Code # ED57 (2014) REV

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

TE 3003

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Differentiation for Culturally and Linguistically Diverse Learners

Short Version: Diff Diverse Learners

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Examination and application of research-based pedagogical methods for diverse learners, including English language learners. Focus on scaffolding success in inclusive classrooms using response to intervention (RTI) and sheltered content instruction.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

ELSE 3643, Admission to Teacher Education Program.

b. Why?

This course is a professional education course, which would only be of value to those entering the education profession.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Summer

10. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

As a specialty course for teacher candidates who are preparing to teach in inclusive middle grade classrooms, they will be expected to: 1. Understand and apply theories of language acquisition and sheltered content instruction in order to ensure the success and achievement of second language students; 2. Effectively assess and provide instructional scaffolding for a variety of diverse learners using the RTI model; 3. Identify and rehearse a variety of pragmatic instructional strategies that can be integrated into lesson planning for middle grade classrooms; 4. Reflect on misconceptions and new awarenesses of research-based theory and scaffolding for diverse classrooms

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

**This course supports the Arkansas Department of Education’s competencies for middle level education.**

**Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards**

Professionalism

Diversity

Communication Skills

Curriculum

Teaching Models

Classroom Management

Assessment

Reflective Teaching

**Specifically, the course will address the following Association of Middle Level Education Standards**

Standard 1: Young Adolescent Development

Element b: Knowledge of the Implications of Diversity on Young Adolescent Development

Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction

Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices

Standard 2: Middle Level Curriculum

Element b: Middle Level Student Standards

Standard 3: Middle Level Philosophy and School Organization

Element a: Middle Level Philosophical Foundations

Standard 4: Middle Level Instruction and Assessment

Element a: Content Pedagogy

Element b: Middle Level Instructional Strategies

Element c: Middle Level Assessment and Data-informed Instruction

Element d: Young Adolescent Motivation

Standard 5: Middle Level Professional Roles

Element b: Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices

Element c: Working with Family Members and Community Involvement

Element d: Dispositions and Professional Behaviors

**Specifically, the course will address the following InTASC Standards**

The Learner and Learning

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Professional Responsibilities

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration..

c. Student population served.

Undergraduate Teacher Education Majors

d. Rationale for the level of the course (lower, upper, or graduate).

This course is an upper level course designed to prepare middle level education candidates for their senior internship experiences,

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduction to culturally and linguistically diverse students, families and communities (CLD and ELL); Self- assessment of diversity; Ethnocentrism

Week 2: The “response to intervention” framework—3 & 4 Tier Model; continuous problem-solving model; Pyramid of resiliency, instruction and strategy monitoring

Week 3: Communication, Literacy, Behavior, and Cognitive Issues at Tier 1; analyzing examples from classroom practice

Week 4: Research-based pedagogical strategies for practice and application; examine and rehearse

Week 5: Communication, Literacy, Behavior, and Cognitive Issues at Tier 2; analyzing examples from classroom practice

Week 6: Research-based pedagogical strategies for practice and application; examine and rehearse

Week 7: Communication, Literacy, Behavior, and Cognitive Issues at Tier 3; analyzing examples from classroom practice

Week 8: Research-based pedagogical strategies for practice and application; examine and rehearse

Week 9: Communication, Literacy, Behavior, and Cognitive Issues at Tier 4; analyzing examples from classroom practice

Week 10: Research-based pedagogical strategies for practice and application; examine and rehearse

Week 11: Sheltered Instruction Approach; online resources for cognates and translations

Week 12: Developing Lesson Plans (SIOP model) for inclusive classrooms; emphasizing small group instruction and language objectives

Week 13: Comprehensible input; contextualizing; low-anxiety classrooms; language/key academic vocabulary focus; authentic connections to content

Week 14: Assessing progress through progress monitoring, portfolios and anecdotal records

Week 15: Reflective writing in digital format; supporting instructional decisions through research-based practices for inclusive classrooms:

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Designs/graphic representations of each RTI Tier connected to examples of effective instructional practices; development of lesson plans for culturally and linguistically diverse student populations; Reflective writing shared digitally.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

n/a

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

none

20. What is the primary intended learning goal for students enrolled in this course?

Students will examine, apply and reflect on the theories and the research that support effective inclusive classroom instruction..

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Vogt, M., Echavarria, J.J., Washam, M.A. (2015). *99 More ideas and activities for teaching English learners with the SIOP model*. Pearson.; Collier, C. (2012). *RTI for diverse learners: More than 200 instructional interventions*. Corwin.

b. Number of pages of reading required per week: 20 pages

c. Number of pages of writing required over the course of the semester: 50 pages

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will create two lesson plans that apply the theories and the research that support effective instruction for culturally and linguistically diverse students.

Learning Activity:

Students will analyze language objectives and outcomes, contextualizing activities, low-anxiety classrooms, comprehensible input strategies, and effective assessment methods for CLD students during class readings and discussions.

Assessment Tool:

A Rubric will be used to assess the lesson plans.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

TE 3003 Differentiation for Culturally and Linguistically Diverse Learners

Examination and application of research-based pedagogical methods for diverse learners, including English language learners. Focus on scaffolding success in inclusive classrooms using response to intervention (RTI) and sheltered content instruction.

Prerequisites: ELSE 3643, Admission to Teacher Education Program. Fall, Summer.