



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Supporting Culturally Diverse Learners in Special Education

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide educators with the knowledge of how to support Special Education Culturally Diverse Learners. Stages of cultural development and typical second language acquisition trajectories will be reviewed as a foundational basis for the course. Determination of Special Education eligibility for culturally diverse learners will be reviewed. Participants will learn specific interventions and accommodations to support and teach Special Education Culturally Diverse Learners. In addition, participants will gain strategies to increase the home/school component of education.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

1. Select, through a criteria, appropriate techniques for assessing the learning needs and style of Special Education Culturally Diverse Learners.
2. Administer appropriate assessments of the learning needs and style of Special Education Culturally Diverse Learners.
3. Analyze assessments to interpret the needs of Special Education Culturally Diverse Learners.
4. Select, through a criteria, appropriate accommodations for Special Education Culturally Diverse Learners.
5. Implement appropriate accommodations for Special Education Culturally Diverse Learners.
6. Select, through a criteria, appropriate interventions for Special Education Culturally Diverse Learners.
7. Design and implement interventions for Special Education Culturally Diverse Learners.

- Analyze and synthesize school mandates regarding Special Education Culturally Diverse Learners.
- Design and implement strategies for increasing home/school communication and engagement with families of Special Education Culturally Diverse Learners.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. *Educational Leadership*, 63(1), 83-84.

Howard, G.R. (2007, March). As Diversity Grows, So Must We. *Educational Leadership*, 64(6), 16-22.

Janc Malone, H. (2012, February 8). *Education Week: An Immigrant Student's Story: I Was a Dictionary Girl*. Retrieved from http://www.edweek.org/ew/articles/2012/02/08/20malone_ep.h31.html

EVALUATION METHODS:

- One Page Response Journals:** Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
- Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
- Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on a topic regarding Special Education Culturally Diverse Learners. Participants can choose a topic of choice, pertaining to course content. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.
Final Assignment Required Elements:
 - Workshop agenda stating workshop goals, topics to be presented, and time segments (**10 points**)
 - PowerPoint presentation on a topic regarding Special Education Culturally Diverse Learners to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. (**30 points**)
 - Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) (**20 points**)
 - Creation of one workshop audience activity designed to teach a topic of the workshop (**30 points**)
 - Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation (**10 points**)

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

Grading Scale-Graduate

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Accessibilities Services Office (ASO), which is located in the Diane M. Halle Library (room 209) and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Accessibilities Services Office, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE:

Week One

- Review Syllabus
- Topics:
 - Stages of cultural development
 - Typical second language acquisition trajectories

Required Readings

Howard, G.R. (2007, March). As Diversity Grows, So Must We. *Educational Leadership*, 64(6), 16-22.

Other Assignments

One page written response.

Week Two

- Topics:
 - Determination of Special Education eligibility for culturally diverse learners

Assignments

Discussion Board.

Week Three

- Topics:
 - Home/school component of Special Education Culturally Diverse Learners' education

Assigned Readings

Janc Malone, H. (2012, February 8). *Education Week: An Immigrant Student's Story: I Was a Dictionary Girl*. Retrieved from http://www.edweek.org/ew/articles/2012/02/08/20malone_ep.h31.html

Other Assignments

One page written response.

Week Four

- Topics:
 - Typical Learning path of Special Education Culturally Diverse Learners

Assignments

Discussion Board.

Week Five

- Topics:
 - Special Education Culturally Diverse Learners accommodations
 - Special Education Culturally Diverse Learners interventions

Required Readings

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. *Educational Leadership*, 63(1), 83-84.

Assignments

One page written response.

Week Six

- Topics:
 - Instruction of Special Education Culturally Diverse Learners

Assignments

Discussion Board

Final Assignment

Instructional Activity	Description of Activity	Time Spent
<p>Week One</p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics: <ul style="list-style-type: none"> ○ Stages of cultural development ○ Typical second language acquisition trajectories <p>Required Readings Howard, G.R. (2007, March). As Diversity Grows, So Must We. <i>Educational Leadership</i>, 64(6), 16-22.</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Determination of Special Education eligibility for culturally diverse learners <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Home/school component of Special Education Culturally Diverse Learners' education <p>Assigned Readings Janc Malone, H. (2012, February 8). <i>Education Week: An Immigrant Student's Story: I Was a Dictionary Girl</i>. Retrieved from http://www.edweek.org/ew/articles/2012/02/08/20malone_ep.h31.html</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Typical Learning path of Special Education Culturally Diverse Learners <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Special Education Culturally Diverse Learners accommodations ○ Special Education Culturally Diverse Learners interventions 	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>Required Readings Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. Educational Leadership, 63(1), 83-84.</p> <p>Assignments One page written response.</p>		
<p><u>Week Six</u></p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Instruction of Special Education Culturally Diverse Learners <p>Assignments Discussion Board Final Assignment</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
		Total 135 hours

* Syllabus is subject to change.