



<b>Unit:</b>	<b>Head of Unit's Signature:</b>	<b>Date:</b>
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**Graduate Council approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate Council representative: Joan Isenberg** \_\_\_\_\_ **Date:** 12/22/04 \_\_\_\_\_

**Provost Office representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **CERTIFICATE IN ESL/SPECIAL EDUCATION**

### **P-R-O-P-O-S-A-L**

#### **Rationale**

It is evident that the number of English as a Second Language (ESL) and special education students is growing. Both ESL and Special Education educators who never before have instructed these students are now finding they must consider cross-over training, e.g., coursework in both disciplines. Additionally, the number of ESL and special education trained personnel is limited, if not non-existent. Further, in those school districts that do offer English as a Second Language (ESL) special education classes for limited English proficiency (LEP) students, there are little or no support services for these teachers. Similarly, there is a lack of specialized training for the classroom teachers who attempt to instruct these students for most of the school day.

LEP students with special needs should be served by general and special educators who have been effectively trained in how language and culture influence learning. Teacher preparation plays a vital role in providing both pre and in-service educators with an understanding of linguistic, cultural, sociocultural, and related variables and their effects on the teaching-learning process.

#### **Statement of Need**

This statement of need for the proposed certificate is based on careful examination of demographics on classroom diversity and exploration of pedagogical implications for working with students from multilingual and multicultural backgrounds. Teacher preparation plays a vital role in providing both pre- and in-service educators with an understanding of linguistic, cultural, socio-economic and related variables, and their effects on the teaching-learning process. Additionally, training must include methods of using assessment data to plan instruction and to select, adapt, and/or develop curricula to meet the needs of linguistically diverse students with special needs. Culturally and linguistically diverse students with special needs should be served by English as a Second Language (ESL) and special educators who have been effectively trained in how culture and language influence learning (Hall Haley & Austin, 2004).

Further, while no formal assessment has been conducted, informal assessments have been documented in both Special Education and Curriculum and Instruction in Second Languages over the past 8 consecutive semesters with students and Metro area practitioners. These assessments included: (1) focus groups in EDCI 519, Methods of Teaching Bilingual Students, (2) informal interviews and class discussions in Special Education courses, and (3) attached survey completed by over 200 in-service Washington Metro area teachers. Results from all assessments clearly indicated a need and desire for cross-over training in English as Second Language and Special Education.

#### **Objectives**

This certificate would be specifically intended for those persons seeking cross-over training in ESL and Special Education. The certificate would be open to both pre and in-service teachers. A core of six courses would be required - 3 in ESL and 3 in Special Education. Field experience would be required in all coursework.

### **ESL Courses**

EDCI 516 - Bilingualism: Second Language Acquisition Research

EDCI 519 – Methods of Teaching Multilingual Students

EDCI 520 – Assessment of Language Learners

### **Special Education Courses**

EDSE 501 – Introduction to Special Education **or** EDSE 540 – Characteristics of ED & LD

EDSE 503 - Language Development and Reading

EDSE 626 – The Inclusive Classroom **or** EDSDE 628 – Elementary Reading, Curriculum, & Strategies for Mild Disabilities **or** EDSE 629 Secondary Curriculum/Strategies for Mild Disabilities

### **Target Audiences**

The following are targeted audiences: Master's level students across program units and in-service teachers in both ESL and Special Education in the Metro area.

Marketing strategies: Flyers, Posting on Special Education, Center for Language Culture and CEHD's websites, announcements in classes, and a mailing to area supervisors and coordinators.

### **Notes:**

1. These are all existing courses.
2. This certificate does not require additional faculty.
3. Existing syllabi do not need to be altered. Professors simply need to be aware that cross-over students may be enrolled in their courses.
4. Courses should be taken in each discipline in the sequences listed above. (Ex., 516, 519, 520).
5. Special Education Master's only students will be allowed to enroll in this certificate concurrently. Special Education students concurrently enrolled in the Master's and licensure certificate programs will not be able to enroll in this as a third program. Students may complete this certificate after the Master's and licensure certificate and apply those previous courses to the ESL/Special Education certificate if taken within 6 years.

### **Implementation:**

Implementation of this certificate is requested to begin fall 2005.