

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### *Concept Paper for New Academic Program*

#### INTRODUCTION

The *Concept Paper* is the initial draft of the *Application for New Program Approval* with which the initiator(s) should become familiar. Submission of the *Concept Paper* to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of the *Application* to the Board's Academic and Student Affairs Committee that decides upon program approval.

**NOTE:** The Microsoft Word text boxes below are expandable and the *Concept Paper* is limited to five pages.

#### PROPOSED NEW PROGRAM

**Title of Proposed New Program: Bilingual Education OCP**

**Date of Proposal: April 26, 2019**

**Title of Credential: Official Certificate Program (graduate-level)**

**Total Number of Course Credits Required: 18**

**Institution and Institutional Unit: CCSU, College of Liberal Arts & Social Science, English Department**

**Initiator(s)/Faculty Status and/or Position: Dr. Matthew Cisel, Professor, English Department, [ciscelm@ccsu.edu](mailto:ciscelm@ccsu.edu)**

**Directions:** Summarize the investigative research, academic development, student interest, and/or any business/industry or service involvement that led to the generation of the idea for the proposed academic program.

The Bilingual Education OCP will provide an academic program for post-baccalaureate students to take the courses required by the State Department of Education for the PK-12 Bilingual Education Endorsements (formerly under #009) on an existing Teacher Certificate. There is a long-standing shortage in CT of bilingual educators. We have long offered the courses required by the State for this endorsement, but have not had a formal program in which students could matriculate. The State requirements for coursework are very particular, including [six specific courses](#) that must be taken at a single institution.

We anticipate high student demand for this program, since there are numerous unfilled bilingual educator jobs in the central region of the State each year, particularly in urban school districts. Indeed, the Commissioner of Education in Connecticut designated [Bilingual Education as a subject shortage](#) area for 2019-20 (and for many prior years also). As the proposed program is composed of existing courses in our vibrant applied linguistics program, there are few or no new resources needed to staff and run this program.

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#### NEED

**Directions:** See “Addressing Identified Needs” in Section 2 of the *Application for New Program Approval* and state the need(s) to be addressed by the proposed academic program and the manner in which the proposed program would address the described need(s).

The graduate-level Official Certificate Program (18 credits) in Bilingual Education will provide courses needed by licensed educators to add a bilingual endorsement, following the State Department of Education’s regulations for certification of PK-12 teachers. This program will directly address the broad concepts in CCSU’s mission, particularly with regard to a community of learners, application of knowledge, and preparing thoughtful, responsible, and successful citizens. Also, it will directly address each of CCSU’s Elements of Distinctiveness: Workforce Development by preparing teachers in a high-need area; Community Engagement by training teachers who will support bilingual communities across the State; and International Education by promoting bilingualism and a global educational focus. The program will also address one particular element of CCSU’s [Vision](#): fostering societal improvements through responsive and innovative programs.

Connecticut has suffered a severe shortage in certified Bilingual Education specialists [for more than a decade](#). In addition, the population of school-age children entering CT schools dominant in a language other than English continues to grow, while CT schools and districts continue to [lag behind neighboring states](#) in both test scores for this population and development of research-supported bilingual education programs to help this population. Our program will use existing courses to provide a clear pathway for CT teachers to gain a Bilingual Education endorsement on an existing teacher license from the State Department of Education and will thereby help address the State’s considerable shortfall in this specialization.

There is substantial overlap in content and courses between the proposed OCP in Bilingual Education and our existing programs in Teaching English to Speakers of Other Languages (TESOL). To clarify, Bilingual Education involves teaching in two (or more) languages, while TESOL supports transition into monolingual education in English for bilingual children. CCSU already has one of the most robust and vibrant graduate-level TESOL programs in the State. With our existing TESOL courses and one additional course (a newly approved LING 538: Methods in Second Language Content), we are able to satisfy all [course requirements of the State Department of Education’s Regulations on Bilingual Education Teacher Endorsement](#) (formerly #009, now split among several endorsement numbers depending on the teacher’s initial certification area). In addition, CCSU has a strong Department of Modern Languages and School of Education and Professional Studies, which have associated majors and programs. Finally, CCSU’s international focus makes the OCP a natural fit.

Just as is the case with our current TESOL certification students, we expect Bilingual Education OCP students to find jobs quickly, particularly if they test for fluency and literacy in Spanish and are willing to work in urban districts in the State. This will fill a need.

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#### STUDENT LEARNING OUTCOMES

**Directions:** Broadly define the SLOs to be addressed by the proposed academic program and concisely describe assessment methodologies to be used in measuring the outcomes.

Because this Official Certificate Program is designed to address the needs of specific requirements for State certification as a bilingual education teacher, our outcomes reflect the six areas identified in the [State's current interpretation of regulations](#) for that certification. Students will:

1. Apply theories of first and second language acquisition, including principles of developmental psychology and literacy development, to instructional planning, implementation, and assessment activities (LING 507, Second Language Acquisition).
2. Develop and implement processes of language and content assessment based on current educational principles and best practices (LING 535, Second Language Testing).
3. Apply theories of linguistic diversity and language education policy to instructional planning, implementation, and assessment activities (LING 515, Language Policy and Planning).
4. Develop and implement processes of lesson modification, scaffolding, and differentiation in order to support both language and content objectives across subject areas (LING 538, Methods in Second Language Content).
5. Develop skills in instructional planning, implementation, and assessment related to teaching English to speakers of other languages (LING 506, Methods in TESOL I).
6. Apply theories of multilingualism in understanding the history of multilingualism in CT public schools and in best practices for addressing this diversity in the classroom (LING 537, Advanced Issues in Multilingualism).

#### CURRICULUM

**Directions:** Provide a "Program Outline" as prescribed under Curriculum (page 4) of the *Application for New Program Approval*.

This non-degree program at the graduate level will provide teaching professionals with an opportunity for professional development and to collect courses toward cross-endorsement in Bilingual Education on an existing State teacher certificate. It also affords candidates who are interested in establishing a foundation in Bilingual Education an opportunity to do so. This program does not directly grant State of Connecticut Bilingual Education Teacher Certification. Unlike with initial teacher certification, the university only provides courses, so teachers must contact the Certification Office at the State Department of Education directly to apply for the cross-endorsement related to these courses.

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Program Pre-Requisites: Students must have a grade of C or higher in one undergraduate or graduate-level course in linguistic analysis (equivalent to LING 200, 400, or 500 at CCSU). This is a pre-requisite for several required courses in the program. While students wishing to gain a cross-endorsement in Bilingual Education from the State of Connecticut by taking this program will need to already hold an initial teaching certification in the State, students without this qualification are also welcome to join the program.

Certificate requirements (18 credits):

Required courses (18 credits):

LING 506 Methods in TESOL I (3)

LING 507 Second Language Acquisition Theory (3)

LING 515 Language Policy and Planning (3)

LING 535 Second Language Testing (3)

LING 537 Adv Issues in Multilingualism (3)

LING 538 Methods in Second Language Content (3)

Total Credit Hours: 18

Program Total Credit Hours: 18

**SPECIAL RESOURCES**

**Directions:** Provide a brief description of resources that would be needed specifically for the proposed program and how they will be used; e.g. new faculty, laboratory equipment, specialized library collections, etc. Include in this discussion what would be the sources of revenue.

No new or special resources will be needed, as long as the program grows modestly with 4 to 8 new students per academic year. Given the overlap between this OCP program and the existing TESOL program, our current course offerings have the capacity to absorb students pursuing the OCP in Bilingual Education.