EDEX 523 Instruction of English Language Learners with Special Needs-NC/DE-2018-11-25

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>ONLY</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Becky Knickelbein	**Proposer Email***	bknick@iup.edu
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Proposing Department/Unit*	CSD/Special Education	**Contact Phone***	724.357.5678

(A) Course Prefix*	EDEX
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at* http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 523
(C) Course Title*	Instruction of English Language Learners with Special Needs
(D) Course Level*	graduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours per Week:2 Lab Hours:0 Credits:2.0
(I) Repeatable Course* This is for courses that can be Repeated multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite(s)	none
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* none

(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)* distance-education
(M) Recommended Class Size	NO Number (Enter Zero if No):0 If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Provides certified teachers with the necessary methods to meet the needs of students who are Culturally and Linguistically Diverse and Exceptional (CLDE). Based on a multicultural approach to learning instructional methods, assessment, language acquisition techniques, and the use of multiple resources will be addressed.
(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* **Hit Tab to add additional lines** Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	demonstrate awareness of deep cultural practices beyond diverse surface characteristics	research paper related to specific diverse cultures
2	apply the fundamental concepts and practices of language acquisition to instructional materials, strategies, and assessment	lesson plans adapted based on case studies outlining a Culturally Linguistically Diverse Exceptional learner's (CLDEL) culture, and English language proficiency level
3	apply cross-cultural conflict resolution techniques as they relate to K-12 settings.	based on scenarios depicting typical conflicts, students will script the conflict resolution process that best fits the situation
4	evaluate the effectiveness of adaptations made to existing lesson plans in order to. shelter the instruction for CLDEL's	critiques of adapted lesson plans providing suggestions for improvement

(P) Brief Course Outline*	Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Introduction to Culturally and Linguistically Diverse Exceptional Learners (CLDEL)
	Understanding Language Acquisition
	Understanding Fluency
	Recognizing the impact of the students first language
	Strategies for the Assessment Process
	Culturally Relevant Pedagogy
	Planing Instruction and Teaching Strategies
	Lesson Plan Preparation
	Promoting Participation of the CLDE learner
	Effective Cross-Cultural Conflict Resolution

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course is proposed to meet the needs of certified K - 12 teachers in order to be better equipped to work effectively with the increasing populations of culturally and linguistically diverse exceptional learners (CLDEL) in their classrooms. Exceptional students with limited English proficiency are placed in inclusive settings across all grade levels and content areas, and many practicing educators have had no formal training in meeting the needs of these students. This course is intended to provide the instruction needed to supplement the practicing teachers' skills related to students with limited English proficiency.
(R) University Senate Summary of Rationale	Please enter a single paragraph summary/rationale of changes or proposal for University Senate.
	This course is proposed to meet the needs of certified K-12 teachers in to be better equipped to work effectively with the increasing populations of Culturally and Linguistically Diverse Exceptional learners (CLDEL) in their classrooms. Exceptional students with limited English proficiency are placed in inclusive settings across all grade levels and content areas, and many educators have had no formal training in meeting the needs of these students. This course is intended to provide the instruction needed to supplement the practicing teachers' skills related to students with limited English proficiency.
(S) How Does it Fit into the Departmental Curriculum?*	Check all that apply
	Free Elective
	If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO
	Please Provide Comment:

(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	YES Please Provide Comment: This course is currently offered to all education majors across content areas at the undergraduate level (EDEX 323). The graduate offering would serve as a free elective to graduate students in order to provide training not typically offered in earlier teacher training programs at the undergraduate level.
(V) Who is the Target Audience for the Course?*	Other If Other, please explain: Graduate students studying in any educational content area.
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) none B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? NA
(X) Attach Supporting Documents for Implications, **if Necessary**	**File Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education** distance-education
Course Prefix /Number	EDEX 523

Course Title	Instruction of English Language Learners with Special Needs
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* Introduction to Culturally and Linguistically Diverse Exceptional Learners Understanding Language Acquisition Understanding Fluency Recognizing the Influence of the Student's First Language Strategies for the Assessment Process Culturally Relevant Pedagogy Planing Instruction and Teaching Strategies Lesson Plan Preparation Promoting Participation of CLDE learner Effective Cross-Cultural Conflict Resolution

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	Dr. Becky Knickelbein has taught five online courses at both the graduate and undergraduate levels for eight years. She participated in trainings on online pedagogy and makes use of interactive methodologies in her course design. She is certified in regular and special education, school psychology and teaching of English Language Learners (ELL). The Communication Disorders, Special Education and Disability Services Department has determined that only faculty with both Special Education and English Language Learner certifications will be assigned to this course.

For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	Course SLO #	How outcome is assessed using Distance Education Technologies
	1	Research studies will be uploaded to a drop box and feedback provided based on a rubric included in the course materials. Large group discussion posts related to this topic will also assessed.
	2	Lesson plans, supplemental materials, and assessment tools will be turned in via the system and feedback provided based on a rubric included in the course materials. Large group discussion posts related to this topic will also assessed.
	3	Students will interact via small group discussions in response to scenarios related to conflict resolution based on the grade level they teach. The instructor will be an active participant in the discussion posts providing feedback throughout.

4. Adapted lesson plans will be evaluated by graduate students based on a provided rubric and the

feedback will be submitted via the assigned drop box. The feedback will then be critiqued by the

instructor.

Assignment	Percentage of Semester Grade
Research Paper	30%
Lesson Plans	30%
Group Project	20%
Discussion Boards	20%

How will the instructor-student and student-student interaction take place? (if applicable)	Students will interact with one another via large group threaded discussion message boards. Small group project interactions will be facilitated by designating specific discussion boards for the group members only. The instructor will interact with students via email, class announcements, discussion boards and assignment feedback. Students will be invited to meet with the instructor face-to-face at anytime.
How will student achievement be evaluated?	Discussion posts will be evaluated based on quality and depth of the information provided. All assignments will be given a point value and graded based on the rubric scales provided to the students in the course materials.
How will academic honesty for tests and assignments be addressed?	Students will be made aware of the IUP Graduate Handbook's Academic Integrity Policy, located at http://www.iup.edu/page.aspx?id=127235. In addition to clearly expressing the above expectations in the Graduate Handbook and explicitly referring to these expectations in the syllabus, course evaluative assignments will be designed to minimize the potential for violations of academic integrity. The assignments, discussion posts, lesson plans, and case study papers are all based on individual experiences from which the students are expected to draw.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies

Liberal Studies Course Designations (Check all that apply) Section 1	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	

Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	

	• the ablity to transform information into knowledge and knowledge into judgement and action	
	• the ability to work within complex systems and with diverse groups	
	• critical thinking skills including analysis, application and evaluation	
	• reflective thinking and the ability to synthesize information and ideas	
	Responsible Learners demonstrate:	**Course SLO #**
	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
	• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal		
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	

| Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion. | |

Teacher Education Section

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File Modified** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu