# 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) | TESL 507 Literacy Instruction for Emergent Bilinguals;TESL 539 Second Language Acquisition Theory and Practice;TESL 541 Applied Linguistics in TESOL;TESL 546 TESOL Pedagogies for Grades PK-6;TESL 548 TESOL Pedagogies for Grades 5-Adult;TESL 549 Sociocultural Contexts: Education in Bilingual Communities;TESL 551 Assessment of Emergent Bilinguals; andTESL 553 Internship in TESOL and Bilingual Education**All courses are in the Teaching English as a sEcond Language (TESL) Program** |  |
| [Replacing](#Ifapplicable)  | TESL 507 Teaching Reading and Writing to English-as-a-Second-Language Students;TESL 539 Language Acquisition & Learning;TESL 541 Applied Linguistics in ESL;TESL 546 Teaching English as a Second Language;TESL 548 Curriculum and Methods for Content ESL Instruction;TESL 549 Sociocultural Foundations in Language Minority Education;TESL 551 Assessment of English Language Learners; andTESL 553 Internship in English as a Second Language |  |
| A.2. [Proposal type](#type) | **Course: revision** |  |
| A.3. [Originator](#Originator) | **Sarah Hesson &** **Rachel Toncelli** | [Home department](#home_dept) | **Educational Studies** |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to revise the course titles and descriptions for TESL 507, TESL 539, TESL 541, TESL 546, TESL 548, TESL 549, TESL 551, and TESL 553 to more accurately describe the content of the courses. In addition to updating the course titles and descriptions, this proposal makes adjustments to pre-requisites with the dual aims of providing better guidance through a developmental course sequence and accounting for the newly proposed Bilingual Education concentration which has significant course overlap with the existing TESL course offerings. (Note: The M.Ed. in TESL with a concentration in Bilingual Education received GCC approval on December 7, 2018.) While the titles and descriptions have been revised, course content has not been changed.****This proposal also includes some adjustments to the timing of course offerings to better account for the needs of the students in our program.** |
| A.5. [Student impact](#student_impact) | **Positive impact is expected as course titles will provide students a more clear understanding of course topics.** |
| A.6. Impact on other programs | **No impact noted.** |
| 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.)*:  | **No impact noted.** |
|  | [*Library*:](#library) | **No impact noted.** |
|  | [*Technology*](#technology) | **No impact noted.** |
|  | [*Facilities*](#facilities): | **No impact noted.** |
|  | Promotion/ Marketing needs  | **Promotional materials will be required to communicate updated program and course information.** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall |  |

1. [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)  | **TESL 507** | **TESL 507** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Teaching Reading and Writing to English-as-a-Second-Language Students | Literacy Instruction for Emergent Bilingual Learners |
| B.4. [Course description](#description)  | Focus is on second-language literacy in reading and writing for limited English proficient students. Students cannot receive credit for both ELED 507 and TESL 507. | Current theories of bilingualism and biliteracy are examined and connected to pedagogies for developing bilingual readers and writers in ESL settings. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status and TESL 541 or READ 534. | TESL 541; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 539** | **TESL 539** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Language Acquisition and Learning | Second Language Acquisition Theory and Practice |
| B.4. [Course description](#description)  | Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching. | Current theories of first and second language acquisition are examined from a pedagogical perspective. Emphasis is given to creating inclusive linguistic ecologies in schools. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to a graduate teacher preparation program or consent of department chair. | Graduate Status |
| B.6. [Offered](#Offered) | **Spring | Summer**  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 541** | **TESL 541** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Applied Linguistics in ESL | Applied Linguistics in TESOL |
| B.4. [Course description](#description)  | The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined. | 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. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status | TESL 539; TESL 549 or BLBC 515; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) | **Fall | Summer |** | **Fall | Spring |**  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 546** | **TESL 546** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Teaching English as a Second Language  | TESOL Pedagogies for Grades PK-6 |
| B.4. [Course description](#description)  | This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics. | This course reviews current pedagogy and practice through a critical lens in ESL and general education settings for teachers in grades pk-6. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status and TESL 539 or consent of department chair. | TESL 541; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) | **Fall Spring** | **Fall** |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 548** | **TESL 548** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Curriculum and Methods for Content ESL Instruction | TESOL Pedagogies for Grades 5-Adult |
| B.4. [Course description](#description)  | Focus is on the selection and use of methods and techniques that facilitate the learning of English and content area subjects by ESL students within the mainstream curriculum in secondary school. | This course reviews current pedagogy and practice through a critical lens in ESL and general education settings for teachers in grades 5-Adult. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status and TESL 539 or consent of department chair. | TESL 541; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 549** | **TESL 549** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Sociocultural Foundations in Language Minority Education | Sociocultural Contexts: Education in Bilingual Communities |
| B.4. [Course description](#description)  | Students examine sociocultural issues related to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction. | 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. |
| B.5. [Prerequisite(s)](#prereqs) | Admission to a graduate teacher preparation program or consent of department chair. | Graduate Status |
| B.6. [Offered](#Offered) | **Fall |Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 551** | **TESL 551** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Assessment of English Language Learners | Assessment of Emergent Bilinguals |
| B.4. [Course description](#description)  | The course explores principles of assessment for English Language Learners, formal and informal assessment methods and data analyses designed to improve instruction. (Formerly Curriculum Development and Language Assessment in ESL.) | 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. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, TESL 546 or TESL 548 and TESL 507 or consent of department chair. | TESL 541; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **TESL 553** | **TESL 553** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Internship in English as a Second Language | Internship in TESOL and Bilingual Education |
| B.4. [Course description](#description)  | Students conduct assessments, provide instruction, and collaborate with professionals and parents in supervised ESL settings. The internship schedule includes weekly seminars. | 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. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, TESL 507 and TESL 546 or TESL 548. | TESL 539; TESL 549 or BLBC 515; TESL 541;TESL 546 or TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; admission to the program or consent of department chair |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| 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) |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  | Click Tab from here to add rows |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Topic 1
	1. Subtopic 1a
	2. Subtopic 1b
	3. Subtopic 1c
2. Topic 2
	1. Subtopic 2a
	2. Subtopic 2b
3. Etc.
 |

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| --- |
| **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](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of Teaching English as a Second Language |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Co-Deans of FSEHD |  |  |

##### 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 |