# 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 599 Graduate ESSay in TESOL** In the Teaching English as a Second Language Program | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| 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 create a one-credit directed study course to formalize the existing Comprehensive Assessment Portfolio process which is required for completion of the M.Ed. in TESL and the M.Ed. in TESL with a concentration in Bilingual Education. This course will allow faculty to support in-depth analysis of the TESOL teacher-preparation standards which are the framework for successful completion of the Comprehensive Assessment Portfolio. In addition, this one-credit course will allow faculty to offer candidates ongoing support as they select artifacts, draft narratives, and engage more deeply with their teaching philosophy statements. The directed study culminates in an interview.**  **(Note: The Bilingual Education concentration received final approval by the GCC on December 7, 2018.)** | | | | | |
| A.5. [Student impact](#student_impact) | **Positive impact is anticipated as M.Ed. candidates and faculty will engage more deeply in a critical and reflective process.** | | | | | |
| A.6. Impact on other programs | **No impact anticipated.** | | | | | |
| 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.)*: | | **Current faculty are sufficient to teach this course.** | | | |
|  | [*Library*:](#library) | |  | | | |
|  | [*Technology*](#technology) | |  | | | |
|  | [*Facilities*](#facilities): | |  | | | |
|  | Promotion/ Marketing needs | | **Mimic** | | | |
| A.8. [Semester effective](#Semester_effective) | **Students who matriculate into the M.Ed. program in Fall 2019 will have one-credit allocation to the Comprehensive Assessment Portfolio on Plans of Study. *All previously matriculated students will not have this requirement.*** | | 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) |  | **TESL 599** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Graduate Essay in TESOL** |
| B.4. [Course description](#description) |  | Under faculty supervision, students select, critique, and construct portfolio narratives as the comprehensive assessment for the TESOL program. The project culminates in a faculty interview and student defense. |
| B.5. [Prerequisite(s)](#prereqs) |  | TESL 539; TESL 549 or BLBC 515; TESL 541;TESL 546 or TESL 548 or BLBC 516; TESL 551; TESL 507 or BLBC 518; TESL 553; admission to the program |
| B.6. [Offered](#Offered) |  | **Fall | Spring** |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **S/U** |
| B.11. [Instructional methods](#instr_methods) |  | **Small group | Individual |** |
| B.12.[Categories](#required) |  | **Required for program** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation |**  **Projects |** |
| 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) |
| --- | --- | --- |
| **Language**  Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help emergent bilinguals develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1a language as a system, and 1b language acquisition and development do not prescribe an order. | TESOL Standard 1a: Language as a System; TESOL Standard 1b: Language Acquisition and Development; FSEHD 1, 2; RIPTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.2, 8.1, 8.5, 10.2 | Comprehensive Assessment Portfolio  Exit interview |
| **Culture**  Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for emergent bilingual students. | TESOL Standard 2: Culture as It Affects Student Learning; FSEHD 1, 2, 3; RIPTS 1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 10.2 | Comprehensive Assessment Portfolio  Exit interview |
| **Planning, Implementing, and Managing Instruction**  Candidates know, understand, and use evidence‐based practices and strategies related to planning, implementing, and managing standards‐based language and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their emergent bilingual learners. | TESOL Standard 3a: Planning for Standards-Based ESL and Content Instruction; TESOL Standard 3b: Implementing and Managing Standards-Based ESL and Content Instruction; TESOL Standard 3c: Using Resources and Technology Effectively in ESL and Content Instruction; FSEHD 1, 2, 4, 5; RIPTS 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.5, 6.1, 6.5, 6.6, 7.1, 8.1, 8.3, 9.3, 9.4, 9.5, 9.6 | Comprehensive Assessment Portfolio  Exit interview |
| **Assessment**  Candidates demonstrate understanding of issues and concepts of assessment and use standards‐based procedures with emergent bilingual learners. | TESOL Standard 4a: Issues of Assessment for English Language Learners; TESOL Standard 4b: Language Proficiency Assessment; TESOL Standard 4c: Classroom‐Based Assessment for ESL; FSEHD 1, 2, 4, 5; RIPTS 2.1, 4.1, 4.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 | Comprehensive Assessment Portfolio  Exit interview |
| **Professionalism**  Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for emergent bilinguals and their families. | TESOL Standard 5a: ESL Research and History; TESOL Standard 5b: Professional Development, Partnerships, and Advocacy; FSEHD 1, 2, 3, 4, 5, 6; RIPTS 1.1, 1.2, 1.3, 2.1, 4.3, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5 | Comprehensive Assessment Portfolio  Exit interview |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. TESOL Teacher Preparation Standards    1. Analyzing the five Performance Areas    2. Performance Area sub-indicators    3. Selecting artifacts to demonstrate knowledge, skills, and dispositions within each Performance Area 2. Teaching Philosophy Development    1. Updating a teaching philosophy that defines your personal beliefs about teaching emergent bilinguals    2. Connecting philosophy to your portfolio; use of philosophy as a foreword 3. Writing Process Support    1. Writing workshop    2. Critical feedback with peers    3. Individual drafting support from faculty |

### 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 | (Note: This is the most recent Course REquirement Listing From THE Bilingual Education Concentration Proposal, Which is awaiting final apporval on December 7, 2o18.)  Course Requirements  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | ANTH 561 | Latinos in the United States | 4 | | BLBC 515 | Bilingual Education Issues | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE in instructional technology, with consent of advisor  Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 507 | Teaching Reading and Writing to English-as-a-Second-Language Students | 3 | | TESL 539 | Language Acquisition and Learning | 3 | | TESL 541 | Applied Linguistics in ESL | 3 | | TESL 546 | Teaching English as a Second Language | 3 | | TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | | TESL 551 | Assessment of English Language Learners | 3 | | TESL 553 | Internship in English as a Second Language | 3 |   Note: TESL 546: Secondary education teachers must take TESL 548 instead of TESL 546.  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 (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 30  Course Requirements for Concentration in Bilingual Education  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | ANTH 561 | Latinos in the United States | 4 | | TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | INST 516 | Integrating Technology into Instruction | 3 | | CURR 501 | Media Literacy, Popular Culture, and Education | 3 |   Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 539 | Language Acquisition and Learning | 3 | | BLBC 515 | Foundations of Education in Bilingual Education | 3 | | TESL 541 | Applied Linguistics in ESL | 3 | | TESL 551 | Assessment of English Language Learners | 3 | | BLBC 516 | Pedagogy & Practice in Bilingual Education | 3 | | BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | | TESL 553 | Internship in English as a Second Language | 3 |   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 (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 30 | Course Requirements  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | ANTH 561 | Latinos in the United States | 4 | | BLBC 515 | Foundations of Education in Bilingual Education | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | INST 516 | Integrating Technology into Instruction | 3 | | CURR 501 | Media Literacy, Popular Culture, and Education | 3 |   Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 539 | Second Language Acquisition Theory and Practice | 3 | | TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | | TESL 541 | Applied Linguistics in TESOL | 3 | | TESL 546 | TESOL Pedagogies for Grades pk-6 | 3 | | TESL 551 | Assessment of Emergent Bilinguals | 3 | | TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | | TESL 553  TESL 590 | Internship in TESOL and Bilingual Education Comprehensive Assessment Portfolio Directed Study | 3  1 |   Note: TESL 546: Secondary education teachers must take TESL 548 TESOL Pedagogies for Grades 5-Adult instead of TESL 546.  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 (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 31  Course Requirements for Concentration in Bilingual Education  Foundations Component (FREE ELECTIVES)  ONE COURSE from   |  |  |  | | --- | --- | --- | | ANTH 561 | Latinos in the United States | 4 | | TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | | FNED 502 | Social Issues in Education | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | ELED 510 | Research Methods, Analysis, and Applications | 3 | | FNED 547 | Introduction to Classroom Research | 3 |   ONE COURSE from   |  |  |  | | --- | --- | --- | | INST 516 | Integrating Technology into Instruction | 3 | | CURR 501 | Media Literacy, Popular Culture, and Education | 3 |   Professional Education Component (REQUIRED)   |  |  |  | | --- | --- | --- | | TESL 539 | Language Acquisition and Learning | 3 | | BLBC 515 | Foundations of Education in Bilingual Education | 3 | | TESL 541 | Applied Linguistics in TESOL | 3 | | TESL 551 | Assessment of Emergent Bilinguals | 3 | | BLBC 516 | Pedagogy & Practice in Bilingual Education | 3 | | BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | | TESL 553  TESL 590 | Internship in TESOL and Bilingual Education  Graduate Essay in TESOL | 3  1 |   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 (0362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.  Comprehensive Assessment  Total Credit Hours: 31 |
| C.5. [Credit count](#credit_count) for each program option | **30-31** | **31-32** |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any |  |  |

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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](mailto: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 |
| --- | --- | --- | --- |
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|  |  |  | Tab to add rows |