**Educational Studies Youth Development Program: https://www.ric.edu/department-directory/department-educational-studies/department-educational-studies-undergraduate-programs/youth-development-ba**

**Youth Development B.A.Program at Rhode Island College:** The Youth Development B.A. Program prepares professional youth workers for careers with young people {ages 3-21) within afterschool programs, recreation centers, community arts centers, youth residential housing, justice and probation sites, youth ministry, and governmental agencies. In addition to coursework in social work and education. our graduates also earn a non-profit studies certificate where they develop leadership and management skills.

Admission Requirements to Graduate (M.A., M.A.T., M.S., M.Ed., C.A.G.S., and C.G.S.) Programs

Admission to the Feinstein School of Education and Human Development master’s level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.

1. **A completed online application form accompanied by a $50 nonrefundable application fee.** Graduate school information and the application are available online at www.ric.edu/graduatestudies/Pages/default.aspx.

2. **Official transcripts of all undergraduate and graduate records.**

3. **A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.** Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.

4. **A teaching certificate** (for all school-related programs, except school psychology and health education).

5.

**An official report of scores on the Graduate Record Examination or the Miller Analogies Test**, except MS CMHC, M.Ed. ECE, M.Ed. TESOL, and C.G.S. candidates. The M.A.T. applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean’s office. – approved by Grad Committee spring 2019

6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation.**

7. **A Professional Goals Essay.**

8. **A Performance-Based Evaluation.**

See individual programs for additional program-specific requirements.

## Master of Education (M.Ed.)

The M.Ed. degree is offered in the following areas:

• Advanced Studies in Teaching and Learning

• Early Childhood Education

• Educational Leadership (Not currently accepting applications.)

• Elementary Education (Not currently accepting applications.)

• Individualized Master of Education

• Health Education

• Reading (Not currently accepting applications.)

• Special Education *with concentrations in*

• Early Childhood Special Education

• Elementary or Secondary Special Education

• Exceptional Learning Needs

• Severe/Profound Intellectual Disabilities (SID)

• Urban Multicultural Special Education

• Teaching English to Speakers of Other Languages *with concentration in*

• Bilingual Education

From Certificate Programs:

## Certificate of Graduate Study (C.G.S.)

The C.G.S. is a certificate program of advanced study offered in the following areas:

•     Adult/Gerontology Acute Care for Clinical Nurse Specialists

•     Adult/Gerontology Acute Care for Nurse Practioners

•     Advanced Counseling

•     Advanced Study of Creative Writing

•     Advanced Study of Literature

•     Autism Education

•     Child and Adolescent Trauma

•     Co-occuring Mental Health and Substance Use Disorders

•     Elementary or Secondary Special Education

•     Financial Planning

•     Healthcare Quality and Patient Safety

•     Historical Studies

•     Integrated Behavioral Health

•     Mathematics Content Specialist: Elementary

•     Middle Level Education

•     Modern Biological Sciences

•     Nonprofit Leadership

•     Nursing Care Management

•     Physical Education

•     Public History

•     Severe Intellectual Disabilities

•     Teaching English to Speakers of Other Languages

•     Teaching English to Speakers of Other Languages: Bilingual Education Concentration

•     Transition for Youth with Exceptionalities

Teaching English to Speakers of Other Languages C.G.S.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee. Graduate applications are available online at www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/FSEHD-Graduate-Programs-Admission.aspx.

2. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized tests not required.

3. Three reference forms with letters of recommendation.

4.. A professional essay describing the candidate’s philosophy of teaching and commitment to the education and advocacy of multilingual students and communities

5. Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.

Retention Requirements

Students must earn a B- or better in all C.G.S. course work.

Courses Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
|  |   |  |  |
|  |  |  |  |
|  |  |  |  |
| TESL 548 | TESOL Pedagogies for Grades PK-Adult | 3 | F, Sp |
|  |   |  |  |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

Subtotal: 21

Note: ESOL Certification in Rhode Island is an all-grades stand-alone certification.Courses Requirements for Bilingual Education Concentration

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| BLBC 516 | Pedagogy and Practice in Bilingual Education | 3 | F |
| BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

Subtotal: 21

Note: Bilingual and Dual Language Certification in Rhode Island requires a base certificate.

From Education:

# Teaching English to Speakers of Other Languages

**Department of Educational Studies**

**Department Chair:** Lesley Bogad

**Teaching English to Speakers of Other Languages Program Coordinator:** Sarah Hesson & Leila Rosa

**Teaching English to Speakers of Other Languages Program Faculty: Assistant Professors** Toncelli

Teaching English to Speakers of Other Languages M.Ed.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee. Graduate applications are available online at www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/FSEHD-Graduate-Programs-Admission.aspx.

2. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized tests not required.

3. Three reference forms with letters of recommendation.

4. A professional essay describing the candidate’s philosophy of teaching and commitment to the education and advocacy of multilingual students and communities

5. Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.

Course Requirements

Foundations Component (Free Electives)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 561/FNED 561 | LatinX in the United States | 4 | Annually |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 547 | Introduction to Classroom Research | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |
| CURR 501 | Digital Media Literacy | 4 | Su |

Professional Education Component (Required)

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
|  |   |  |  |
|  |  |  |  |
|  |  |  |  |
| TESL 548 | TESOL Pedagogies for Grades PK-Adult | 3 | F, Sp |
|  |   |  |  |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

*Candidates seeking ESOL certification in the State of Rhode Island must complete TESL 539, TESL 549, TESL 541, TESL 548, TESL 551, TESL 507, and TESL 553, as well as the ESOL Praxis Exam (5362).*

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 599 | Graduate Essay in TESOL | 1 | F, Sp |

Subtotal: 31-33

Course Requirements for Concentration In Bilingual Education

Foundations Component (Free Electives)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 547 | Introduction to Classroom Research | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| CURR 501 | Digital Media Literacy | 4 | Su |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |
| FNED 561/ANTH 561 | LatinX in the United States | 4 | Annually |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |

Professional Education Component (Required)

|  |  |  |  |
| --- | --- | --- | --- |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| BLBC 516 | Pedagogy and Practice in Bilingual Education | 3 | F |
| BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

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 (5362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 599 | Graduate Essay in TESOL | 1 | F, Sp |

Subtotal: 31-32

From Course Descriptions:

# TESL - Teaching English to Speakers of Other Languages

TESL 300 - Promoting Early Childhood Dual Language Development (3)

Candidates acquire research-based strategies for promoting English and supporting the native language in early childhood settings. Approaches are also given for working with parents and caregivers who speak languages other than English.

Prerequisite: ECED 290 and admission to the early childhood education teacher preparation program.

Offered: Fall.

TESL 401 - Introduction to Teaching Emergent Bilinguals (4)

Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms. Students experience observation and practice through early clinical preparation. Concurrent enrollment in a practicum is recommended.

Prerequisite: FNED 246/FNED 346.

Offered: Fall, Spring.

TESL 402 - Applications of Second Language Acquisition (3)

Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching.

Prerequisite: TESL 401.

Offered: Fall, Spring.

TESL 501 - Introduction to Teaching Emergent Bilinguals (4)

Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms. Students experience observation and practice through early clinical preparation.

Prerequisite: Graduate Status

Offered: Fall, Spring, Summer.

TESL 502 - Applications of Second Language Acquisition (3)

Students examine theories and research relating to second-language acquisition, which are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and language teaching.

Prerequisite: TESL 502

Offered: Fall, Spring, Summer.

TESL 507 - Literacy Instruction for Emergent Bilingual Learners (3)

Current theories of bilingualism and biliteracy are examined and connected to pedagogies for developing bilingual readers and writers in ESL settings.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 539 - Second Language Acquisition Theory and Practice (3)

Current theories of first and second language acquisition are examined from a pedagogical perspective. Emphasis is given to creating inclusive linguistic ecologies in schools.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

TESL 541 - Applied Linguistics in TESOL (3)

Phonology, morphology, syntax, semantics and pragmatics are explored and applied to language development of emergent bilingual learners. Students also examine the connections between home languages and English.

Prerequisite: TESL 539; TESL 549 or BLBC 515; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 548 - TESOL Pedagogies for Grades PK-Adult (3)

This course reviews current pedagogy and practice through a critical lens in ESOL and general education settings for teachers in grades PK-Adult.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 549 - Sociocultural Contexts: Education in Bilingual Communities (3)

Students use critical theoretical frameworks to explore and reflect on identity formation. Students examine sociocultural contexts and issues affecting bilingual communities, and the essential role of families and communities.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

TESL 551 - Assessment of Emergent Bilinguals (3)

Students explore theory and practice of assessment for emergent bilinguals, including conducting formal and informal assessments and using data to inform instruction. Students also explore assessment policy and its implications.

Prerequisite: TESL 541; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 553 - Internship in TESOL and Bilingual Education (3)

Students create and implement lessons, conduct assessments, reflect on practice and collaborate with professionals and families in supervised ESL and/or bilingual settings. The internship schedule includes weekly seminars.

Prerequisite: TESL 539; TESL 549 or BLBC 515; TESL 541; TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; admission to the program

Offered: Fall, Spring.

TESL 599 - Graduate Essay in TESOL (1)

Under faculty supervision, students select, critique, and construct portfolio narratives as the comprehensive assessment for the TESL program. The project culminates in a faculty interview and student defense.

Prerequisite: TESL 539; TESL 549 or BLBC 515; TESL 541; TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; TESL 553; admission to the program or consent of department chair.

Offered: Fall, Spring.

TESL 600 - ESOLProgram Supervision (3)

ESOL program supervision, coaching and curriculum design are explored in weekly seminars as well as field experiences. This post-graduate course partially fulfills the requirements for the ESOL Specialist/ Consultant certification.

Prerequisite: Graduate degree in TESOL, Bilingual Education, or related field. Minimum of three years’ experience teaching emergent bilingual students. ESOL Certification required.

Offered: Spring.