

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. 08-37 UWUCC Action-Date: App-10/21/08 Senate Action Date: App-11/4/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Education of Exceptional Persons Program Dept. of Special Education and Clinical Services	Phone X72456

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

1. Course Proposals (check all that apply)
 New Course Course Prerequisite Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current Course prefix, number and full title
EDEX 323 Instruction of English Language Learners with Special Needs

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

Current program name *Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	<i>Joseph Demanachie</i>	<i>9-15-08</i>
Department Chair(s)	<i>Joseph Demanachie</i>	<i>9-15-08</i>
College Curriculum Committee Chair	<i>Joseph Demanachie (TECC)</i>	<i>9-29-08</i>
College Dean	<i>May Ann Rafath</i>	<i>10-15-08</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	<i>10/21/08</i>

* where applicable

Part II. Description of Curriculum Change

Received
OCT 16 2008
Liberal Studies

1. New Syllabus of Record

I. CATALOG DESCRIPTION

EDEX 323: Instruction of English Language Learners with Special Needs

(2c-01-2cr)

Prerequisites: Admission to Teacher Certification

This course is designed to provide future teachers Pre K to 12 with the necessary methods to meet the needs of English Language Learners (ELL) who have special needs in the classroom. Based upon knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning instructional methods, appropriate assessment, 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 from 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 for students with individual needs.
3. apply cross-cultural conflict resolution techniques as they relate to pre 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 as well as academic adaptations warranted by the students needs.
6. design activities to promote parental/family involvement in their child's educational program and planning.
7. design and implement lessons tailored to meet the needs of students with limited English proficiency as well as special learning needs, 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 and special education.
10. demonstrate the skills necessary to collaborate effectively with other educators to assist their students with limited English proficiency and special needs.

III. Detailed Course Outline

		Reading
Week 1	Introduction to English Language Learners with special needs 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 and program planning	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	Midterm evaluation Instructional models for special needs ELL students	
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 3 Chapter 7
Week 11	Use of technology for students with limited English and learning difficulties	outside sources
Week 12	Assessment of students with limited English proficiency and learning difficulties	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 A = 93% and above B = 84 % - 93% C = 74% - 83% D = 64% - 73% F = 63% and below
Cultural Investigation Paper	50 pts	
Web Exploration Project	25 pts	
*ELL Lesson Plan	50 pts	
Class activities	25 pts	
Final exam	75 pts	

*Denotes key assessment

Cultural Investigation Paper: Each student will do an independent research paper identifying the deep cultural characteristics of a chosen group of people, and share their findings with the class. The relationship of the cultural issues and specific learning difficulties will be addressed.

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 and special needs.

***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 with limited English and learning difficulties. (Key Assessment)

Class activities: Students will participate in several group class activities. Point values for individual activities will vary based on the exercise.

INTASC Standard	Course Objective	Assessment techniques: * Key assessment for course
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. 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.

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

*ELL Lesson Plan

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. 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.

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- Walter, T. (2004). *Teaching English language learners: The how to handbook*. Upper Saddle River, NJ: Pearson.

2. Summary of Proposed Revisions

- A. The prerequisite of EDEX 323 Instruction of English Language Learners with Special Needs is being changed from EDEX 111 and EDEX 112 or by department permission to "Admission to Teacher Certification"

Justification /Rationale for the Revision

- A. Changes in the prerequisites of EDEX 323 Instruction of English Language Learners with Special Needs are requested because the special education prerequisites initially listed are better met through "Admission to Teacher Certification".

The prerequisite of EDEX 323 Instruction of English Language Learners with Special Needs is being changed from EDEX 111 and EDEX 112 or by department permission to "Admission to Teacher Certification".

Changes in the prerequisites of EDEX 323 Instruction of English Language Learners with Special Needs are requested because the special education prerequisites initially listed are better met through "Admission to Teacher Certification".

3. Old Syllabus of Record

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(2c-01-2cr)

Prerequisites: EDEX 111 and EDEX 112 or by department permission

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III. Detailed Course Outline

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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 and program planning	Chapter 3
Week 5	Understanding the process of acquisition	

ability to collaborate effectively with other educators to assist their students with limited English proficiency and special needs.

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	Midterm evaluation Instructional models for special needs ELL students	
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