# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#bookmark=id.4f1mdlm): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, WHERE CHOICES ARE GIVEN WITHIN CATEGORIES, PLEASE DELETE THOSE THAT DO NOT APPLY TO YOUR PROPOSAL. DO NOT DELETE NUMBERED CATEGORIES.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. Course | **SPED 453: CONTENT-BASED ESL INSTRUCTION FOR EXCEPTIONAL STUDENTS** | | | |  |
| [Replacing](#bookmark=id.2et92p0) |  | | | |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | **Course: revision** | | | |
| A.3. [Originator](#bookmark=id.4d34og8) | **Ying Hui-Michael** | [Home department](#bookmark=id.2s8eyo1) | **Special Education** | | |
| A.4. [Context and Rationale](#bookmark=id.17dp8vu) | **The purpose of this proposal is to**   * **Revise the course description to reflect current practices in the field.** * **Revise SPED 453 from 3 credits to 4 credits.** * **Revise the prerequisite as no longer needs to be taken concurrently with SPED 454, which is being deleted.**   **Rationale**   * **There have been many changes to describe English Language Learners.**   **The terms English Language Learners, English Learners, Bilinguals,**  **Emergent Bilinguals and Multilingual Learners have been used**  **Interchangeably. Recently, both World-Class Instructional Design and**  **Assessment (\*WIDA) consortium and Rhode Island Department of**  **Education (RIDE) have adopted the term Multilingual Learners to**  **emphasize the strengths of multilingual language speaking students.**   * **Professionals in the field have also expressed the concern that**   **multilingual learners are often misperceived as having disabilities. To avoid the confusion, “exceptionalities” or “special needs” are used to describe multilingual learners with disabilities in the course description.**   * **In the original course design, SPED 453 (3 credits) and SPED 454:**   ***Practicum in Teaching Content-Based ESL* (1 credit) are taken concurrently; SPED 453 is considered as the “lecture” and SPED 454 is the “practicum”. All other SPED courses in the Special Education B.S. programs with a practicum requirement are 4-credit courses, not in 3+1 (credits) format. To be consistent with other SPED courses, SPED 453 is changed to a 4 credit-course in which practicum requirement is integrated.**  **\*WIDA Consortium is the major organization that supports multilingual learners in K-12 contexts.  Approximately 40 U.S. states, territories and federal agencies participate in the Consortium. Rhode Island is a WIDA state.** | | | | |
| A.5. [Student impact](#bookmark=id.3rdcrjn) | **The revised course will give the students better training in the field, but will add one credit to their major.** | | | | |
| A.6. [Impact on other programs](#bookmark=id.3tbugp1) | **None** | | | | |
| A.7. [Resource impact](#bookmark=id.28h4qwu) | [*Faculty PT & FT*](#bookmark=id.nmf14n): | **None** | | | |
| [*Library*:](#bookmark=id.37m2jsg) | **None** | | | |
| [*Technology*](#bookmark=id.1mrcu09) | **None** | | | |
| [*Facilities*](#bookmark=id.46r0co2): | **Nonbe** | | | |
| A.8. [Semester effective](#bookmark=id.35nkun2) | **Spring 2020** | A.9. [Rationale if sooner than next Fall](#bookmark=id.35nkun2) | | **RIDE will have the accreditation visit in Spring 2020. It is necessary to present the revisions in RIC catalog to demonstrate the current practices.** | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#bookmark=id.2lwamvv)  **DO NOT USE HIGHLIGHT. DO NOT DELETE NUMBERED CATEGORIES, JUST LEAVE BLANK IF THEY DO NOT APPLY. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE. ALWAYS FILL IN B. 1 AND B. 3 FOR CONTEXT.**

|  |  |  |
| --- | --- | --- |
|  | Old ([for revisions only](#bookmark=id.111kx3o)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.1ksv4uv) | **SPED 453** | **SPED 453** |
| B.2. Cross listing number if any | **CONTENT-BASED ESL INSTRUCTION FOR EXCEPTIONAL STUDENTS** |  |
| B.3. [Course title](#bookmark=id.44sinio) |  |  |
| B.4. [Course description](#bookmark=id.2jxsxqh) | **Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners. Students adapt instruction for English language learners’ identified disabilities.** | **Students analyze instructional approaches that integrate language, literacy, and content instruction for multilingual learners. Students design, adapt and implement instruction for multilingual learners with special needs.** Thirty-hour assigned practicum included. |
| B.5. [Prerequisite(s)](#bookmark=id.z337ya) | **SPED 451 and concurrent enrollment in SPED 454, or consent of department chair.** | **SPED 451 or consent of department chair.** |
| B.6. [Offered](#bookmark=id.3l18frh) |  |  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp) | **3** | **4** |
| B.8. [Credit hours](#bookmark=id.2xcytpi) | **3** | **4** |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  | |
| B.10. [Grading system](#bookmark=id.4k668n3) |  |  |
| B.11. [Instructional methods](#bookmark=id.3whwml4) | **Lecture** | **Lecture | Practicum** |
| B.12.[Categories](#bookmark=id.qsh70q) |  |  |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#bookmark=id.3as4poj)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#bookmark=id.1pxezwc) | **Attendance | Performance Protocols | Projects | Reports of outside supervisor** | **Attendance | Class participation | Presentations | Papers |**  **Class Work |Performance Protocols | Projects |**  **| Reports of outside supervisor** |
| B.16 [Recommended class-size](#bookmark=id.49x2ik5) |  | **20** |
| B.17. [Redundancy statement](#bookmark=id.2p2csry) |  |  |
| B. 18. Other changes, if any |  | |

|  |  |  |
| --- | --- | --- |
| B.18**.** [**Course learning outcomes**](#bookmark=id.147n2zr)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.1egqt2p)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.3ygebqi)**?** |

|  |  |  |
| --- | --- | --- |
| 1. Demonstrate knowledge of specialized approaches for teaching contents to multilingual learners with and without exceptionalities. | RIPTS:1 & 2, 3&4  **TESOL3a** | **SIOP strategy project**  **Lesson Plan & Unit Plan** |
| 1. Design, adapt and implement standards-based curriculum and instruction that integrate the teaching of language, literacy, and other academic contents for multilingual learners with and without exceptionalities. | RIPTS:1 & 2, 3&4, 5, 6  EL Initiatives  WIDA English  Language  Development  Standards  **TESOL 3a** | **Lesson Plan & Unit Plan** |
| 1. Utilize various formal and informal assessment tools/procedures in both language and contents for unit/lesson planning and implementation. | RIPTS: 9  WIDA English  Language  Development  Standards  ELL Initiatives  **TESOL 4b, 4c** | **Teaching Video Analysis.**  **Lesson Plan & Unit Plan** |
| 1. Analyze student outcomes and use data from various sources to improve instructional planning and implementation. | RIPTS: 9  WIDA English  Language  Development  Standards  **TESOL 4b, 4c** | **Teaching Video Analysis.**  **Lesson Plan & Unit Plan** |
| 1. Use technology to assess and/or analyze student learning outcomes. | RIPTS: 8, 9  WIDA English  Language  Development  Standards  ELL Initiatives  **TESOL 4b, 4c** | **Lesson Plan & Unit Plan**  **Technology in Action** |
| 1. Incorporate ESL and content technology to support language and content learning. | RIPTS 3, 4, 5, 8  Special Population  Initiatives  WIDA English  Language  Development  Standards  **TESOL 3c** | **Lesson Plan & Unit Plan**  **Technology in Action** |
| 1. Design, implement and analyze SIOP strategies. | RIPTS 3, 4, 5, 6, 7  National  Educational  Technology  Standards (NETS)  **TESOL 3a, 3b, 3c** | **SIOP Strategy Project.** |
| 1. Provide comprehensible academic instruction and promote language development for multilingual learners at different stages of English development. | RIPTS 3, 4, 5, 6  **TESOL 3a, 3b** | **Lesson Plan & Unit Plan**  **Teaching Video Analysis.** |
| 1. Extend learning to the home and community in order to effectively develop language, literacy, and academic concepts. | RIPTS 3, 4, 5, 7  Multi-Tiered  System of Support  including RTI  **TESOL 3a** | **Lesson Plan & Unit Plan**  **Teaching Video Analysis.** |
| 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** | **Lesson Plan & Unit Plan**  **Teaching Video Analysis.** |
| 1. Communicate and collaborate with all professionals who are involved in education of the target students as well as with student’s families. | RIPTS 7  TESOL **5b** | **Lesson Plan & Unit Plan**  **Teaching Video Analysis.** |

|  |
| --- |
| B.19. [**Topical outline**](#bookmark=id.3o7alnk)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| **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 Multilingual Learners * Planning for Language and Content Instruction * Language and Content Instruction using the SIOP Model and the SIOP Observational Tool * Instruction for Multilingual Learners with Exceptionalities in SIOP Model * Use of the Arts and Technology to Enhance Integrated Language and Content Development   **Topic III: Planning and Implementing Activities for Integrated Language and Content Development**   * Selecting Activities to Promote Language, Literacy and Content Development * Developing Literacy Across the Content Areas * Developing Activities for Multilingual Leaners with Exceptionalities.   **Topic IV: Subject-Specific Language and Content Instruction**   * Linguistic and Communicative Objectives * Academic language in ELA, Science, Mathematics, social studies * Assessments * Consideration of Multilingual Learners with Exceptionalities. |

## 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 their 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](mailto:curriculum@ric.edu) and a printed signature copy of this whole 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 proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Cara McDermott-Fasy | Program Director of Elementary SPED B.S |  |  |
| Susan Dell | Program Director of SID B.S |  |  |
| Ying Hui-Michael | Chair of Special Education Department |  |  |
| Carolyn Obel-Omia | Chair of Elementary Department |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |