

# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| A.1[. Course or program](#_acknowledge) | **Course: TESL 501 Introduction to teaching Emergent Bilinguals** |  |
| Academic Unit | School of Education  |  |
| A.2. [Proposal type](#type) | Course: creation  |  |
| A.3. [Originator](#Originator) | Rachel Toncelli | [Home department](#home_dept) | Educational Studies |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | TESL 501 and TESL 502 correspond to existing courses TESL 401 and TESL 402. Cross-listing the courses (TESL 401 with TESL 501 and TESL 402 with TESL 502) will allow for both undergraduate and graduate students to take the courses, and greater flexibility in scheduling.TESL 401/501 is the first course in the MLL Endorsement sequence, focusing on foundational theories, research, and best practices in teaching Multilingual Learners.Individual students who complete TESL 401/ 501 and the second course (TESL 402/ 502) will complete the MLL Endorsement sequence, which is a RIDE-approved endorsement that teachers may apply for. |
| A.5. [Student impact](#student_impact) | Positive impact is expected as students will gain knowledge and teaching strategies for working with emergent bilinguals. It is expected that students’ levels of comfort working with multilingual student populations will increase.Candidates who take both TESL 501 and TESL 502 may apply for MLL Endorsement from RIDE and count these courses towards ESOL 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](#impact) | We anticipate that students in the Elementary Education MAT will be encouraged to take TESL 501 and TESL 502 so that they can apply for MLL Endorsement from RIDE upon program completion. Elementary Education MAT candidates need the 500-level designation due to the limit on the number of 400-level credits are allowed in a graduate plan of study. TESL 401/501 and TESL 402/502 are currently taken in the 400-level form by undergraduate students across Secondary Education majors, as well as by graduate students in various other programs (Elementary MAT, RITE Program for example) |
| 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 additional faculty is anticipated. |
|  | [Library:](#library) | No additional library resources are anticipated |
|  | [Technology](#technology) | No additional technological resources are anticipated |
|  | [Facilities](#facilities): | No additional facility needs are anticipated. |
| A.8. [Semester effective](#Semester_effective) | Fall 2023 | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10 [Changes to the website](#Signature_2) | On page: <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/tesol-bilingual-education-program-pathways>Under the heading “TESOL Pathways to MLL Endorsement,” text should be changed to:We have recently designed a RIDE-approved MLL Endorsement pathway for pre and in-service teachers, and it is available at both the undergraduate and graduate levels. This endorsement includes two courses: TESL 401 and TESL 402 (for undergraduate students) and TESL 501 and TESL 502 for graduate students. These courses were intentionally designed to blend elements of second language acquisition theory from TESL 539 and pedagogical strategies from TESL 548. Candidates who successfully complete the TESL 401 and TESL 402 or TESL 501 and TESL 502 sequence can then shorten the graduate-level pathway to full ESOL certification because they will have met the requirements of TESL 539 and TESL 548. |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title)  |  | TESL 501 |
| B.2. Cross listing number if any |  | TESL 401 (existing course) |
| B.3. [Course title](#title)  |  | Introduction to Teaching Emergent Bilinguals |
| B.4. [Course description](#description)  |  | Students learn methods and techniques for supporting Emergent Bilingual students in regular education classrooms.  Students experience observation and practice through early clinical preparation.  |
| B.5. [Prerequisite(s)](#prereqs) |  | Graduate Status |
| B.6. [Offered](#Offered) |  | Fall | Spring | Summer | |
| B.7. [Contact hours](#contacthours)  |  | 4 |
| B.8. [Credit hours](#credits) |  | 4 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | Letter grade  |
| B.11. [Instructional methods](#instr_methods) |  | Fieldwork | Lecture | Seminar | Small group |  |
| B.11.a [Delivery Method](#instr_methods) |  | On campus | Hybrid |
| B.12.[Categories](#required) |  | elective for program  |
| B.13. [How will student performance be evaluated?](#performance) |  | Attendance | Class participation | Fieldwork | Presentations | Papers | Class Work |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 each outcome be measured?](#measured) |
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| 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 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) |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
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| Topic 1   Introduction to the course and to the Emergent Bilingual 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 Emergent Bilinguals? 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. ESOL instruction
3. Sheltered Instruction
4. Collaboration between ESOL 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: Cummins’ (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 System1. 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 Emergent Bilinguals’ Oral Language1. Supporting listening comprehension
2. Supporting oral expression in subject matter classrooms
3. Planning small group work inclusive of Emergent Bilinguals

Topic 9 Classroom Strategies that Support Emergent Bilinguals’ 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 Emergent Bilinguals1. 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 Emergent Bilinguals1. 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

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](file:///C%3A%5C%5CUsers%5C%5Crache%5C%5CDropbox%5C%5CTESL%20Admin%20credits%5C%5CGCC%202022%5C%5C2122_08%20CGS%20in%20TESOL%20Revision%20to%20Admissions%203.8.22.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  |  | 3/4/22 |
| Lesley Bogad | Chair of Educational Studies | Lesley Bogad (signature approval via email) | 3/23/22 |
| Jeannine Dingus-Eason | Dean of FSEHD | Jeannine Dingus-Eason (signature approval via email) | 3/23/22 |