# 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)

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| A.1. [Course or program](#Proposal) | **TESL 600** ESL Program Supervision |  |
| [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 three-credit course to prepare RI teachers holding ESL certification for ELL Specialist/Consultant licensure from the Rhode Island Department of Education (RIDE). RIDE requires the completion of this course as part of candidates’ application for this relatively new K-12 license which allows experienced ESL or bilingual education teachers to prepare for program supervision. Currently, Rhode Island College is the only institute of higher education in the state offering the necessary course for this certification.****This course has previously been offered as TESL 580 Workshop.** |
| A.5. [Student impact](#student_impact) | **Positive impact is anticipated as this course will help experienced TESOL and Bilingual Ed teachers achieve ELL Specialist Licensure.** |
| 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.)*:  | **Faculty will be required to teach this course once per academic year.** |
|  | [*Library*:](#library) | **No impact anticipated.** |
|  | [*Technology*](#technology) | **No impact anticipated.** |
|  | [*Facilities*](#facilities): | **No impact anticipated.** |
|  | Promotion/ Marketing needs  | **Promotional materials to publicize this course will be required.** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | 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 600** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **ESL Program Supervision**  |
| B.4. [Course description](#description)  |  | ESL program supervision, coaching, and curriculum design are explored in weekly seminars as well as field experiences. This post-graduate course partially fulfills the requirements for the ESL Specialist/ Consultant certification. |
| B.5. [Prerequisite(s)](#prereqs) |  | Graduate degree in TESOL, Bilingual Education, or related field. Minimum of three years’ experience teaching emergent bilingual students. ESL Certification required. |
| B.6. [Offered](#Offered) |  | **Spring** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Internship | Lecture | Seminar | Small group | Individual |**  |
| B.12.[Categories](#required) |  | **Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Fieldwork | Presentations |** **Interviews| 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) |
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| 1. Review federal and state laws and regulations that govern the delivery of services to English Language Learners, including assessment, instruction and family outreach provisions. Review auditing tools designed to assess compliance with federal and state laws and regulations. | *TESOL Standards 3a; 4a; 5a; PAR, FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice 1: Evidence-Based Decision Making; RIPTS 11* | Review of Relevant Laws and Regulations;Discussions in Class; Reflections  |
| 2. Understand the array of program models designed to meet the needs of ELLs and the conditions that ensure their effectiveness. | *TESOL Standards 4a; 5a; 5b; PAR, FSEHD Advanced Competencies: Domain-Specific Knowledge; 2. Information Literacy; Professional Awareness; RIPTS 2, 3, 4, 8* | Review of Relevant Documents; Discussions in Class; Interviews and Observations in Schools/ Programs |
| 3. Understand and practice the recursive cycle of program design and development. Under the guidance of a seasoned program coordinator, plan a new program or service and/or take the lead in a program revision designed to meet the needs of a specific group of ELLs based on data analysis. | *TESOL Standards 3a; 4b; 5a; 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1.Domain-Specific Knowledge; 2. Information Literacy; Knowledge: 3.Contextual Perspective; Practice; 1.Evidence-based Decision Making; Practice; 2.Technology Use; RIPTS 1, 4, 7, 11* | Field-based Program Design or Development Project; Program and Student Achievement Data Analysis |
| 4. Review models of supervision, coaching and support and discuss adult learning theories in order to prepare to work in a specialist capacity with other instructional personnel serving ELLs within a district, program or school. | *TESOL Standards 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1.Domain-Specific Knowledge; 2. Information Literacy; Knowledge: 3.Contextual Perspective; Practice; 1.Evidence-based Decision Making; Practice; 2.Technology Use; Practice 3. Diversity of Practice; Practice 4. Professional Identity Development; RIPTS 10, 11* | In-Class Discussions |
| 5. Practice in-class coaching/mentoring of teachers and paraprofessionals serving ELLs while demonstrating respect and responsiveness to their personal characteristics and according to their knowledge and skill in serving ELLs. | *TESOL Standards 2, 3a; 4c; 5a; 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; Knowledge; 3. Contextual Perspective; Practice: Evidence-based Decision Making; Practice: 2: Technology Use; 3. Diversity of Practice; RIPTS 4, 7, 8, 11* | Coaching Log and Reflections; Plans for In-Class Coaching |
| 6. Create or evaluate and revise a specific curriculum designed for ELLs, ensuring that it is aligned to state and federal curricular standards, instructional best practices in the field, and the language proficiency and content learning needs of the learners for whom it is designed. | *TESOL Standards 3a; 3c; 4c; 5a; 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice: 1. Diversity of Practice; RIPTS 1, 4, 7, 8, 11* | Curriculum Design or Revision Project |
| 7. Plan professional development for a particular group of educators to enhance their understanding of, responsiveness towards, and skills in teaching English learners of varied linguistic and cultural backgrounds | *TESOL Standards 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1.Domain-Specific Knowledge; 2. Information Literacy; Practice; 1.Evidence-based Decision Making; Practice; 2.Technology Use; Practice 3. Diversity of Practice; Practice 4. Professional Identity Development; RIPTS 10, 11* | Professional Development Plan |
| 8. Involve family members and community leaders in program development initiatives and build meaningful partnerships with families and community members. | *TESOL Standards 5a, 5b; PAR, FSEHD Advanced Competencies: Knowledge: 1.Domain-Specific Knowledge; 2. Information Literacy; Knowledge; 3. Contextual Perspective; Practice; 1.Evidence-based Decision Making; Practice; 2.Technology Use; Practice 3. Diversity of Practice; Practice 4. Professional Identity Development; RIPTS 10, 11* | Program Service Plan |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. Foundations
	1. Equitable assessment of emergent bilingual learners
	2. Researched-based best practices for quality instruction
	3. Adequate Resources
2. Coaching and Mentoring to Improve Teaching of Emergent Bilinguals
	1. Tools to support teacher change and innovation
	2. Coaching and mentoring process and models
	3. Adult change theory
	4. Becoming a teacher leader
3. Curriculum Design and Development
	1. Curriculum design principles
	2. Models for learner-centered, integrated, and thematic curriculum design
	3. Integration of standards and curriculum maps
	4. Monitoring compliance with federal and state regulations governing delivery of services to emergent bilingual learners
4. Program Design and Development
	1. Review of program types
	2. Making data-driven decisions for program improvement
	3. Improving service delivery through program supervision
	4. Effective RTI and instructional approaches for providing responsive services to special populations of emergent bilingual learners
5. Family and Community Outreach
	1. Partnering with families to deliver effective programs
	2. Structuring effective meetings with families, caregivers, and community agencies
	3. Partnering with community agencies
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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 |
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