UNDERGRADUATE CURRICULUM COMMITTEE (UCC)
PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#bookmark): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#bookmark1) | **TESL 401 Introduction to Teaching Emergent Bilinguals** |  |
| [Replacing](#3znysh7) |  |
| A.2. [Proposal type](#bookmark2) | Course Creation |
| A.3. [Originator](#bookmark3) | Sarah Hesson  Jane Yedlin  | Home Department  | TESL Program,Dept. of Educational Studies  |
| A.4. [Context and Rationale](#bookmark4)  | TESL 401 introduces teaching candidates to material which will prepare them to understand and effectively teach emergent bilingual (ELL) students in regular education classrooms, including ELL student demographics and rights, program models, assessment, second language acquisition processes, and effective instructional practices. **Context** This course was developed as part of a major revision to all undergraduate programs in the Feinstein School of Education and Human Development (FSEHD). This course will be required for students in the following programs**:**1. Art Education B.S.
2. Music in Music Education B.M.
3. Health Education B.S.
4. Physical Education B.S.
5. Secondary Education B.A., Majors: Biology, Chemistry, General Science, History, Mathematics, Physics, and Social Studies
6. Technology Education B.S., Concentration: Teaching
7. World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish

**Rationale** In recognition of the state’s numerically and geographically expanding population of school-aged English Language learners (ELLs) and in the context of the college’s education program redesign, it is a priority for all undergraduate teaching candidates to prepare to work effectively with ELLs. Further, the redesign plan has called for an increased number of courses which offer field experiences. This course is the first course in a two-course series (with TESL 402) on teaching ELLs. This first course (TESL 401) will be required for candidates programs listed above.Individual students will decide with the help of their advisors whether or not to follow TESL 401 with second course (TESL 402) in the ELL sequence.  |
| A.5. [Student impact](#bookmark5) | Positive impact is expected as students will gain knowledge and teaching strategies for working with ELLs. It is expected that students’ levels of comfort working with multilingual student populations will increase.Teacher candidates who take both TESL 401 and TESL 402 may count these courses towards ESL certification. They would need five additional courses: TESL 549, TESL 541, TESL 551, TESL 507, TESL 553, and a passing score on praxis exam (5362). |
| A.6. [Impact on other programs](#bookmark6)  |  **This course will be a requirement in the following programs:** Art Education B.S.Music in Music Education B.M.Health Education B.S.Physical Education B.S.Secondary Education B.A., Majors: Biology, Chemistry, General Science, History, Mathematics, Physics, and Social StudiesTechnology Education B.S., Concentration: TeachingWorld Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish |
| A.7. [Resource impact](#bookmark7) | [Faculty PT & FT](#bookmark8):  | There will be a need to hire additional TESL faculty to teach this course and the second course in the “ELL” sequence |
| [*Library*](#bookmark9)[:](#bookmark10) | No additional library resources are anticipated |
| [Technology](#bookmark11) | No additional technological resources are anticipated |
| [*Facilities*](#bookmark12): | n/a |
| A.8. [Semester effective](#bookmark13) | Fall 2019 | A.9. [Rationale if sooner than next Fall](#bookmark14) | n/a |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#bookmark15)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | OLD | New |
| B.1. [Course prefix and number](#bookmark17)  |  | **TESL 401**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark18)  |  | **Introduction to Teaching Emergent Bilinguals**  |
| B.4. [Course description](#bookmark19)  |  | 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. |
| B.5. [Prerequisite(s)](#bookmark20) |  | FNED 246 or FNED 346 |
| B.6. [Offered](#bookmark21) |  | **Fall Spring** |
| B.7. [Contact hours](#bookmark23)  |  | 4 |
| B.8. [Credit hours](#bookmark24) |  | 4 |
| B.9. [Justify differences if any](#bookmark25) |  |
| B.10. [Grading system](#bookmark26)  |  | **Letter grade**  |
| B.11. [Instructional methods](#bookmark27) |  | **Fieldwork | Lecture | Seminar | Small group |** |
| B.12.[Categories](#bookmark31) |  | **Required for major/ Free elective**  |
| B.13. Is this an Honors course? |  | **No** |
| B.14. [General Education](#bookmark32)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **No** |
| B.15. [How will student performance be evaluated?](#bookmark33) |  | **Attendance | Class participation | Presentations | Papers | Class Work |**  **Projects |**  |
| B.16. [Redundancy statement](#bookmark34) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#bookmark35)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark36)**, if relevant** | [**How will each outcome be measured**](#bookmark37)**?** |
| 1. Review current theories of second language learning and relate the acquisition of English as a second language to other aspects of child and adolescent development (cognitive development, social development, emotional development, personality factors, etc.) and to the social context in which the second language is being acquired.  | TESOL Standards 1a, 1b, 2, 3a, 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 1, 2, 3, 4  | Clinical Preparation log entries Unit plan (adapted for ELL students)In-class book clubIn class activities and discussion |
| 2.Become proficient in teaching to the WIDA English Language Development Standards and exhibit how to use the results of the associated language proficiency assessments used in Rhode Island to plan instruction; Become proficient in the application of relevant content standards to ELLs. | TESOL Standards: 3a; 3b; 4a; 4b; 4c; Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; RIPTS 2, 9 | Clinical Preparation log entries Unit plan (adapted for ELL students)In class activities and discussion |
| 3. Understand important research-based principles to guide Academic Language development in English Language Learners. | TESOL Standards 1b, 2, 3a; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 8 | In-class work around Academic LanguageUnit Plan (adapted for ELL students) |
| 4. Gain knowledge and become highly skilled in the use of specific sheltered instruction methods, strategies and techniques of teaching and assessing ELLs in content area classes: aid learners in acquiring learning strategies to support language, literacy and content learning. | TESOL Standards 3a, 3b, 3c; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; Practice: 1. Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 2, 4, 5, 6, 7 | Clinical Preparation log entries Unit Plan (adapted for ELL students)In-class activities and discussion |
| 5. Plan a detailed ESL unit of study for a particular group of emergent bilinguals which is linked to standards, has clearly defined goals and objectives, and uses state-of-the-art Sheltered ESL teaching approaches.  | TESOL Standards 3a; 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 2.Technology Use; 3. Diversity of Practice; RIPTS 2, 3, 4, 5, 6, 7, 8 | Unit Plan (adapted for ELL students) |

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| 6. Select teaching methods, tasks, and activities and design and implement curriculum and instruction that respond to particular students’ linguistic, communicative, educational and cultural needs.  | TESOL Standards 1b, 2, 3a, 3c; 4b, 4c, 5a; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 8 | Clinical Preparation log entries In-class activities and discussion |
| 7. Access a variety of standards-based curriculum materials and texts for use with individual students, including technology-rich materials and discuss the role of instructional materials in relation to L2 development.  | TESOL Standards 2, 3c; 5b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 7 | Clinical Preparation log entriesIn-class activities and discussion  |
| 8. Understand text selection and adaptation principles and ways to effectively integrate technology in language teaching.  | TESOL Standards 2, 3c; 5b; FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Evidence-based Decision Making; 3. Diversity of Practice; RIPTS 2, 3, 4, 6, 7 | Unit Plan (adapted for ELL students)In class activities and discussion |
| 9. Form partnerships with parents and extend learning to the home and community in meaningful ways.  | TESOL Standards 2, 5b; FSEHD Advanced Competencies: Knowledge: 3. Contextual Perspective; Practice: Evidence-based Decision Making; 2. Technology Use; 3. Diversity of Practice; RIPTS 7, 11 | Clinical Preparation log entriesIn class activities and discussion |

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| B.19. [Topical outline](#bookmark38): Do NOT insert whole syllabus, we just need a two-tier outline |
| **Topic 1 Introduction to the course and to the ELL Experience** 1. Immersion in an all-English classroom: How does it feel?
2. Encouraging use of all students’ language resources (translanguaging and bridging)

**Topic 2 Who are ELLs?** 1. Legal definitions
2. Acronyms and Labels ELLs/DLLs/Emergent Bilinguals/LEP/ESL
3. Demographics: National/ State/ District/ your classroom

 **Topic 3 Learner Variables**  1. Age, prior education, home language literacy, English proficiency, trauma, exceptionality, giftedness, unaccompanied minors, refugees, immigration status political issues, local community contexts
2. Learner profiles young Dual Language Learners born in US, SLIFE students, long term English learners, newcomers
3. Getting to know students and learning their names

**Topic 4 Program Models and Ideologies** 1. Models of bilingual education at Pre-K, primary, elementary, and secondary levels
2. ESL instruction
3. Sheltered Instruction
4. Collaboration between ESL teachers and classroom content teachers

**Topic 5 Language Acquisition** 1. Acquisition of home or “First language(s)
2. Concurrent and Sequential bilingualism
3. Additive and subtractive bilingualism
4. Related concepts of bilingualism: Cummin’s (CUP) common underlying proficiency
5. Home language, maintenance and development
6. Oral language as a foundation for literacy
7. Translanguaging and bridging

**Topic 7 Conditions Conducive to Second Language Acquisition** 1. Krashen’s model for acquisition of basic interpersonal communication
2. Terrel’s *Natural Approach*: Providing Meaningful Comprehensible input, L+1,

 Low affective filter 1. Other voices: Output & Noticing hypotheses, Interactionism
2. Interactive scaffolding

**Topic 8 Introduction to the WIDA Standards and Assessment System**1. The 5 WIDA standards
2. WIDA ACCESS testing and English Language Development (ELD) levels

c) WIDA performance definitions for listening, speaking, reading and writing d) The academic languages of school subjects (math, literature, sciences, social studies, arts etc.)**Topic 9 Classroom Strategies that Support ELLs’ Oral Language**1. Supporting listening comprehension
2. Supporting oral expression in subject matter classrooms
3. Planning small group work inclusive of ELLs

**Topic 9 Classroom Strategies that Support ELLs’ Reading Comprehension and Writing** 1. Supporting reading comprehension in subject matter classrooms
2. Supporting Writing proficiency in subject matter classrooms

**Topic 10 Sheltered instruction: Making Content Comprehensible to ELLs**1. The relationship between language and content
2. Developing content and language objectives for lessons

**Topic 11 The SIOP Model of Sheltered Instruction Making Content Comprehensible to ELLs**1. Understanding and implementing the eight components of the SIOP model
2. Designing and implementing effective small group work
3. Assessment of students’ content learning
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#bookmark46) | Date |
| Robin Kirkwood Auld  | Chair, Health and Physical Education (Health and. Physical Education Programs)  |  |  |
| Lesley Bogad | Chair, Educational Studies Department (Secondary Ed., Tech Ed. World Languages Ed., Middle Level Programs) |  |  |
| Douglas Bosch  | Chair, Art, (Art Education) |  |  |
| Ian Greitzer | Chair Music (Music Education) |  |  |
| Earl Simson | Dean of Arts and Sciences |  |  |
| Julie Horwitz and/or Gerri August  | FSEHD Co-Deans |  |  |

##### D.2. [Acknowledgements](#vx1227): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#bookmark46) | Date |