# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SPED 451:** **Teaching Culturally/Linguistically Diverse Students with Exceptionality** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |
| A.3. [Originator](#Originator) | **Ying Hui-Michael**  | [Home department](#home_dept) | **Special Education**  |
| A.4. [Context and Rationale](#Rationale)  | The purpose of this proposal is to create a new course SPED 451 Teaching Culturally/Linguistically Diverse Students with Exceptionality.  The FSEHD is redesigning initial certification programs. All initial cert. programs need to prepare teacher candidates to develop “a culturally responsive practice and skills to advocate for all stakeholders by completing both a Special Education and English as Second Language course and earning an endorsement by completing a second course in one of the two areas” (FSEHD Program Design Criteria). The Elementary/Special Education B.S programs (Mild/Moderate Disabilities and Severe Intellectual Disabilities) will be adding two teaching English as a Second Language (ESL) courses to prepare special education teacher candidates to work with English language learners. SPED 451 will be the first ESL endorsement course required by the SPED B.S. programs. The course will address theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs.  |
| A.5. [Student impact](#student_impact) | Positive Impact: This is the first time SPED B.S programs require courses in teaching English language learners. The course serves as a foundational course to prepare students to work with English learners.  |
| A.6. [Impact on other programs](#impact)  | Required ESL endorsement course by the Elementary/Special Education B.S programs (Mild/Moderate Disabilities and Severe Intellectual Disabilities). The Urban/Multicultural Special Education M.Ed. program will also accept SPED 451 as an equivalent course to SPED 551: Introduction to Multicultural Special Education.  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | There might be a need to hire additional faculty to help with the sections. |
| [*Library*:](#library) | This course is similar to other courses. Thus, no additional library resources are anticipated. |
| [*Technology*](#technology) | This course is similar to other courses. Thus, no additional technology resources are anticipated. |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SPED 451** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **Teaching Culturally/Linguistically Diverse Students with Exceptionality** |
| B.4. [Course description](#description)  | Students explore theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs.  |
| B.5. [Prerequisite(s)](#prereqs) | ELED/SPED 302, SPED 310, SPED 311, SPED 312, or consent of department chair |
| B.6. [Offered](#Offered) | **Fall | 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) | **| Lecture**  |
| B.12.[Categories](#required) | **Required for major** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects |**  |
| B.16. [Redundancy statement](#competing) |  |
| B. 17. Other changes, if any |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Demonstrate understanding of cultural diversity and cultural influence on learning and behavior.
 | **Knowledge: Human****Learning and Development**RIPTS:1 & 2**TESOL 1 a & 2** | **Families from Diverse Backgrounds Project.** |
| 1. Show a respect for the role of culture and native language in the healthy development of the student from a linguistic, emotional, social, and cognitive perspective.
 | **Knowledge: Human****Learning and Development****Knowledge: Areas of****Specialization,**RIPTS:1 & 2**TESOL 1 a & 2** | **Families from Diverse Backgrounds Project.** |
| 1. Demonstrate understanding of culturally competent framework and apply pedagogical implication for English learners with and without disabilities.
 | **Pedagogy:: Theory and Practice of Teaching and Learning; Assessment & Instruction** RIPTS: 3 & 4 ELL Initiatives**TESOL 3a and 3b** | **Instruction Case Study Analysis (Video Analysis).** |
| 1. Demonstrate understanding of second language acquisition and apply pedagogical implications for English Learners with and without disabilities.
 | **Pedagogy: Theory and Practice of Teaching and****Learning; Assessment & Instruction**RIPTS: 3 & 4 WIDA English Language DevelopmentStandardsELL Initiatives**TESOL 3a and 3b** | **Instruction Case Study Analysis. (Video Analysis).** |
| 1. Demonstrate understanding of the differences between limited language proficiency and language/learning disorders.
 | **Pedagogy: Theory and Practice of Teaching and Learning; Assessment** RIPTS: 9WIDA English Language DevelopmentStandards**TESOL 4a, 4b, 4c** | **Assessment Case Study Analysis.** |
| 1. Develop the understanding of cultural/linguistic biases in standardized assessments, and apply basic skills in ecologically valid assessment for English learners with disabilities.
 | **Pedagogy: Assessment** RIPTS: 9Multi-Tiered System of Support including RTI**TESOL 4a, 4b, 4c** | **Assessment Case Study Analysis.** |
| 1. Demonstrate the knowledge of culturally and linguistically practices in programming and instructional issues, and critique individualized educational programs for English learners.
 | **Pedagogy: Assessment** RIPTS 4 & 9Special Population InitiativesWIDA English Language DevelopmentStandards**TESOL 4a, 4b, 4c** | **IEP Project.** |
| 1. Research and adapt new technologies for English learners with and without disabilities.
 | **PEDAGOGY: Instructional Use of Technology;**RIPTS 8National Educational TechnologyStandards (NETS)**TESOL 3c**  | **Technologies for ELs.** |
| 1. Demonstrate understanding of and growth in cultural proficiency as a special education teacher.
 | **Diversity: Cultural Diversity;****PROFESSIONALISM: Professional Ethics; Collaboration and Advocacy**RIPTS 7 **TESOL 5a, 5b** | **Families from Diverse Backgrounds Project, Family Collaboration Project.** |
| 1. Develop the knowledge of IDEA, ESSA, MTSS, RI ELL Regulation, WIDA standards and their implementations.
 | **Pedagogy: Assessment & Instruction** RIPTS 3,4&9Multi-Tiered System of Support including RTI**TESOL 3ab, 3b, 3c, 4a, 4b, 4c** | **Instruction and Assessment Case Study Analysis** |
| 1. Develop the commitment to and basic skills in culturally responsive collaboration with diverse families.
 | **PROFESSIONALISM: Professional Ethics; Collaboration and Advocacy**RIPTS 7**TESOL 5b** | **Family Collaboration Project**  |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| Topic 1: Foundations 1. Current Issues in Serving Culturally and Linguistically Diverse (CLD) Students with Disabilities
2. History and Regulations of Special Education & Bilingual/TESOL Education
3. The role of culture and language in learning and teaching
4. Foundations of Bilingual/Multicultural Education

Topic 2: Cultural Proficiency 1. What is cultural proficiency
2. Five Cultural standards
3. The Cultural Proficiency guiding principles
4. Barriers to cultural proficiency
5. The cultural proficiency continuum

Topic 3: Families from Different Cultural Backgrounds: 1. Understanding Cross-Cultural Practices (part I): Impact of religious backgrounds
2. Understanding Cross-Cultural Practices (part II): Anglo, African, Hispanic
3. Understanding Cross-Cultural Practices (part III): Asian, Native American, Pacific Island, Middle Eastern

Topic 4: Bilingual and Second Language Learning 1. First Language Development
2. Second Language Acquisition
3. Language Program Models

Topic 4: Assessment of ELs,1. Regulations
2. EL Identification
3. MTSS for ELs
4. ELs and students with disabilities
5. Foundational principles and principles on ecologically valid assessment for Els

Topic 5: Program and Instruction 1. Continuum of Educational Programs/Services
2. Consideration in Language Planning During RTI & IEP Process
3. Culturally and Linguistically Responsive Curriculum & Instruction
4. Language Consideration in Curriculum/Material Selection and Adaptation
5. Technologies for ELs
6. Culturally and Linguistically Responsive Pedagogies, Practical Strategies

Building Culturally and Linguistically Responsive Schools |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* 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). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* 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 curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC 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) | Date |
| --- | --- | --- | --- |
| Cara McDermott-Fasy | Program Director of Elementary and Special Education Mild/Moderate B.S Program |  |  |
| Sue Dell | Program Director of Special Education Severe Intellectual Disorders B.S Program |  |  |
| Ying Hui-Michael  | Chair of Special Education Department  |  |  |
| Carolyn Obel-Omia | Chair of Elementary Education Department  |  |  |
| Gerri August/Julie Horwitz | Dean of Feinstein School of Education and Human Development  |  |  |

##### 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. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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