# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **COURSE**BLBC 553: Field supervision in TESOL and Bilingual Education |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Sarah Hesson** | [Home department](#home_dept) | **Educational Studies** |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to provide a pathway for teacher candidates who already have EITHER ESL certification OR Bilingual Education certification, and who have already completed our 3-credit seminar TESL 553: Internship in ESL. This 1-credit course will allow candidates to complete 120 internship hours in either ESL or Bilingual Education settings, without repeating the additional coursework of TESL 553. This course is being created in response to changes in our program’s approval from RIDE that will allow our bilingual candidates to apply for both ESL and Bilingual Ed certification, provided that they complete practicum hours in both settings.****In sum, the difference between these courses is as follows:*** **TESL 553 is a 3-credit seminar that meets weekly and contains course assignments and meetings, as well as a 120-hour internship component. Candidates are observed by a college supervisor 3 times (once informally and twice formally) and by a cooperating teacher 2 times (once informally and once formally).**
* **BLBC 553 is a 1-credit field supervision component that does not have weekly meetings. Rather, candidates sign up for one credit and are assigned a college supervisor, who receives credits in accordance with Feinstein’s policy for field supervision. Candidates are observed by a college supervisor 3 times (once informally and twice formally) and by a cooperating teacher 2 times (once informally and once formally).**
 |
| A.5. [Student impact](#student_impact) |  |
| A.6. Impact on other programs |  |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  |  |
|  | [*Library*:](#library) |  |
|  | [*Technology*](#technology) |  |
|  | [*Facilities*](#facilities): |  |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) |  | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | BLBC 553 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Field supervision: Bilingual Education and TESOL |
| B.4. [Course description](#description)  |  | **This course is for students who have completed TESL 553 for ESL or Bilingual Education certification, and are seeking the other certificate. Students complete internship hours and are observed formally.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **TESL 553 and Consent of department chair.** |
| B.6. [Offered](#Offered) |  | **As needed.** |
| B.7. [Contact hours](#contacthours)  |  | **1** |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Internship**  |
| B.12.[Categories](#required) |  | **Required for program | Restricted elective for program | Free elective | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Fieldwork**  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. Plan, implement, and reflect on lessons designed for emergent bilingual learners.
 | TESOL Standards 2b, 3a, b, c; 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 Standards 1, 2, 3, 4, 5, 6, 8, 9, 10 | Internship evaluations conducted by the cooperating teacher and college supervisor |
| 1. Use existing assessment data and create formative assessments for specific lessons to gauge student learning and appropriately differentiate, group, and assess emergent bilingual learners.
 | TESOL Standards 4.b, c; FSEHD Advanced Competencies: Practice: 1. Evidence-based Decision Making; 3. Diversity of Practice; RIPTS Standards 4, 9  | Internship evaluations conducted by the cooperating teacher and college supervisor |
| 1. Collaborate with other professionals and with families to improve the educational experiences and outcomes of emergent bilingual learners.
 | TESOL Standard 5b; RIPTS Standard 7 | Internship evaluations conducted by the cooperating teacher and college supervisor |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Planning for diverse learners
2. Implementing lessons for diverse learners
3. Working with families and communities
4. Reflecting on practice
 |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| C.7. Other changes if any |  |  |

|  |
| --- |
| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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.  |

## D. Signatures

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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.

| Name | Position/affiliation | [Signature](file:///C%3A%5C%5CUsers%5C%5CRachel%5C%5CDownloads%5C%5CGraduate%20Committee%20Proposal%20BLBC%20518%2011.9.18.docx%22%20%5Cl%20%22_Signature%22%20%5Co%20%22Insert%20electronic%20signature%2C%20if%20available%2C%20in%20this%20column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of Teaching English as a Second Language |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August and Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |