GEORGE MASON UNIVERSITY
Graduate Council New Certificate, Concentration, Track or Degree Program
Coordination/Approval Form
College of Education and Human Development
Please complete this form and attach any related materials. If this new program, certificate, concentration, or track will affect other units, approval must be granted. If other units will not be affected, simply indicate “None” on the form. After approval by the appropriate GSE program faculty and GSE Program Development and Evaluation Team (PDET), the Associate Dean for Outreach and Program Development will forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures will be brought to the Graduate Council Meeting.

Please Indicate: _____ Program _____ X __ Certificate _______ Concentration _____ Track
Name of Program, Certificate, Concentration, Track: Certificate in ESL/Special Education

Description of certificate, concentration or degree program:
This 18-hour certificate is intended for those persons seeking cross-over training in ESL and Special Education. It is only open to in-service teachers who want to improve their effectiveness in working with both populations of students. A core of six courses, three in ESL and three in Special Education, along with field experience in all coursework, comprise the certificate curriculum.

Please attach a description of the new certificate or concentration. Attach Course Inventory Forms for each new or modified course included in the program. For new degree programs, please attach the SCHEV Program Proposal submission.

Please list the contact person for this new certificate, concentration, track, or program for incoming students: gseadmit@gmu.edu Marjorie Hall Haley (mhaley@gmu.edu) 993-8710, or Lorraine Pierce (lpiere@gmu.edu) 993-2050, or Margo Mastropieri (mmastrop@gmu.edu) 993-4136.

Approval from other units:
Please list those units outside of your own who may be affected by this new program. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval. Submit a signed form or attach a copy of the email approval. If other units will not be affected, simply indicate “None” on the form.

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Graduate Council approval: _____________________ Date: _____________

Graduate Council representative: Joan Isenberg_____ Date: _12/22/04_____  

Provost Office representative: ___________________ Date: _____________
Rationale
It is evident that the number of English as a Second Language (ESL) and special education students is growing. Both ESL and Special Education educators who never before have instructed these students are now finding they must consider cross-over training, e.g., coursework in both disciplines. Additionally, the number of ESL and special education trained personnel is limited, if not non-existent. Further, in those school districts that do offer English as a Second Language (ESL) special education classes for limited English proficiency (LEP) students, there are little or no support services for these teachers. Similarly, there is a lack of specialized training for the classroom teachers who attempt to instruct these students for most of the school day. LEP students with special needs should be served by general and special educators who have been effectively trained in how language and culture influence learning. Teacher preparation plays a vital role in providing both pre and in-service educators with an understanding of linguistic, cultural, sociocultural, and related variables and their effects on the teaching-learning process.

Statement of Need
This statement of need for the proposed certificate is based on careful examination of demographics on classroom diversity and exploration of pedagogical implications for working with students from multilingual and multicultural backgrounds. Teacher preparation plays a vital role in providing both pre- and in-service educators with an understanding of linguistic, cultural, socio-economic and related variables, and their effects on the teaching-learning process. Additionally, training must include methods of using assessment data to plan instruction and to select, adapt, and/or develop curricula to meet the needs of linguistically diverse students with special needs. Culturally and linguistically diverse students with special needs should be served by English as a Second Language (ESL) and special educators who have been effectively trained in how culture and language influence learning (Hall Haley & Austin, 2004).

Further, while no formal assessment has been conducted, informal assessments have been documented in both Special Education and Curriculum and Instruction in Second Languages over the past 8 consecutive semesters with students and Metro area practitioners. These assessments included: (1) focus groups in EDCI 519, Methods of Teaching Bilingual Students, (2) informal interviews and class discussions in Special Education courses, and (3) attached survey completed by over 200 in-service Washington Metro area teachers. Results from all assessments clearly indicated a need and desire for cross-over training in English as Second Language and Special Education.

Objectives
This certificate would be specifically intended for those persons seeking cross-over training in ESL and Special Education. The certificate would be open to both pre and in-service teachers. A core of six courses would be required - 3 in ESL and 3 in Special Education. Field experience would be required in all coursework.

**ESL Courses**
EDCI 516 - Bilingualism: Second Language Acquisition Research
EDCI 519 – Methods of Teaching Multilingual Students
EDCI 520 – Assessment of Language Learners

**Special Education Courses**
EDSE 501 – Introduction to Special Education or EDSE 540 – Characteristics of ED & LD
EDSE 503 - Language Development and Reading
EDSE 626 – The Inclusive Classroom or EDSDE 628 – Elementary Reading, Curriculum, & Strategies for Mild Disabilities or EDSE 629 Secondary Curriculum/Strategies for Mild Disabilities

**Target Audiences**
The following are targeted audiences: Master’s level students across program units and in-service teachers in both ESL and Special Education in the Metro area. Marketing strategies: Flyers, Posting on Special Education, Center for Language Culture and CEHD’s websites, announcements in classes, and a mailing to area supervisors and coordinators.

**Notes:**
1. These are all existing courses.
2. This certificate does not require additional faculty.
3. Existing syllabi do not need to be altered. Professors simply need to be aware that cross-over students may be enrolled in their courses.
4. Courses should be taken in each discipline in the sequences listed above. (Ex., 516, 519, 520).
5. Special Education Master’s only students will be allowed to enroll in this certificate concurrently. Special Education students concurrently enrolled in the Master’s and licensure certificate programs will not be able to enroll in this as a third program. Students may complete this certificate after the Master’s and licensure certificate and apply those previous courses to the ESL/Special Education certificate if taken within 6 years.

**Implementation:**
Implementation of this certificate is requested to begin fall 2005.