigating Language: An Applied Capstone Course Credit: 3 PHL 313 - Philosophy of Language Credit: 3 Any Modern Language Credit: 3</p>	<p>II. TESOL Concentration - Elective Requirements (0-12 cr) Electives if needed, under advisement, from one of the concentration-related areas to complete a total of thirty-six credit hours in the concentration.</p> <p>Select from the following courses: COG 444 - Semiotics and the Study of Meaning Credit: 3 COG 166 - Introduction to Cognitive Science Credit: 3 COG 376 - Computer Models of Language Representation and Processing Credit: 3 ENG 373 - Theories of Language Credit: 3 LIN 400 - Investigating Language: An Applied Capstone Course Credit: 3 PHL 313 - Philosophy of Language Credit: 3 Any Modern Language Credit: 3</p>
<p>III. TESOL Concentration - Cognate Requirements (12 cr) Foreign Language (through ML 201 at a minimum) 0-9 cr Foreign Language not previously studied (through ML 101 at a minimum) 0-3 cr NOTE: At least one of the modern languages studied must be from the following: American Sign Language, Arabic, Chinese or Japanese</p>	<p>III. TESOL Concentration - Cognate Requirements (12 cr) Foreign Language (through ML 201 at a minimum) 0-9 cr Foreign Language not previously studied (through ML 101 at a minimum) 0-3 cr NOTE: At least one of the modern languages studied must be from the following: American Sign Language, Arabic, Chinese or Japanese</p>