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JUL 16 2013

OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 7/10/2013

Current Prefix and Number: TSL - TSL, TSL 697 - ESL INTERNSHIP

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: Modern & Classical Languages

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Francis Bailey

Email: francis.bailey@uky.edu

Phone: 257-7025

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ESL INTERNSHIP

Proposed Title: ESL INTERNSHIP

c. Current Transcript Title: ESL INTERNSHIP

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 9

Proposed Meeting Patterns

PRACTICUM: 90

SEMINAR: 15

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropPassFail

g. Current number of credit hours: 9

Proposed number of credit hours: 3-9

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 9

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meeting with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken in the fall, spring, or summer terms. ESL teaching placement must be approved by the course instructor.

Proposed Course Description for Bulletin: This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken as a variable credit course (3 – 9 credits) in the fall, spring or summer terms. In order to fulfill the program internship requirements, a total of 9 credits must be completed.

2j. Current Prerequisites, if any: Prereq: Student must be in good standing in the TESL MA program.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KCROUCH|Kathryn F Crouch|TSL 697 CHANGE Dept Review|20130710

SIGNATURE|KCROUCH|Kathryn F Crouch|TSL 697 CHANGE College Review|20130710

SIGNATURE|ZNNIKOO|Roshan N Nikou|TSL 697 CHANGE Graduate Council Review|20130710

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Attachments:

Browse... No file selected.

ID	Attachment
Delete 2073	TSL 697 Syllabus ESL Internship.pdf
Delete 2075	TSL 697 resubmission background.docx

First 1 Last

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	TSL - TSL TSL 697 - ESL INTERNSHIP	Proposed Prefix & Number:	
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major – Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imply change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Arts & Sciences	
		Submission Date: 7/10/2013	
b. Department/Division:		Modern & Classical Languages	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name:		Francis Bailey	
		Email: francis.bailey@uky.edu Phone: 257-7025	
* Responsible Faculty ID (if different from Contact)		Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR Specific Term: <input type="text"/>	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b. Full Title:		ESL INTERNSHIP	
		Proposed Title: * ESL INTERNSHIP	
c. Current Transcript Title (if full title is more than 40 characters):		ESL INTERNSHIP	
c. Proposed Transcript Title (if full title is more than 40 characters):			
d. Current Cross-listing:		<input type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): none	

Proposed -- ADD ³⁻⁵ Cross-listing (Prefix & Number):					
Proposed -- REMOVE ³⁻⁵ Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.					
Current:	Lecture 9	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum 90	Research	Residency
	Seminar 15	Studio	Other	Please explain:	
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	9		Proposed number of credit hours:*	3-9	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input type="radio"/> No
If YES:	Maximum number of credit hours:			9	
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input type="radio"/> No
i. Current Course Description for Bulletin:					
This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meeting with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken in the fall, spring, or summer terms. ESL teaching placement must be approved by the course instructor.					
* Proposed Course Description for Bulletin:					
This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken as a variable credit course (3 - 9 credits) in the fall, spring or summer terms. In order to fulfill the program internship requirements, a total of 9 credits must be completed.					
j. Current Prerequisites, if any:					
Prereq: Student must be in good standing in the TESL MA program.					
* Proposed Prerequisites, if any:					
*					
k. Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:				<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change	
3. Currently, is this course taught off campus?					<input type="radio"/> Yes <input type="radio"/> No

*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:		
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:		
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:		
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:		
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

- [1](#) See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
- [2](#) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- [3](#) Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- [4](#) Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- [5](#) Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- [6](#) You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
- [7](#) In order to change a program, a program change form must also be submitted.

TSL 697: ESL Internship (3 - 9 cr.)

Instructor: Francis Bailey
Office: 1051 Patterson

Telephone: 859-257-7025
Email: francis.bailey@uky.edu

Course Information:
Course Schedule: TBD
Classroom: TBD

Office hours: Wed. 3:00 – 5:00 pm
or by appointment

Bulletin Course Description

This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken as a variable credit course (3 – 9 credits) in the fall, spring or summer terms. In order to fulfill the program internship requirements, a total of 9 credits must be completed.

Course Overview

This course provides classroom teaching opportunities for students enrolled in the TESL MA program. Students are required to provide (a minimum of) 90 hours of classroom instruction to English language learners, either through an existing UK program, or in an off campus ESL program, such as an immigrant or refugee program. The total amount of time in the internship will include classroom observations and assisting in the classroom, in addition to the 90 hours of direct instruction.

The internship is designed around the *UK TESL Program Requirements & TESOL Standards* (see below). Students are expected to teach English learners in ways that are consistent with best practices in the field of TESOL. This includes the ability to manage a class, plan and deliver effective lessons and create positive working relationships with their learners and colleagues.

Students are expected to assess their learners' English proficiency levels and inquire into their goals and language, cultural and educational backgrounds and use this information to inform their instructional practices. Students are also expected to gather data on their own teaching to use as a source for reflective practice. Students are expected to demonstrate the ability to adapt their teaching to the diverse needs of their students and show sensitivity to the cultural backgrounds and learning styles of their students.

Prerequisites

1. Student must be in good standing in the TESL MA program.
2. Student must complete a minimum of 24 credits of required course work for the TESL MA program prior to enrolling in the TESL ESL Internship.

Students will:

1. observe and assist the cooperating teacher, prior to actual teaching in the internship site;
2. teach English language learners for a minimum of 90 hours of classroom instruction;
3. plan, deliver and assess lessons that meet the needs of their learners;
4. self-evaluate their teaching;
5. receive feedback on their teaching from the university supervisor, mentor and their students;
6. demonstrate professionalism and dependability in the execution of teaching responsibilities;
7. integrate media and technology into instruction to support student learning and address special learning needs;
8. meet periodically during the semester to actively analyze and explore their internship experiences;
9. prepare and submit a teaching portfolio for review to the university supervisor at the conclusion of the internship.

Recommended text:

Omaggio Hadley, Alice (2001). *Teaching Language in Context, 3rd Edition*. Heinle

Student Learning Outcomes

After completing this course, the student will be able to:

1. describe his/her own approach to ESL teaching for a particular population of English language learners;
2. demonstrate the ability to plan, deliver and assess a series of ESL lessons that promote English language development;
3. apply knowledge of culture, second language learning and the English language to lesson planning, delivery and assessment of learning;
4. demonstrate the ability to manage a class of ESL students in ways that support language development and fosters a respectful and supportive environment for all learners;
5. demonstrate the ability to effectively use technology in lesson delivery;
6. demonstrate the ability to use supervisory and student feedback and reflective practices to inform and improve teaching.

Evaluation

Graduate:

The evaluation for the internship course will be based on the following:

Internship Teaching	50 %
Teaching Journals	10 %
Participation / discussion (online and in-class)	10 %
Lesson Planning	10 %
Portfolio	20 %

Course requirements

1. Participation

- Responsibly carry out teaching duties
- Teach a minimum of 90 contact hours¹
- Document teaching hours, including lesson planning
- Actively engage in all aspects of on-line and/or face-to-face MCL class sessions
- Actively engage with the supervision observations from both the mentor and the supervisor

2. Supervision: Student teachers are formally observed and supervised four times during their teaching internship by both the supervisor and the mentor teacher. Students are evaluated according to the *UK TESL Program Requirements & TESOL Standards*.

3. Journals: Students must demonstrate their ability to inquire into teaching contexts and students' backgrounds and document their efforts at reflective teaching. The journal requires one entry per week, which is shared with the course instructor and/or posted on Blackboard. The purpose of the journal is to provide evidence that students are reflective and are exploring core issues within the field of TESOL.

4. Lesson Plans: Students must submit to their supervisor standard-based lesson plans they have taught, with reflective analysis in order to demonstrate proficiency in core TESOL competencies and provide direct evidence of reflective practice.

¹ A candidate will be placed in an ESL internship, based upon an agreement with the host institution as to schedule and responsibilities. Typically, TESL candidates can expect to have a period of classroom observation and assisting the classroom teacher, before taking over primary teaching responsibilities. The 90 hour classroom teaching requirement can consist of co-teaching with a mentor, with substantial opportunities for the candidate to plan, deliver and assess ESL lessons.

5. TESL Portfolio: The portfolio is designed to represent students' professional credentials and the work they did in the internship. The TESL portfolio should have the *UK TESL Program Requirements and the TESOL Standards* as its primary organizing feature and must contain the following documentation:

- Page 1: Title page
- Page 2: Table of contents
- Page 3: Résumé
- Page 4: TESL MA transcript
- Page 5: Statement of teaching philosophy
- Pages 6 – 25: UK TESL Program Requirements & TESOL Standards²
 - + evidence that candidate has met the program's 5 Domain Standards
 - + evidence of the ability to use inquiry to aid their own professional development
 - + evidence of being a reflective practitioner
 - + documentation of an ESL curriculum unit plan
 - + documentation of three connected lesson plans, with reflective analysis and method(s) of assessment
- Appendix: Additional work the candidates deem important including ESL class materials and student work, letters of reference, supervisor's reports, documentation of relevant professional experiences prior to enrolling in TESL program

Note: There is no final exam for this course. The culminating task is the TESL Portfolio.

Schedule

Because this is a teaching internship, students will spend the majority of this course teaching English Language Learners, observing an ESL mentor teacher, working with the course supervisor and documenting their internship work. The precise schedule for the teaching internship is a function of the schedule of the host institution. Students are required to match up to the institution's schedule of classes. Each student is supervised four times throughout the term. The mentor teacher will also formally supervise the students' teaching four times. The whole class meets for a total of five class sessions, scheduled by the course instructor/supervisor. For students who want to complete their internship during the summer terms, they have the option of dividing the 9 credit requirement between the two summer terms.

Classroom Behavior Policies

Course participants should come to their ESL classrooms fully prepared to engage their students in productive English language lessons. They must conduct themselves in a professional manner that meets the requirements of the host institution and the ethical standards of the University of Kentucky. They must demonstrate that they believe in the worth and dignity of each human being and in educational opportunities for all.

² TESOL Standards Rubrics are used to assess portfolio entries in each of the five domains.

For whole class sessions, course participants should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Attendance

It is essential that students take responsibility for attending all scheduled ESL teaching sessions and internship course sessions. Because course participants are taking on the role of “teacher” and their students are relying on these classes, any unexcused absence may result in a failing grade for the course.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

In all cases, students must notify the course instructor and their English language learners, if they must miss a class session. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Learning accommodations

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Semester Schedule & Topics

Students will meet as a whole class five times throughout the term to discuss logistical and teaching issues.

Week 1: Internship Organization & Logistics
Entering a new school site: Professionalism
Learning your students’ needs

Week 3: Lesson Planning
Classroom management
Supervisory experience

Week 6: Classroom Management
Lesson planning
Learning from feedback

Week 10: Assessment of language learning
Classroom challenges and successes
Designing curriculum Units

Week 15: Reflective Practices
Lessons learned through teaching
Evaluating the internship

UK TESL Program Requirements & TESOL Standards³

The following are the TESOL professional standards used to guide program curriculum design and the assessment of candidates. Each domain has a rubric which can be used to evaluate candidate portfolios and performance in the ESL internship.

Domain 1: Language & Learning

Standard 1.a. Language as a System: Candidates demonstrate a conscious understanding of the English language as a linguistic system as well as a tool for social and cognitive functioning; this includes knowledge of English phonology, morphology, syntax, pragmatics and semantics. Candidates demonstrate a high level of competence in helping ELLs as they acquire English language and literacy for social, professional and/or academic purposes.

Standard 1.b. Language acquisition and development: Candidates understand and apply theories and research in language acquisition and content development to support their ELLs' English language and literacy learning and/or content-area achievement. They also demonstrate the ability to inform their teaching practices through the study of cognitive and social learning research and theories and the use of inquiry into specific teaching contexts.

Domain 2: Culture

Standard 2. Culture as It Affects Student Learning: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups, cultural processes and individual cultural identities affect language learning and school achievement and use this knowledge to construct learning environments that support ELL's cultural identities, participation in meaningful social communities, language and literacy development, and/or academic area achievement. They are able to use this knowledge to inquire into and document a specific cultural context for ESL teaching in terms of institutional structure and norms, curriculum and assessment, teaching "best practices" and the backgrounds and needs of students

Domain 3: Planning, Implementing, and Managing Instruction

³ The TESOL Standards (2011) have been adopted for the TESL program as "state of the art" but adapted in order to better reflect the specific nomenclature and goals of the UK TESL MA Program.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and/or content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates are knowledgeable about curricular options and are able to create and use both language and content objectives.

Candidates understand that classroom teaching involves relationship building with (and among) learners and are skilled in creating productive and supportive classroom relationships. Candidates support academically oriented ELLs access to the core educational curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of second language curricular approaches and standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and/or content teaching.

Domain 4: Assessment

Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards-based language proficiency evaluation instruments to show language growth and to inform their instruction. They demonstrate understanding of assessment instruments for identification of ELLs, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL: Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 5: Professionalism

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, public policy, and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning and demonstrate leadership on these issues in their institutions and professional communities;

Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Candidates demonstrate the characteristics of a “reflective practitioner,” through questioning and inquiry into their own teaching practices. Candidates are able to use supervisory and student feedback and their own inquiry and reflective practices to provide a respectful and supportive classroom setting and inform and improve their teaching practices.

Standard 5.c.: Professional Code of Ethics⁴: Candidates should strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Candidates should believe in the worth and dignity of each human being and in educational opportunities for all. Candidates should strive to uphold these ethical responsibilities to students, parents, and the education profession.

⁴ This section has been adapted from the “Professional Code of Ethics for Kentucky School Certified Personnel.”

RE: TSL 697 - Message (Rich Text)

Sent: Wed 7/10/2013 10:29 AM

From: Nikou, Roshan
 To: Crouch, Kathy
 Cc:
 Subject: RE: TSL 697

Kathy,

Following our telephone conversation, could you please override the TSL 697, to be sent to the GC again?

Thank you so very much,

Roshan Nikou

resubmitting - Message (HTML)

Sent: Wed 7/10/2013 10:51 AM

From: Crouch, Kathy
 To: Rose, Christy; Rouhier-Willoughby, Jeanmarie; Hanson, Roxie; Beattie, Ruth E
 Cc: The Subject; Nikou, Roshan
 Subject: [resubmitting](#)

Hello everyone,

An error occurred in the processing of the course change request for TSL 697. To correct that I am resubmitting the request and will perform administrative overrides for the approvals already provided at the department and college levels. This will put the request back at the Graduate Council level for their review.

You will receive email notifications about reviewing and approving this request but please ignore the emails. There are no additional actions you need to take.

Thanks,

Kathy Crouch
 Project Management Office