GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School: Mary Lou Fulton Teachers College   Department/School: Teacher Preparation

Prefix: **SPE**   Number: **317**   Title: Special Education for Culturally and Linguistically Diverse Children and Youth   Units: 3

Course description: **address the general issues and practical applications regarding education of culturally and linguistically diverse studnets with disabilities.**

Is this a cross-listed course?   No   If yes, please identify course(s):

Is this a shared course?   No   If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?   Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Literacy and Critical Inquiry–L   **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017   For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- [ ] Signed course proposal cover form
- [ ] Criteria checklist for General Studies designation being requested
- [ ] Course catalog description
- [ ] Sample syllabus for the course
- [ ] Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name   Mildred Boveda   E-mail   mildred.boveda@asu.edu   Phone

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):   Nicole Thompson   Date: 1/24/2020

Chair/Director (Signature):

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.
Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*	Syllabus, assignment descriptions, and rubrics
1.	Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.		
2.	**Also:**		
	Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1"**. **C-1**		
☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus, assignment descriptions, and rubrics
1.	Please describe the way(s) in which this criterion is addressed in the course design.		
2.	**Also:**		
	Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2"**. **C-2**		
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	syllabus, assignment descriptions, and rubrics
1.	Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements		
2.	**Also:**		
	Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3"**. **C-3**		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*	course schedule in the syllabus

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

C-4

Course Prefix	Number	Title	General Studies Designation
SPE	317	Special Education for Culturally and Linguistically Diverse Children	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	At least 55% of the course grade is dependent on writing assignments that require students to engage in oral and written discourse.	Showcase (20%), ICC1 (10%), ICC2 (10%), ICC 3 (10%), Family & Community Collaboration Plan (5%)
2	These assignments require the studets to gather evidence and data, then evaluate, interpret, and synthesize these data and evidence.	Students gather data, read and synthesize relevant research, connect theories to educational approaches and practices, and communicate these orally and in writing.
3	Students engage with the research, best practices, and polices of culturally and linguistically diverse studnets with disabilities. Students consider the structural, political, emperical, and practical impacts of educating students. Students think reflectively about tehir own understandings, make connections with the literatrue, contextualize their field experiences with data as well as what they know about educational policy, and write about it.	Showcase and ICC3 are in-depth assignments that require students make connections across course content, and evaluate evidence from multiple sources, synthesize, and share this orally and in writing. For the showcase, students make connections across course content, and evaluate evidence from multiple sources, synthesize, and share this orally and in writing. For ICC3, students collect and evaluate evidence on a school, classroom, and student. They then identify research-based strategies appropriate for English Language Learners and evaluate these strategies. Students design a research-based intervention for an elementary student.
4	Students get feedback throughout the semester	Students begin receiving feedback on assignments during the first 3 weeks (term C) or 2 weeks (terms A&B)

Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

SPE 317: Special Education for Culturally and Linguistically Diverse Children and Youth
BLE 408: SEI for Linguistically Diverse Students

Schedule line 92823
3 Credit Hours

Instructor Information:

Dates of classes:	Click here to enter a date. - Click here to enter a date.
Instructor Name:	Dr. Andrea Weinberg; Dr. Mildred Boveda
Email:	Andrea.weinberg@asu.edu; mildred.boveda@asu.edu
Work Phone:	970-219-5389 (AW cell); 480-965-5170
Office Hours:	Mondays 1-3
Office Location:	Farmer Ed 310C; Farmer Ed 418B

Course Information:

SPE 317/BLE408 fulfills 3 of 45 semester hours of education courses which teach knowledge and skills described in R7-2-602, including 3 of 21 semester hours of special education courses including teaching methodologies and strategies for students with disabilities. Alternatively, successful completion of ECS 420 fulfills three (3) of forty-five (45) required semester hours of education courses which teach the standards described in R7-2-602 and specifically, early childhood special education, as required by SBR R7-7-610(O.) for a Provisional Early Childhood Special Education Certificate – Birth to Five Years. Additionally, SPE 317 fulfills 3 semester hours or 45 clock hours of state-approved SEI training.

Catalog Description

This course addresses the general issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities. Prerequisite: completion of core curriculum courses. Co-requisites: enrollment in Student Teaching or Field Experience

Course Format

The course format is a combination of online and in-class lectures, small group inquiry-based activities, large group interactive discussions, projects, online learning materials (e.g., readings, video), and Canvas assignments. All class meetings are intended to be meaningful experiences whereby learner participation directly aids the overall learning experience for our mutual professional formation. Topics are intended to assist pre-service teachers with critical issues that affect instruction to culturally and linguistically diverse exceptional learners and their educational programming needs. A mixed methodology is employed: student centered cooperative learning, teacher centered facilitation and instruction, and lastly, individual reflection and processing will be implemented throughout our meetings.

All written assignments must follow APA formatting. Professionals in the field of education use the citation format from the American Psychological Association (APA). If you are not familiar with APA Citation Style Guidelines, please follow this link: http://owl.english.purdue.edu/owl/resource/560/16/. The APA requirements for this course include using in-text citations and references.

Required Course Texts, Materials and Resources
Required Text - NONE

Readings, videos, learning modules provided in Canvas

Required Materials

- Mary Lou Fulton Teachers College Internet resource – Tk20 via the web: Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. There is a one-time only, non-refundable subscription fee for Tk20. You can purchase the program online at http://mytc.asu.edu/tk20-system.
- You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

Provided Materials

- ASU Canvas Course Management Website at *http://myasucourses.asu.edu* (ASU students have FREE access)

Course Objectives & Learning Outcomes:

Arizona Department of Education SEI Course Objectives:

Through course readings, discussions, activities, observation and feedback, and authentic tasks, students will develop understanding and be able to articulate and utilize the following:

ELL Proficiency Standards Objectives:
1. Examine the format and the alignment of ELL Proficiency Standards to the Arizona Language Arts (Listening & Speaking, Reading, and Writing) Academic   Standards.
2. Use ELL Proficiency Standards to plan, deliver, and evaluate instruction.
3. Demonstrate the integration of ELL Proficiency Standards in all content areas.

Data Analysis & Application Objectives:
1. Analyze and apply disaggregated data to differentiate instruction.
2. Interpret and use "snapshots" of longitudinal data.
3. Track student status and progress on the ELL proficiency standards using the Arizona English Language Learner Assessment (AZELLA) results.

Formal & Informal Assessment Objectives:
1. Integrate diagnostic, formative, and summative assessments for ELLs.
2. Create and offer multiple assessments.
3. Use assessment results for placement and accommodation for special education and gifted students.
4. Use standardized testing and language proficiency as methods for monitoring student progress.

SEI Foundations Objectives:
1. Know the legal, historical, and educational reasons for Structured English Immersion (SEI).
2. Know basic SEI terminology.
3. List language acquisition theoretical principles.
4. Outline the role of culture in learning.
5. Introduce Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Learning Experiences: SEI Strategies Objectives:
1. Identify and use multiple strategies to improve student achievement. Integrate:
   a. comprehensible input
   b. on-going, specific, and immediate feedback
   c. grouping structures and techniques
   d. building background and vocabulary development
   e. student engagement.
2. Extend SEI methods for beginning ELS (TPR Storytelling), contextual clues, Narrative Approach).
3. Describe the Silent Period (ways of responding, developmental processes).
4. Grasp meaning of pre-and early production strategies of students.
5. Integrate current materials in ELS instruction (lesson & text modifications).
6. Extend SEI content methods (preview/review, content area reading & writing strategies, experimental methods).
7. Analyze and apply vocabulary development approaches in the content areas.
8. Plan lessons based on prior knowledge.
9. Select, adapt, and sequence current curricular materials.

Parent/Home/School Scaffolding Objective:
1. Identify the socio-cultural influences on ELLs (language shift, identity issues, role of culture in learning).
2. Discuss the impact of bilingualism and home language use.
3. Examine parental and community sources for aiding English Acquisition.
4. Cultivate home and school partnerships.

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	ISTE	PSA*
Demonstrate knowledge of research-based theories of second language acquisition and development with a particular emphasis on sociocultural factors that affect learning and development for ELLs.	2i, 2j, 2k, 7i	ICC1K5, ICC2K3 ICC3K3, ICC3K4 ICC5K7, ICC5K8 ICC5K9, ICC5K 10 ICC6K1, ICC6K2 ICC9K1	
Demonstrate ability to identify ELL standards, adapt instruction, and implement instructional strategies and practices to improve the language and literacy skills and achievement of ELLs.	1e, 1g, 2g, 2h, 4l, 4m, 7i 7k, 8k, 8l	ICC6S2, ICC7K3 ICC7K4, ICC7K5 ICC7K3 ECSE3S2,ECSE4K1 ECSE7S8	1b 2a
Plan and implement alternative and non-discriminatory assessments to identify CLDES' language and literacy skills and needs at all levels of proficiency.	6o, 6p	ICC8K4, ICC8S2 ECSE8K3	
Describe techniques for involving culturally diverse families and communities in education of culturally and linguistically diverse students with disabilities	1K, 2j, 2k, 3l, 9m, 10m	ICC1K7, ICC1K10 ICC2K3, ICC3K3 ICC3K4, ICC6K3 ICC10K4 ECSE3S1	
Etiology and Classification of Behaviors 1.To become familiar with classifications of behavior 2.To determine various internal and external factors influencing behavior in the classroom 3.To provide various theoretical views on the etiology of behavior problems & disorders 4.To relate various theoretical views of behavior disorders to classroom management	1d 2g, h, i, j, k 4j, k, l, m, n 8j, k	2 a- d	5K1-8
Identification and Screening 1.To describe and identify adaptive and maladaptive learning styles in the classroom 2.To identify specific, observable behaviors presented in the classroom 3.To develop a system of screening students who are at risk for behavior disorders 4.To describe and discuss various factors (environmental, cultural, stress, and family/classroom structures) that affect behavior	1d, e, f, g, h, i, j 2g, h, i, j, k, l, m 4j, k, l, m, n 7i, j, k, l, m, o, q 8j, k 10 l, m	2 a -c	7S 5 -6 8K 1-5 8S 1-8

- InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
- ISTE Standards: http://www.iste.org/standards/standards-for-teachers.
- *PSA - Professional Standards Assessed may include (according to course content):
  - o Council for Exceptional Children (CEC): http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards
  - o National Association for the Education of Young Children (NAEYC): http://www.naeyc.org/caep/files/caep/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf.
  - o National Council for the Social Studies (NCSS): http://www.socialstudies.org/sites/default/files/NCSSTeacherStandardsVol1-rev2004.pdf
  - o National Council of Teachers of Mathematics (NCTM): http://www.nctm.org
  - o International Literacy Association (ILA): http://www.reading.org/
  - O Next Generation Science Standards: http://www.nextgenscience.org/next-generation-science-standards

Tentative Course Calendar

Learning Materials, including readings and media, can be found in Canvas.

Week	Dates	Topics	Readings/Learning Materials
1	Aug 26-Sep 1	Welcome and intro to socio-cultural markers	Learning materials posted on Canvas
2	Sept 2-8	Law & Policy Overview	Learning materials posted on Canvas
3	Sept 9-15	Legal, Historical, and Educational Perspectives of Structured English Immersion	Learning materials posted on Canvas
4	Sept 16- 22	Ethnic Ban, Representation in Curriculum, & Collaboration	Learning materials posted on Canvas
5	Sept 23-29	Assessing English Learners and CLD Students with Disabilities	Learning materials posted on Canvas
6	Sept 30-Oct 6	Assessing English Learners and CLD Students with Disabilities	Learning materials posted on Canvas
7	Oct 7-13	Home/School Connections & Heritage Languages; Getting to Know Students	Learning materials posted on Canvas
8	Oct 14-20	Models and Structures of EL Programs in AZ; Inclusive Environments	Learning materials posted on Canvas
9	Oct 21-27	Theory that drives Practice: Second Language Acquisition Theories, Role of Culture in Learning	Learning materials posted on Canvas
10	Oct 28-Nov 3	Reading Instruction: Phonics, Fluency, Phonemic Awareness (Aligned with ELP Standards)	Learning materials posted on Canvas
11	Nov 4-10	Comprehension and Vocabulary (Aligned with ELP Standards)	Learning materials posted on Canvas
12	Nov 11-17	Grammar Instruction (Aligned with ELP Standards)	Learning materials posted on Canvas
13	Nov 18-Nov 24	Writing Instruction (Aligned with ELP Standards)	Learning materials posted on Canvas
14	Nov 25-Dec 1	Collaboration Skills	Learning materials posted on Canvas
15	Dec 2-Dec 6	Wrap Up	Learning materials posted on Canvas

C-4 **Course Assignments & Grading Scale**

Assignment and Description	Due Date	Score/Points
Introducing and Reinforcing Standards		
ICC Assignment 1: Sociocultural Markers Self-Reflection & Discussion Students reflect on their own sociocultural markers and the influence on their educational experience in preparation for establishing intersectionally conscious collaborative relationships	9/2/2019	10
Reflections 1-5 Students summarize key points of the learning materials for a selected week, reflect to make personal/professional connections, and pose questions 5 reflections, 2 points each	9/2/2019 9/23/2019 10/14/2019 11/4/2019 11/25/2019	10
Quiz: Policy and Law Online quiz	9/16/2019	5
ICC Assignment 2: Student-Focused Collaboration Students use a variety of resources to learn about a focus student, and reflect on their peer collaboration.	9/23/2019	10
Book Identification and Analysis Students select a children's book and analyze the representation of diverse learners.	10/7/2019	5
Family/Community Collaboration Plan & Mid-Semester Check-In Students prepare a plan for communicating and engaging with families and the community.	10/14/2019	10
Book Lesson Plan Students create a lesson plan using the book selected during the "Book Identification" assignment	10/21/2019	5
Quiz: Selection CLD-Appropriate Curriculum Online quiz	10/28/2019	5
ICC Assignment 3: Implementation and Reflection Students collaborate to create and implement a lesson or intervention, and reflect on the lesson as well as the collaboration.	11/25/2019	10
Showcase Students observe/practice literacy instructional strategies in internship, and will work with a group to develop a presentation focused on literacy instruction and strategies. The Showcase Presentation will be delivered to your peers in class. A post-presentation reflection will be submitted.	Submitted within 1 week of presentation	20
Participation and Attendance This score is assigned by the instructors based on your attendance and participation in class, in your groups, and online.	n/a	10
TOTAL		**100 Total Points**

C-1
C-2
C-3 (ICC Assignment 1)

C-1
C-2
C-3 (ICC Assignment 2 / Book Identification)

C-1
C-2
C-3 (ICC Assignment 3 / Showcase)

Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below

The Grading Scale does not include pluses or minuses.

COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: *http://www.asu.edu/emailsignup*.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL: *http://students.asu.edu/srr/code*.

Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an 'E' for the course.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. http://www.asu.edu/aad/manuals/acd/acd304-04.html

ATTENDANCE AND PARTICIPATION

Insert your individual or division's policies on attendance and participation here.

CELL PHONE POLICY

Insert your individual or division's policy here.

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (*http://www.asu.edu/aad/manuals/usi/usi104-01.html*) and in the University's Computer, Internet, and Electronic Communications Policy (*http://www.asu.edu/aad/manuals/acd/acd125.html*).

GRADE APPEALS

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at https://education.asu.edu/student-forms-policies

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the

campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. *http://www.asu.edu/aad/manuals/ssm/ssm104-02.html*.

HARASSMENT PROHIBITED

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. http://www.asu.edu/aad/manuals/acd/acd401.html.

LATE AND MISSING ASSIGNMENTS

Insert your individual or division's policy here.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see *http://www.asu.edu/aad/manuals/usi/usi201-18.html*.

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. http://www.asu.edu/aad/manuals/acd/acd304-02.html

PROFESSIONAL BEHAVIOR (THIS SECTION IS ONLY NECESSARY FOR INITIAL CERTIFICATION STUDENTS)

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). https://education.asu.edu/student-forms-policies.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/resources

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center https://eoss.asu.edu/drc. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: https://tutoring.asu.edu.

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://www.bkstr.com/arizonastatestore/shop/technology)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (https://ucc.asu.edu/techstudio/)

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu.
MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. Visit https://myapps.asu.edu/home for more information.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at https://tutoring.asu.edu/writing-centers.

ICC Assignment 1: Sociocultural Markers Self-Reflection & Discussion

You can choose one of the following two options to complete this assignment:

- *Create a 5-10 minute video response*

- *Submit a written , two-page reflection*

Regardless of your choice, **respond to EACH of the following:**

1. Identify 5 of your sociocultural markers (e.g., race, linguistic origin, educational level, geographic/regional origin, socioeconomic status, class, citizenship, ethnicity, gender identification, sexuality, religion, nationality, immigration status, dis/ability, et al.).

2. Discuss how these sociocultural markers influenced your educational experiences

3. Do any of your sociocultural markers intersect? If so, are there simultaneous impacts?

In class, you will share your responses with a peer who you will be collaborating with to complete three ICC assignments throughout the semester. Ultimately, preferably your partner should be a peer who is completing their internship in the same school, classroom, or district.

Writing Expectations for Assignments

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. APA Style information can be found at ASU Library Citation Styles (Links to an external site.) or Purdue Online Writing Lab (OWL) (Links to an external site.).The ASU Writing Center (Links to an external site.) also provides both online and on-site tutors to help students increase their confidence as writers and improve their writing skills free of charge. When a student schedules a tutoring appointment for writing assistance, the tutor will need to see the assignment details for the paper for which he/she will be providing assistance.

ICC Assignment 2: Student-Focused Collaboration

There are two parts to ICC Assignment 2: Student Focused Collaboration.

In Part 1, you and your partner will each select one student from your internship classrooms, preferably a student who is culturally and linguistically diverse and/or with a disability. If you and your partner are in the same classroom, you can have the same, or different, focus students.

We will refer to them as your "Focus Students" for ICC Assignments 2 and 3.

Use a variety of resources to learn about your focus students. Talk with your mentor teacher(s) and other educators. If appropriate and available, speak with parents and review assessment data and other relevant documents. You will create a culturally sustaining intervention or lesson for the focus students. If you and your partner are in the same classroom, you can collaborate to create a single lesson or intervention with the focus student(s) in mind.

Part 2 of this assignment is about enhancing your collaboration.

For this assignment, respond to all of the following items. Please include the questions/prompts as headings to each response.

Part 1: Student Sociocultural Identities

1. What sociocultural markers were you able to identify for your focus student(s)?
2. How were you made aware of these sociocultural markers? For example, IEPs, participation in free and reduced lunch program, mentor teacher, other educator student communication, parent communication.
3. How do their sociocultural markers intersect? What are the potential simultaneous impacts?
4. What structural forces (e.g., school or societal policies) might influence the experiences of the focus student(s) and their family?
5. What classroom practices might influence the experiences of the focus student(s) and their family?
6. How will you learn more about these structural forces, classroom practices, sociocultural markers, as well as discover the narratives and culture that will help you understand the focus student(s)?
7. Who else might be involved in the collaboration that might help you get relevant information about your students?

Part 2: Strengthening your Collaboration

1. How do you ensure that all collaborators are able to share their views and perspectives?
2. How might you leverage your understanding of your own sociocultural and emerging professional identities as strengths to your collaborations?
3. Create one collaboration-oriented goal. Share this goal with your partner.
4. What are you excited about exploring further or putting to practice with the focus students?

In ICC Assignment 3, you will create and implement a lesson plan with your selected student(s) in mind.

ICC Assignment 3: Implementation and Reflection

Now that you have a more nuanced understanding of your focus student(s), you will collaborate to create and implement a lesson or intervention, and reflect on the lesson as well as your collaboration.

There are three parts to this assignment. In Part 1, you will design and implement a lesson or intervention for your focus student. Part 2 involves reflecting on your lesson or intervention implementation. In Part 3, you will reflect on your collaboration.

Part 1: Implementation of Lesson/Intervention

1. Since completing the ICC 2 Assignment, what else have you learned that has helped you better understand the focus student(s)? (For example, what have you learned about societal forces, diverse sociocultural markers, disability categories, or discovery of narratives and/or culture since completing ICC2)?
2. Describe the lesson or intervention you created (in narrative format, you you can attach the lesson/intervention plan to separately in your Canvas submission) *(clarified instructions 11/13/19)*.

   •
   o   What were the objectives or learning targets?
   o   Discuss the approaches that were designed with your focus student(s) in mind, and the rationale for each of these.

Part 2: Reflecting on your Lesson/Intervention & Implementation

1. As you describe the successes and challenges related to lesson objectives and approaches used, consider the sociocultural markers and academic abilities of your focus student(s).
2. You have created and implemented a lesson or intervention for your studnets. Who else could potentially benefit or struggle with the approaches used with your lesson/intervention? (*think about the other studnets in the classroom*)
3. Given the learning objectives that you selected for your focus students, what additional structures might ensure that **all** students accomplish these objectives?

Part 3: Reflecting on your Collaboration

1. How has understanding your own sociocultural identities and educational/professional experiences *enhanced the peer collaboration?*
2. How has understanding your own sociocultural identities and educational/professional experiences *revealed tensions with stakeholders?*
3. What assumptions did you make about the focus student(s) and your collaborators ? How (if at all) have these assumptions been challenged?
4. What goal did you set for yourself in ICC Assignment 2? Reflect on your progress towards achieving this goal.

Create a Family and Community Collaboration Plan (5 points)

Students are more successful when schools and teachers prioritize family and community engagement. Creating a culture of communication and engagement means considering the perspectives of families and the community. Use the resources in this week's readings as you prepare a plan for communicating and engaging with families and the community. In addition, there are many ideas in this document: http://www2.nea.org/mediafiles/pdf/FSCP_Manual_2012.pdf (Links to an external site.)

Specifically, you might find the following pages useful: 110, 149-155, 187, 193-195, 201-206.

1. Identify the engagement context: a family, classroom, school-related community (2 points):
   o Which of these three are you preparing a community plan for?
   o Search the following web sites to create a profile of the context that the family, classroom, or community you prepared a plan for is/are embedded in.
     ▪ https://www.census.gov/quickfacts/mesacityarizona (Links to an external site.)
     ▪ https://azreportcards.azed.gov/districts/detail/4235 (Links to an external site.) district level https://azreportcards.azed.gov/schools (Links to an

school level (note graduation rates for ELL compared to non-EL; graduation for students in special education).
  - (search for your specific school as well)
2. Describe at least five strategies that you could use. For each strategy, describe why the selected strategy appropriate for the families and/or community connected to your internship classroom? (2 points)
3. Name three strategies you would like to learn more about. (1 point)

Showcase (20 points)

You will observe/practice literacy instructional strategies your internship, and you will work with a group to develop a presentation focused on literacy instruction and strategies. The Showcase presentation will be delivered to your peers in class.

> **After you have finished your Showcase and presented in class, respond to the following within a week of your presentation:**
>
> 1. List each member of the group and their contributions.
> 2. Reflect on this collaboration. What worked well, and what could have been better?
> 3. How do your personal and professional experiences enhance your collaboration?
> 4. How do your personal and professional experiences potentially reveal tensions in your collaboration?

Rubric for Strategy Showcase

	Exemplary **5**	**Highly Proficient** **4**	**Proficient** **3**	**Approaching Proficient** **2**	**Unsatisfactory** **1**
Provides overview of the strategy, demonstrating knowledge of research-based theories of second	**Thoroughly:** *explains why the strategy is important *describes how the topic is relevant to the targeted audience	**Significantly:** *explains why the topic is important *describes how the topic is relevant to the targeted audience	**Sufficiently:** *explains why the topic is important *describes how the topic is relevant to the targeted audience	**Somewhat:** *explains why the topic is important *describes how the topic is relevant to the targeted audience	**Superficially:** explains why the topic is important *describes how the topic is relevant to the targeted audience

language acquisition **InTASC** 2e, 2h	*presents appropriate specific measurable objectives for the workshop *incorporates various theories of second language acquisition and development *explains how the topic being presented fits within the scope of the theories	*presents appropriate specific measurable objectives for the workshop *incorporates various theories of second language acquisition and development *explains how the topic being presented fits within the scope of the theories	*presents appropriate specific measurable objectives for the workshop *incorporates various theories of second language acquisition and development *explains how the topic being presented fits within the scope of the theories	*presents appropriate specific measurable objectives for the workshop *incorporates various theories of second language acquisition and development *explains how the topic being presented fits within the scope of the theories	*presents appropriate specific measurable objectives for the workshop *incorporates various theories of second language acquisition and development *explains how the topic being presented fits within the scope of the theories
Provides research & references on the topic which reflects knowledge of implementation of instructional practices to improve the language & literacy skills /achievement of ELLs **InTASC** 2e, 2h **CEC** ICC7S8	**Thoroughly:** *Provides a comprehensive miniature literature review of at least 5 articles examining the topic *provides articles from peer-reviewed journals written after 2004 *cites and references articles in APA format	**Significantly:** *Provides a comprehensive miniature literature review of at least 4 articles examining the topic *provides articles from peer-reviewed journals written after 2004 *cites and references articles in APA format	**Sufficiently:** *Provides a miniature literature review of at least 3 articles examining the topic *provides articles from peer-reviewed journals written after 2004 *cites and references articles in APA format	**Somewhat:** *Provides at least 2 articles examining the topic *provides articles from peer-reviewed journals written after 2004 *cites and references articles in APA format	**Superficially:** *Provides at least 1 article examining the topic *provides articles from peer-reviewed journals written after 2004 *cites and references articles in APA format
Creates a document or pamphlet to go with presentation	**Thoroughly:** *Provides a description of the	**Significantly:** *Provides a description of the	**Sufficiently:** *Provides a description of the	**Somewhat:** *Provides a description of the	**Superficially:** *Provides a description of the

that describes in detail how to implement the strategies/ active learning activity presented in the workshop **InTASC** 2e, 2h **CEC** ICC7S8	strategy/active learning activity *Provides directions for implementing the strategy/active learning activity *Incorporates 5 relevant video/clip links or website *Incorporates 5 relevant video/clip links or website	strategy/active learning activity *Provides directions for implementing the strategy/active learning activity *Incorporates 5 relevant video/clip links or website *Incorporates 5 relevant video/clip links or website	strategy/active learning activity *Provides directions for implementing the strategy/active learning activity *Incorporates 5 relevant video/clip links or website *Incorporates 5 relevant video/clip links or website	strategy/active learning activity *Provides directions for implementing the strategy/active learning activity *Incorporates 5 relevant video/clip links or website *Incorporates less than 5 relevant video/clip links or website	strategy/active learning activity *Provides directions for implementing the strategy/active learning activity *Incorporates 5 relevant video/clip links or website *Incorporates less than 5 relevant video/clip links or website
Conducts an interactive presentation with integration of technology **InTASC** 6b, 8g, 8g, 8i **CEC** ICC7S8 **NETS_T** 1b, 2a	**Thoroughly:** *Provides an organized, cohesive, interactive, and professional presentation *Actively engages colleagues for 30 minutes *Meaningfully integrates technology *Presents NEW information and/or in a new format, not information repeating from previous classes *Incorporates an assessment of audience knowledge for the intended measureable	**Significantly:** *Provides an organized, cohesive, interactive, and professional presentation *Actively engages colleagues for 30 minutes *Meaningfully integrates technology *Presents NEW information and/or in a new format, not information repeating from previous classes *Incorporates an assessment of audience knowledge for the intended measureable	**Sufficiently:** *Provides an organized, cohesive, interactive, and professional presentation *Actively engages colleagues for 30 minutes *Meaningfully integrates technology *Presents NEW information and/or in a new format, not information repeating from previous classes *Incorporates an assessment of audience knowledge for the intended measureable	**Somewhat:** *Provides an organized, cohesive, interactive, and professional presentation *Actively engages colleagues for significantly less or more than 30 minutes *Meaningfully integrates technology *Presents NEW information and/or in a new format, not information repeating from previous classes *Incorporates an assessment of audience knowledge for	**Superficially:** *Provides an organized, cohesive, interactive, and professional presentation *Actively engages colleagues for significantly less than or more than 30 minutes *Meaningfully integrates technology *Presents NEW information and/or in a new format, not information repeating from previous classes *Incorporates an assessment of audience

	objectives of the workshop	objectives of the workshop	objectives of the workshop	the intended measureable objectives of the workshop	knowledge for the intended measureable objectives of the workshop
Completes and submits self and group evaluations	**Thoroughly:** *Completes and submits self evaluation along with other members *Completes and submits group evaluation	**Significantly:** *Completes and submits self evaluation along with other members *Completes and submits group evaluation	**Sufficiently:** *Completes and submits self evaluation along with other members *Completes and submits group evaluation	**Somewhat:** *Completes and submits self evaluation along with other members *Completes and submits group evaluation	**Superficially:** *Completes and submits self evaluation along with other members *Completes and submits group evaluation
TOTALS:					