



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Education	Academic Organization (Department): EDS	Date: 11/27/07
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Bernice Bass de Martinez	Submitted by: Rachael Gonzales
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> , 2008 Spring <input type="checkbox"/>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
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Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): EDS 292B	Title: TEACHING ENGLISH LEARNERS IN GENERAL & SPECIAL EDUCATION-LAB	Units: 1
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JUSTIFICATION:

The Education Specialist Credential Program: Mild/Moderate will be changing this course from a 3-unit lecture to a 2+1 lecture/lab paradigm. This action is consistent with other methodology courses in the program and is in response to community feedback, student surveys, and as a reaction to mandated CCTC Standards for the Mild/Moderate Educational Specialist Credential. Course has theoretical and field based component.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 292A) in the development of basic principles, strategies, procedures, and curricular material involved in teaching English Learners in general and special education classrooms.	
Note:	
Prerequisite: Admittance into Mild/Moderate Credential or M.A. in Education programs. Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> EDBM 170	
Corequisite: EDS 292A Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
CAN (California Articulation Number):	
Graded: Letter <input type="checkbox"/> Credit/No Credit <input checked="" type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Lab – S-48	Title for CMS (not more than 30 characters) Tchng EL in Gen & Spec Ed-Lab
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>once</u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

EDS 292B, p. 2

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

- Students will be able through field based application to:
1. demonstrate general knowledge of understanding the various cultural characteristics and cultural information related to the diverse students and their language and cultural backgrounds.
 2. demonstrate general knowledge about second language acquisition as it relates to students who are second language learners.
 3. learn the various levels of language proficiency as determined by the *California English Language Development Test (CELDT)*.
 4. teach the student who is an English learner in general and special education settings.
 5. demonstrate knowledge of strategies to teach English learners such as Specifically Designed Academic Instruction in English (SDAIE).
 6. demonstrate understanding of the Sheltered Instruction Observation Protocol (SIOP) in developing instructional plans for students who are English learners in general and or special education settings.
 7. develop instructional plans for English learners based on the English Language Development Standards and will know how these standards correlate with the English Language Arts Standards and Framework in California.
 8. demonstrate understanding of compliance and legal issues related to the instruction of English learners in general and special education settings.
 9. learn to write linguistically appropriate goals and objectives which lead to the development of English language proficiency.
 10. demonstrate general understanding of how the *Response to Intervention (RtI)* model can be used to assist students who are English learners in a variety of settings.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- {Based upon a K-12 student receiving special education services}
1. SIGNATURE ASSIGNMENT - Completion of an instructional plan designed to teach English learners in either a general and or special education classroom setting. The lesson plans will be developed to incorporate the SIOP (*Sheltered Instruction Observation Protocol*) designed to make lessons comprehensible for all learners
 2. Complete a resource notebook designed to help students bring together as many resources as they can gather to help English learners learn English.
 3. Completion of an in-class exam designed to test their general knowledge of information noted in the textbooks, notes, class activities, and their materials they have gathered and reviewed as part of their lesson plan activities and curricular reviews.
 4. Completion of in-class activities designed to help the learner see the relationship between the English language arts and English language development standards when determining various activities to help the students complete lessons utilizing the various curricula utilized in the schools.
 5. Complete a case study designed to help the learner learn to write linguistically appropriate goals and objectives for the English learner in special education.

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___

If yes, identify program(s): **Education Specialist Credential: Mild/Moderate Disabilities**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

If yes, attach a description of resources needed and verify that resources are available.

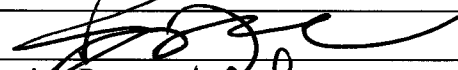
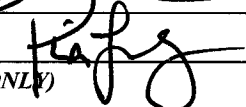
Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	12-20-07
College Dean or Associate Dean: 	12/21/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

EDS 292B TEACHING ENGLISH LEARNERS IN GENERAL & SPECIAL EDUCATION - LAB

RECOMMENDED TEXTS/MATERIALS

1. Durán, E. et. al. (2006). *Teaching English Learners in Inclusive Classrooms Third Edition*, Springfield, Illinois: Charles C. Thomas Publishers L.T.D. (required text).
2. Notes: Durán, E. (2007). *Teaching English Learners in Inclusive Classrooms – Supplemental Notes*, Sacramento, CA: CSUS Bookstore. (Required).

WEB SITES

- As Assigned

ACTIVITIES

(Based upon a K-12 student receiving special and general education services)

1. Completion of an instructional plan designed to teach English learners in either a general and or special education classroom setting. The lesson plans will be developed to incorporate the siop (sheltered instruction observation protocol) designed to make lessons comprehensible for all learners.
2. Complete case studies designed to determine the students understanding of various strategies utilized to teach English learners who are in general and special education settings. These case studies can be in the form of in-class exams or in-class activities.
3. Complete a curriculum review on an English language development curriculum designed to help the learners see what is available to teach English to students who are learning English.
4. Complete a resource notebook designed to help students bring together as many resources as they can gather to help English learners learn English.
5. Completion of an in-class exam designed to test their general knowledge of information noted in the textbooks, notes, class activities, and their materials they have gathered and reviewed as part of their lesson plan activities and curricular reviews.
6. Completion of in-class activities designed to help each of them understand the relationship between different levels of English proficiency such as beginning, early intermediate, intermediate, early advanced, advanced, and fluent levels.
7. Completion of in-class activities designed to help the learner see the relationship between the English language arts and English language development standards when determining various activities to help the students complete lessons utilizing the various curricula utilized in the schools.
8. Complete a case study designed to help the learner learn to write linguistically appropriate goals and objectives for the English learner in special education.

CCTC STANDARDS MET

- EDUCATING DIVERSE LEARNERS WITH DISABILITIES* 11 (Level I)
- CURRICULAR AND INSTRUCTIONAL SKILLS IN GENERAL EDUCATION* 2 (Level I)
- PLANNING AND IMPLEMENTING CURRICULUM AND INSTRUCTION* 23 (Level I)
- PROFESSIONAL, LEGAL, AND ETHICAL PRACTICES* 10 (Level I)