# 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 454:** Practicum in Teaching Content-based ESL |  |
| [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 one credit practicum course SPED 454.**  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 add two teaching English as a Second Language (ESL) endorsement courses to prepare special education teacher candidates to work with English language learners. The FSEHD and SPED Department see the need for students who take the ESL endorsement courses to conduct field-based work. SPED 454 is one credit practicum course concurrently offered with the second ESL endorsement course SPED 453 Content-Based ESL Instruction for Exceptional Students. Students put into practice the curriculum and instructional approaches for English language learners; and integrate language, literacy, and content instruction while analyzing the adaptation of instruction for students' identified disabilities.  |
| A.5. [Student impact](#student_impact) | Positive Impact: This is the first time SPED B.S programs require courses in teaching English learners. The practicum course will prepare students to work with English learners through applying learned knowledge and skills from SPED 451 and SPED 453 in the field. |
| A.6. [Impact on other programs](#impact)  | The Elementary/Special Education B.S programs (Mild/Moderate Disabilities and Severe Intellectual Disabilities) will add the course. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | There might be a need to hire faculty to help with field supervision. |
| [*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 454** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | Practicum in Teaching Content-Based ESL |
| B.4. [Course description](#description)  | Students put into practice the curriculum and instructional approaches for English language learners. Students integrate language, literacy, and content instruction while analyzing the adaptation of instruction for students' identified disabilities. |
| B.5. [Prerequisite(s)](#prereqs) | **SPED 451, concurrent enrollment in SPED 453** |
| B.6. [Offered](#Offered) | **Fall | Spring**  |
| B.7. [Contact hours](#contacthours)  | **1** |
| B.8. [Credit hours](#credits) | **1** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Practicum**  |
| 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 |Performance Protocols | Projects | Reports of outside supervisor** |
| 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. Design and implement sheltered instruction that integrates the teaching of language, literacy, and other academic contents**.**
 | RIPTS:1 & 2, 3&4 **TESOL 3a** | **Unit Plan & Observations** |
| 1. Design and implement standards-based curriculum and instruction for English Learners with and without disabilities.
 | RIPTS: 3, 4, 5, 6ELL InitiativesWIDA EnglishLanguageDevelopmentStandards**TESOL 3a** | **Unit Plan & Observations** |
| 1. Utilize various formal and informal assessment tools/procedures in both language and contents for unit/lesson planning.
 | RIPTS: 9WIDA EnglishLanguageDevelopmentStandardsELL Initiatives**TESOL 4b, 4c** | **Unit Plan and Observation** |
| 1. Analyze student outcomes and use data from various sources to improve instructional planning and implementation.
 | RIPTS: 9WIDA EnglishLanguageDevelopmentStandards**TESOL 4b, 4c** | **Unit Plan and Observation** |
| 6.       Incorporate ESL and content technology to support language and content learning.  | **Unit Plan & Observations**  | **Unit Plan and Observation** |
| 1. Provide comprehensible academic instruction and promote language development for learners at different stages of English
 | RIPTS 3, 4, 5, 6**TESOL 3a, 3b** | **Unit Plan and Observation** |
| 1. Extend learning to the home and community in order to effectively develop language,
 | RIPTS 3, 4,, 5, 7Multi-TieredSystem of Supportincluding RTI**TESOL 3a** | **Unit Plan and Observation** |
| 1. Demonstrate knowledge and skills in WIDA and content standards, and develop standards-based language, content and/or behavioral objectives.
 | RIPTS 3, 4,, 5,**TESOL 3a** | **Observations** |
| 1. Communicate and collaborate with all professionals who are involved in education of the target students
 | RIPTS 7**5b** | **Observations** |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| **Topic I Foundations: Culture and Second Language Acquisitions** * Teaching Language and Content in a Multicultural Urban School Context
* Culture in the Classroom: Understanding Important Dimensions of Culture (Deep vs. Surface Cultural Features
* Second Language Acquisition theories and applications (I & II)

**Topic II: Models for Planning the Integration of Language & Content*** Integrated Language and Content Teaching (ILT)
* Understanding the Demands of Content Area Instruction for ELLs
* Planning for Language and Content Instruction
* Language and Content Instruction using the SIOP Model and the SIOP Observational Tool
* Instruction for Language and Disability using the SIOP model
* Use of the Arts and Technology to Enhance Integrated Language and Content Development

**Topic III: Planning Activities for Integrated Language and Content Development** * Selecting Activities to Promote Language, Literacy and Content Development
* Developing Literacy Across the Content Areas

**Topic IV: Subject-Specific Language and Content Instruction*** Linguistic and Communicative Objectives
* Academic language in ELA, Science, Mathematics, social studies
* Assessments
 |

## 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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