

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-37c	App 4-17-07	App 5-1-07

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Becky Knickelbein</b>	Email Address <b>Bknick@iup.edu</b>
Proposing Department/Unit <b>Education of Exceptional Persons Program Dept. of Special Education and Clinical Services</b>	Phone <b>X72456</b>

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
EDEX 323 Instruction of English Language Learners with Special Needs <u>Proposed</u> course prefix, number and full title, if changing		
<u>Current</u> Course prefix, number and full title		
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <input type="checkbox"/> Catalog Description Change		
<u>Current</u> program name <u>Proposed</u> program name, if changing		
<b>4. Approvals</b>		
Department Curriculum Committee Chair(s)	Joseph Domaracki	Date 1-15-07
Department Chair(s)	Joseph Domaracki	1-15-07
College Curriculum Committee Chair	Joseph Domaracki	2-5-07
College Dean	Mary Ann Rafolt	2-5-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *	Received APR 05 2007	7/10/07
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Received Liberal Studies Gail Sedrust	4-17-07

Received  
FEB - 8 2007

\* where applicable

## **1. New Syllabus of Record**

### **I. CATALOG DESCRIPTION**

**EDEX 323 Instruction of English Language Learners with Special Needs**

**2c-01-2cr**

**Prerequisites:** EDEX 111, 112

Designed to provide future teachers with the necessary methods to meet the needs of English Language Learners (ELL) in the classroom. Based upon knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources will be included.

### **II. Course Outcomes.**

As a result of taking this course the students will be able to:

1. demonstrate cultural awareness extending concrete or visible culture to deep culture in order to promote understanding of the beliefs and behaviors of students with diverse backgrounds.
2. demonstrate knowledge of the fundamental concepts and practices of language acquisition, with emphasis on instructional materials and strategies, and appropriate assessment.
3. apply cross-cultural conflict resolution techniques as they relate to K-12 settings.
4. develop knowledge and skill in the area of structure of the English language, grammar, and pronunciation, including lexical, morphological, syntax, phonological and pragmatic components.
5. identify the availability of school support services to assist their students in language acquisition and content learning.
6. design activities to promote parental/family involvement in their child's educational program.
7. design and implement lessons tailored to meet the needs of students with limited English proficiency through adaptation and modification of the curriculum.
8. develop knowledge and skills to assist their students in communicating using both verbal and nonverbal language.
9. locate and utilize the available resources through technology related to ELL.
10. demonstrate the skills necessary to collaborate effectively with other educators to assist their students with limited English proficiency.

### **III. Detailed Course Outline**

		<b>Reading</b>
Week 1	Introduction to English Language Learners Cultural sensitivity	Chapter 1
Week 2	Exploration of “deep” culture Understanding the beliefs, values and expectations of diverse students	Chapter 2
Week 3	Understanding cultural bias in schools	outside readings
Week 4	Encouraging family involvement in School	Chapter 3
Week 5	Understanding the process of acquisition of a second language The skills required of ELL students in the classroom	Chapter 4
Week 6	English language basics – review Understanding the structure, grammar, lexicon, etc. of English	outside readings
Week 7	<b>Midterm evaluation</b> Instructional models	
Week 8	Methods designed for students with limited English	Chapter 5 outside readings
Week 9	Adaptations and modifications of classroom materials for ELL students	Chapter 6
Week 10	Lesson writing to adapt to ELL students across the content areas	Chapter 7
Week 11	Use of technology for students with limited English	outside sources
Week 12	Assessment of students with limited English proficiency	Chapter 8 outside readings
Week 13	Conflict resolution in the multicultural classroom	outside readings
Week 14	Use of community and school resources	outside readings

**Final as scheduled**

#### **IV. Evaluation Methods**

The final grade will be determined as follows:

Midterm Exam	75 pts	Total points possible 300
Cultural Investigation Paper	50 pts	A = 93% and above
Web Exploration Project	25 pts	B = 84 % - 93%
*ELL Lesson Plan	50 pts	C = 74% - 83%
Class activities	25 pts	D = 64% - 73%
Final exam	75 pts	F = 63% and below

#### **\*Key Assessment**

**Cultural Investigation Paper:** Each student will do an independent research paper identifying the deep cultural characteristics of a diverse group of people, and share their findings with the class.

**Web Exploration Project:** Each student will explore the web and catalog useful sites identified as educational resources helpful when working with students with limited English in the classroom.

**\*ELL Lesson Plan:** Each student will prepare a detailed lesson plan including the appropriate adaptations and/or modifications to meet the needs of a student will limited English. (Key Assessment)

**Class activities:** Students will participate in several group class activities. Point values for individual activities will vary based on the exercise. Total possible class activity points = 25.

<b>INTASC Standard</b>	<b>Course Objective</b>	<b>Assessment techniques: * Key assessment for course</b>
3. Learning Differences and Diversity	1	Class activities; Midterm exam; Cultural Investigation Paper
1. Foundation and Content 4. Instructional Strategies 8. Assessment Strategies	2	Class activities; Midterm exam; *ELL Lesson Plan
5. Environmental and Social Interaction	3	Class activities; Final exam
1. Foundation and Content	4	Class activities; Midterm exam
3. Learning Differences and Diversity	5	Class activities; Web Exploration Project
10.Collaboration/Relationships	6	Class activities; Midterm exam
3. Learning Differences and Diversity	7	*ELL Lesson Plan
3. Learning Differences and Diversity	8	Class activities; *ELL Lesson Plan; Final exam
6. Communication and Technology	9	Class activities; Web Exploration Project
10.Collaboration/Relationships	10	Class activities; Final exam

## **V. Participation/Attendance Policy.**

Participation/Professionalism: Students are expected to complete all required readings in advance of class in order to be prepared for engaging in topic area discussions. Attendance at all classes is an expectation of full participation and University Policy will be followed regarding two excused absences for this 2 credit course. Please advise me in advance if you have an unavoidable reason to be absent. Class activities missed due to absence can not be made up because points are awarded for participation. Students are referred to the undergraduate catalog for Undergraduate Course Attendance Policy.

## **VI. Required Textbook.**

Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language Learners*. Washington DC: Association for Supervision and Curriculum Development.

Additional readings will also be required for several topics.

## **VII. Special Resource Requirements.**

Access to appropriate technology

## **VIII. Bibliography**

Bachman, L. & Cohen, A. (Eds). (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.

Bouchard, M. (2005). *Comprehension strategies for English language learners: 30 research-based reading strategies that help students read, understand, and really learn content*. New York, NY: Scholastic.

Cappellini, M. (2005). *Balancing reading and language learning :A resource for teaching English language learners, k-5*. Portland, ME: Stenhouse Publishers

Chamot, A. & O'Malley, J.M. (1994). *CALLA Handbook: Implementing the cognitive academic language learning approach*. Reading: Addison-Wesley Publishing.

Davies Samay, K. (2006). *When English language learners write: Connecting research to practice, k-8*. Oxford: Heinemann.

Diaz-Rico, L. T. (2008). *A course for teaching English learners*. Boston, MA: Allyn and Bacon.

Echevarria, J. Graves, A. & Wooding Graves, A. (1997) *Sheltered content instruction: Teaching English language learners with diverse abilities*. Toronto: Allyn & Bacon.

- Garcia, G. E. (1994). Assessing the literacy development of second language students. In K. Spangenberg-Urbschat and R. Pritchard, Eds., *Kids Come in All Languages: Reading Instruction for ESL Students*, 180-205. Newark, DE: International Reading Association.
- Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
- Hadaway, N.L., Vardell, S. M. & Young, T. A. (2004). *What every teacher should know about English language learners*. Boston, MA: Allyn and Bacon.
- Herrell, A.L. & Jordan, M.L. (2003). *Fifty strategies for teaching English language learners*, 2<sup>nd</sup> edition. New York, NY: Prentice Hall.
- Jesness, J. (2004). *Teaching English language learners k-12; A quick-start guide for the new teacher*. Thousand Oaks, CA: Corwin Press.
- Kendall, Frances, E. (1996). *Diversity in the classroom: New approaches to the education of young children*. New York, NY: Teachers College Press.
- Mitchel, R. & Myles, F. (2004). *Second Language Learning Theories*. New York, NY: Hodder Arnold.
- O'Malley, J. M. & Chamot, A.U. (1990). *Learning strategies in second language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J. M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Boston, MA: Longman.
- Rea, D.M. & Mercuri, S.P. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, k-8*. Oxford: Heinemann.
- Walter, T. (2004). *Teaching English language learners: The how to handbook*. Upper Saddle River, NJ: Pearson.



## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**This course provides new content for future teachers in order to prepare them to meet the needs of English language learners. English language learners are among the most academically at-risk groups in our schools today and their numbers will rise steadily in the future. Required study in this area is expected in the near future for all training programs for teachers in Pennsylvania. Addition of this course at this time would be a proactive preparatory step.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**This course does not require changes in any other courses in the department.**

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**This is a newly developed course not previously offered at IUP.**

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**This course is not intended to be dual level.**

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course is not taken for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Courses designed for English as Second Language (ESL) teachers are taught at several universities, as well as some intermediate units. Penn State offers a course titled: TEACHING METHODS AND ASSESSMENT OF ENGLISH AS A SECOND LANGUAGE. The course developed at IUP is designed for the classroom teacher, not the ESL teacher. The course will provide future educators with the basic skills needed to assist their students with limited English proficiency in the classroom setting by covering the most frequent and pressing accommodations necessary to support learners with limited English proficiency.**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

**Currently, this content is not required of teachers in Pennsylvania, however, the ongoing redesign of the state teacher preparation and "highly qualified" requirements are expected to require a minimum number of credits in this area in the near future. Related INTASC standards are noted on the course syllabus and they relate to the content of this course.**

**Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**This course will be taught by Special Education and Clinical Services instructors only.**

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**The content of this course does not overlap with any other at the University. The focus is to provide skills to meet the needs of students who are both English Language Learners and who have additional special needs in the academic setting.**

**There are no other courses taught by other departments that would conflict with this course.**

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**This course will not be cross listed with other departments.**

- B4 Will seats in this course be made available to students in the School of Continuing Education?

**Yes, seats in this class would be available to students in continuing education who are seeking a degree in the Education of Exceptional Persons Program.**

**Section C: Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**No new faculty member is required to teach this course. This course will be taught by faculty with in the Special Education/Elementary Education Program and will initially be offered once in either the spring or fall semester and in the summer. This course will be counted as one preparation and two hours of equated workload. Department FTE will accommodate the inclusion of this course as an annual course offering.**

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- \*Space
- \*Equipment
- \*Laboratory Supplies and other Consumable Goods
- \*Library Materials
- \*Travel Funds



**Current resources will be adequate.**

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**This course has no outside funding support.**

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**This course will be offered every fall or spring and summer semesters depending on demand.**

- C5 How many sections of this course do you anticipate offering in any single semester?

**It is anticipated we would offer one section per semester.**

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**This class could accommodate up to 30 students in order to provide individualized feedback.**

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**There are no parameters set by professional organizations for class size.**

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**This course will not be taught via distance education at this time**

**Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**No additional information is required.**

**Gail Sechrist**

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**From:** "Gail Berlin" <ivy@iup.edu>  
**To:** "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>  
**Cc:** "Gail Berlin" <ivy@iup.edu>  
**Sent:** Friday, April 13, 2007 3:30 PM  
**Subject:** Re: Letter of Support

Dear Joe,

I support efforts of the Education of Exceptional Persons Program to develop and offer a two-credit English Language Learners course to serve the needs of your majors.

Very best,  
 Gail Berlin, Chair  
 Department of English

----- Original Message -----

**From:** "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>  
**To:** <ivy@iup.edu>  
**Sent:** Wednesday, March 28, 2007 10:27 AM  
**Subject:** Letter of Support

> Gail,  
 > The Education of Exceptional Persons Program, in the Department of  
 > Special Education and Clinical Services, is in process of developing a new  
 > course in English Language Learners. The purpose of this course is to come  
 > into compliance with proposed Chapter 49 regulations that will require all  
 > teacher education candidates, in all majors, to have 3 credits or 90 hours  
 > of instruction/experience with English language learners.  
 > Two of our faculty members are currently enrolled in an ELL  
 > certification program through the Allegheny Intermediate unit to secure  
 > the necessary certification to teach ELL. Our department is proposing a  
 > two credit ELL course that will partially address the needs of our majors  
 > in meeting this requirement. The third credit necessary to meet this  
 > requirement will be addressed through the infusion of content related to  
 > English language learners in our teaching reading and teaching language  
 > arts courses.  
 > The UWUCC has suggested that we secure a letter from you indicating  
 > that you support our efforts to develop and offer such a course for our  
 > majors. An e-mail indicating your support of our efforts is all that would  
 > be required. If further discussion is required, or if you have questions,  
 > I would be delighted to speak with you and/or answer your questions. If  
 > not, could you please respond with an e-mail of support.  
 > Thank you for your time and consideration of our request.  
 >  
 > Joe Domaracki  
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