SPED7705 URBAN AND MULTICULTURAL ISSUES IN SPECIAL EDUCATION

Semester Hours: 3
Semester/Year: Spring 2013
Instructor: Dr. Michelle Frazier Trotman Scott
Office Location: 214 Education Annex
Office Hours: Monday – 9:00 am – 2:00 pm
Wednesday – 9:00 am – 2:00 pm
Other hours are available by appointment
Telephone (678) 839-6567 (office-secretary)
(678) 839-6159 (office-direct)
(614) 571-5626 (cellular phone)
E-mail: Use CourseDen class email for class issues;
Use fraztrot@westga.edu (for non-class issues)
(48 hour response, except weekends)
FAX: (678) 839-6099
Class Location: Not Applicable
Face-to-Face Dates: Not Applicable
Times: Not Applicable

Online Support
CourseDen Home Page
http://westga.view.usg.edu

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webctl/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/

e Connection: http://www.westga.edu/~online/
Communication  The official communication method to students is through campus email (myUWG). Be sure to access this and your CourseDen D2L email several times a week to keep up-to-date on important information.

NOTE: All work submitted for this course and program are subject to electronic and/or other reviews to ensure authenticity and student ownership.

COURSE DESCRIPTION

Historical and current influences on and effects of cultural and ethnic diversity in the classroom will be examined. Activities will focus on strategies that can be employed in P-12 settings to increase achievement of all students.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. State (GaPSC) and national standards (CEC, NBPTS, NBPTS-EN) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instructional approaches used for this class include lecture, demonstration, discussion, reading, identification and examination of resources, small group activities, audio-visual presentations, on-line resources, and participation in activities.

COURSE OBJECTIVES
Students will:

1. demonstrate in written and verbal communications the attitudes and behaviors that positively influence the behavior of diverse individuals with exceptional learning needs (Banks & Banks, 2007; Gallagher & Lambert, 2006; Gollnick & Chinn, 2006; Obiakor & Wilder, 2003) (Conceptual Framework Descriptors: Adaptive, Collaborative, Culturally Sensitive, Empathic, Knowledgeable, Proactive, Reflective) (Standards: NBPTS* 1, 4; NBPTS EN** I, II, X, XII; CEC***/GaPSC**** 5/v)

2. apply and evaluate strategies used by diverse populations to cope with a legacy of former and continuing racism to case-based and real life applications (Blanchett, 2006; Duarte & Smith, 2000; Gollnick & Chinn, 2006) (Conceptual Framework Descriptors: Decisive, Adaptive, Collaborative, Culturally Sensitive, Empathic) (Standards: NBPTS 2, 4; NBPTS EN I, IV, VII, IX; CEC/GaPSC 4/iv)


4. critique personal and cultural awareness of culture and language use and differences (Banks & Banks, 2007; Bennett, 2007) (Conceptual Framework Descriptors: Culturally Sensitive, Knowledgeable, Reflective) (Standards: NBPTS 1, 2, 3, 4; NBPTS EN III, XII, XIII; CEC/GaPSC 3/iii)


6. apply theories and strategies to develop a safe, equitable, positive, and supportive learning environment in which diversities are valued (Anguiano, 2003; Bennett, 2007; Gunter, Coutinho, & Cade, 2002) (Conceptual Framework Descriptors: Decisive, Adaptive, Collaborative, Culturally Sensitive, Empathic, Knowledgeable, Proactive, Reflective) (Standards: NBPTS 3, 5; NBPTS EN II, IV, VII, X, XII, XIV; CEC/GaPSC 5/v)

7. lead professional development of peers in knowledge of methods for creating learning
environments that allow individuals to retain and appreciate their own and each others’
respective language and cultural heritage
(Nieto, 2004)
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Collaborative,
Culturally Sensitive, Knowledgeable)
(Standards: NBPTS 1, 4, 5; NBPTS EN II, IV, VII, VIII, XIV; CEC/GaPSC 5/v)

demonstrate understanding and use of a variety of instructional strategies to encourage
students’ development of critical thinking, problem solving, and performance skills
(Boyd et al., 2006; Duarte & Smith, 2000; Gunter, Coutinho, & Cade, 2002; Nieto, 2004)
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Collaborative,
Culturally Sensitive, Empathic, Knowledgeable, Proactive, Reflective)
(Standards: NBPTS 1, 2, 5; NBPTS EN I, II, IV, VI, VII, IX, XI, XII; CEC/GaPSC 3/iii)

• NBPTS* refers to standards of the National Board for Professional Teaching Standards, a set
of standards adopted for graduate education programs in the College of Education;
information on the Five Core Propositions is available from:
http://www.nbpts.org/the_standards/the_five_core_propositions

• NBPTS EN** (Exceptional Needs) refers to the standards of the National Board for
Professional Teaching Standards which have been developed specifically for teachers who
teach children ages birth through 21+ years with exceptional needs; these standards are
available from: http://www.nbpts.org/for_candidates/certificate_areas1?id=18&amp;x=57&amp;y=11

• CEC*** refers to the seven Special Education Advanced Preparation Standards of the
Council for Exceptional Children, which are available from
http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&amp;Template=/CM/ContentDisplay.cfm&amp;ContentID=3458  (General Curriculum)

• GaPSC**** refers to the rules of the Georgia Professional Standards Commission related to
preparation of teachers in the area of Special Education-General Curriculum; these rules are

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

Culturally responsive teaching in the inclusive classroom. Columbus, Ohio: Merrill

Instructional Resources

IRIS and other materials (http://iris.peabody.vanderbilt.edu/) hyperlinked in syllabus and/or posted
in Course Den including but not limited to:
All students are required to have access to: (a) a computer with an Internet connection and sound/audio; (b) Microsoft Office 2003 or newer; and (c) Adobe Reader or other program that allow pdf documents to be opened and read.

References


**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

1. Assignments should be completed for quality, not quantity. Focus on stating points clearly. Correct grammar is expected.
2. Examine the language used within the assignments. Remember to remove the focus on a person's behavior or disability by making statements in a people first format (e.g., a person with a disability).
3. Avoid judgmental statements and focus on the facts when writing about students. As teachers, our own biases and opinions must be aside in order to view each student as a capable and valuable human being.
4. Be sure to maintain confidentiality of student(s), setting(s), and teacher(s). All identifying names and information should be omitted from written work and discussions.
5. Late work policy: Assignments will be considered late if they are not turned in at the beginning of class on the class day for which they are assigned. No late work will be accepted, including same class day after time deadline. Late work will be accepted for full credit only in instances of documented emergencies.
6. Opportunities for extra credit may be provided for this course at instructor discretion. Work completed for another course is not acceptable for this course.
7. Attendance: Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. **Attendance at all in-person class meetings is mandatory.** It is understood that some absences are unavoidable. If you must miss class due to hospitalization, you must submit a written note from your physician to be excused for your absence. A candidate with ANY absences for the required in-person classes will receive a failing grade in the course if written documentation is not submitted. All justified absences for on-line class meetings and participation must also be properly documented. Whenever possible, prior notice should be given to the course instructor when these absences are anticipated. If prior notice of absence cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 on-line absences for the semester must contact the instructor immediately.
8. Just as attendance is important, punctuality and commitments are the hallmarks of a professional. Punctuality and commitment demonstrate respect for yourself, your colleagues, and your instructor. Punctuality allows classroom activities and instruction to occur without disruption. Punctuality applies to online class participation, discussions, and activities as well as in-person classes.
9. Candidates are responsible for any content they miss. Class time will not be used to go over material/information missed by individuals (or small groups).

10. All cell phone ringers must be placed on silent or vibrate so that the classroom instruction is not interrupted.

11. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

12. Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

13. Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

14. Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Group Participation (10 Points)** (Course Objectives 1, 4, 6, 8; instructor evaluation of participation in on-line and classroom discussions and class activities) (Course Objectives 1-8).

2. **Modules (25 Points)** The purpose of the modules are to help students use current online sources to learn more about the theories, definitions, characteristics, etiology, resources, and professional organizations associated with mild intellectual disabilities. After reading the corresponding text chapter and exploring specific online resources mentioned in the module, students will word process their responses to the multiple questions contained in each section of the module. (Course Objectives 1-8).

3. **Quizzes (25 Points)** Quizzes will be taken electronically and cover the text and other readings and assignments.

4. **Group Project (10 Points)** Each group will choose a student and observe them in an inclusive setting during a non-teacher-directed period such as recess or lunch and make special note of the student’s peer interaction skills. Determine what social skills the student and the student’s peers need to learn. Use the social modeling paradigm to develop a social skill instructional sequence. Specify the special cultural factors that need to be considered and how your instruction will address these factors. Note how gender might play in the way the skills should be taught and how to adjust the instruction for gender. Finally, specify the interventions the group will provide the child’s peer so that they might be more socially appropriate toward the student and serve to model and reinforce the desired behaviors (Cartledge, Gardner, Ford, 2009). (Course Objectives 1 – 8).

5. **Position Paper/Discussion/Reflection (15 Points)** This is a multi-part assignment. *This three (3) part assignment is a designated artifact required for your electronic portfolio. The assignment must be ‘passed’ earning 70% or more of the possible points for this assignment (10.5 out of possible 15 points) in order to receive a passing grade for the course.*
   i. **A 1 – 2 page opinion paper on an assigned weeks reading.** This paper should include a brief summary of your reading (reflecting a good understanding of the content) and your reaction or perspectives on what you read. The paper must be posted to your small group discussion board at least 1 week prior to the discussion’s due date.
   ii. **Lead a discussion on the reading.** You will be expected to identify what is considered to be the most important concept in the chapter/article and engage the group in a discussion on these points. Discussion topics and due dates are posted in class outline.
   iii. **A summary of the group discussion** posted within 48 hours of the end of the discussion on the whole class board designated for that purpose. (Course Objectives 1-8)
6. **Project/Presentation (15 Points)** The project must address a ‘real’ or critical issue in the fields of special and urban education. This gives you a chance to apply and synthesize what you have learned from the course. Include a summary of your project and why you feel the project is valuable along with the project itself. You may not use an activity or topic currently used by neither your school system nor one you ‘find’ online or elsewhere (example: annual cultural fair). This is to be an original project applicable to your current or projected classroom or school situation. Summary of the project will be posted online in discussion board with project attached to the post.

   A. Design an in-service topic related to educating exceptional or at-risk students in an urban or rural setting. The audience may be teachers, counselors, psychologists, and/or administrators. Develop the in-service as if you have one hour to present.
   
   B. Post the in-service and summary of the in-service to the discussion board designated for that purpose.
   
   C. Present a summary of your topic to the class. (Course Objectives 1, 2, 3, 4, 6, 7, 8)

### Evaluation Procedures:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Asmnt Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group Participation</td>
<td>10</td>
<td>Rubric</td>
<td>January ~ 8 April ~ 17</td>
</tr>
<tr>
<td>2. Modules (5)</td>
<td>25</td>
<td>Rubric</td>
<td>January ~ 16, 30 February ~ 13 March ~ 13 April ~ 3</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>25</td>
<td>CourseDen Asmnt</td>
<td>January ~ 23 February ~ 6, 20 March ~ 6, 27</td>
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<tr>
<td>4. Group Project</td>
<td>10</td>
<td>Rubric</td>
<td>February ~ 27</td>
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<tr>
<td>5. Position Paper/Summary</td>
<td>15</td>
<td>Rubric</td>
<td>Varies</td>
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<tr>
<td>6. Project Presentation</td>
<td>15</td>
<td>Rubric</td>
<td>April ~ 17</td>
</tr>
</tbody>
</table>

### Grading

Final grades will be distributed according to the following scale:

- **A** = 90-100 including at least 70% of possible points earned on the Position Paper assignment
- **B** = 80-89 including at least 70% of possible points earned on the Position Paper assignment
- **C** = 70-79 including at least 70% of possible points earned on the Position Paper assignment
- **F** = below 70 OR less than 70% of possible points earned on the Position Paper assignment
### Class Outline

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 1</td>
<td>Review syllabus, sign up for groups, biography and photo on CourseDen roster.</td>
<td>Biography and picture on roster</td>
</tr>
<tr>
<td>January 8</td>
<td>Cultural and Linguistic Differences: What Teachers Should Know</td>
<td>Work on IRIS Module</td>
</tr>
<tr>
<td>WIMBA</td>
<td><a href="http://iriscenter.com/elde/chalcycle.htm">http://iriscenter.com/elde/chalcycle.htm</a></td>
<td>Cultural &amp; Linguistic Differences Module Due</td>
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<tr>
<td></td>
<td>Foundations of Diversity in Special Education</td>
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<tr>
<td></td>
<td>Chapter 1 – Understanding Diversity</td>
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<td>Chapter 2 – Understanding the Culturally Responsive, Equitable and Linguistically Diverse Exceptional Learner</td>
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<td>Work on IRIS Module</td>
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<td>MODULE 2</td>
<td>Chapter 3 – Culturally Responsive Instruction</td>
<td>Chpt 3 Quiz Due</td>
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<td>Teaching and Learning in New Mexico: Considerations for Diverse Student Populations</td>
<td>Work on IRIS Module</td>
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<td><a href="http://iriscenter.com/tnm/chalcycle.htm">http://iriscenter.com/tnm/chalcycle.htm</a></td>
<td>Teaching and Learning in NM Module Due</td>
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<td>Chpt 4 Quiz Due</td>
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<td>MODULE 3</td>
<td>Chapter 4 – The Disciplined CLDE Learner</td>
<td>Chpt 4 Quiz Due</td>
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<td>Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</td>
<td>Work on IRIS Module</td>
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<td>Chpt 5 Quiz Due</td>
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<td>MODULE 4</td>
<td>Chapter 5 – Socially Skilled CLDE Learners</td>
<td>Chpt 5 Quiz Due</td>
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<td>Social Skill Sequence</td>
<td>Group Project Due</td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Assignments Due</td>
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<tr>
<td>MODULE 5</td>
<td>Chapter 6 – Culturally Responsive Collaborations with CLD Families</td>
<td>Chpt 6 Quiz Due</td>
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<tr>
<td></td>
<td>Collaborating with families</td>
<td>Work on IRIS Module</td>
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<tr>
<td></td>
<td><a href="http://iriscenter.com/fam/chalcycle.htm">http://iriscenter.com/fam/chalcycle.htm</a></td>
<td>Collaborating with Families Module Due</td>
</tr>
<tr>
<td>MODULE 6</td>
<td>Chapter 7 – Culturally Responsive Assessment of CLDE Learners</td>
<td>Chpt 7 Quiz Due</td>
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<tr>
<td></td>
<td>Accountability: High-Stakes Testing for Students with Disabilities</td>
<td>Work on IRIS Module</td>
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<td></td>
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<td>Accountability Module Due</td>
</tr>
<tr>
<td>MODULE 7</td>
<td>Work on in-service project</td>
<td>Project Presentations Due</td>
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<tr>
<td>April 17</td>
<td>Project Presentations</td>
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<tr>
<td>WIMBA</td>
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