**Graduate Programs—NEW COURSE PROPOSAL**

**DEPARTMENT NAME:**

**EXCEPTIONAL STUDENT EDUCATION**

**COLLEGE OF:**

**Education**

**RECOMMENDED COURSE IDENTIFICATION:**

**PREFIX** _EEX_   **COURSE NUMBER** _7795_   **LAB CODE (L or C)** _C_

*(TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/)*

**COMPLETE COURSE TITLE**

**CULTURAL AND LINGUISTIC DIVERSITY: ISSUES AND IMPLICATIONS IN SPECIAL EDUCATION**

**CREDITS:**

3

**TEXTBOOK INFORMATION:**


**GRADED (SELECT ONLY ONE GRADE OPTION): REGULAR ** _X_  ** PASS/FAIL ** _—_ ** SATISFACTORY/UNSATISFACTORY ** _—_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

This course is designed to examine the critical cultural and linguistic diversity (CLD) issues specific to special education. Issues such as the influence of CLD on prereferral, assessment, placement of CLD students with disabilities, disproportionality, and effective pedagogy for CLD exceptional learners will be examined through a review of current literature.

**PREREQUISITES:**

ESE Doctoral Students or Permission of Instructor

**COREQUISITES:**

none

**OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):**

- Student
- Permission of Instructor

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**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

**DEGREE IN SPECIAL EDUCATION**

Other departments, colleges that might be affected by the new course must be consulted. List the departments that have been consulted and attach written comments from each.

All departments in the College of Education were contacted and support is attached.

Cynthia Wilson  clwilson@fau.edu  954-236-1006

Faculty Contact, Email, Complete Phone Number

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**SIGNATURES**

*Approved by:*  
 Department Chair:  
 College Curriculum Chair:  
 College Dean:  
 UGPC Chair:  
 Dean, Graduate Studies:

*Date:*  
 13/5/09  
 9/3/09  
 10/5/09

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*Email this form and syllabus to sfulks@fau.edu and ecirijo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.*

**SYLLABUS**

*must include all details as shown in the UGPC Guidelines.*

**WRITTEN CONSENT**

*required from all departments affected.*

Go to:  
www.fau.edu/graduate/gpc/index.php  
to download this form and guidelines to fill out the form.
Hi Mike,
I wanted to get some of the suggestions which faculty in CCEI felt might strengthen your course proposal for *EEX 7795, Cultural and Linguistic Diversity*. I do however, see that there is no conflict between your proposed courses and the ones offered in CCEI and therefore give departmental support for your course proposals.

Thanks,
Susanne

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**Second response from Hani Zainuddin**

Hello everyone:
Please disregard the earlier draft I sent. Please read this instead.

Hi,everyone:
I agree with what Joan has said about making sure that special ed teachers at least understand effective program models for CLD students and how to distinguish language barrier from learning disability in the EEX 795. I think it is important that the course also addresses how these cultural and linguistics differences are assessed as they can provide a foundation for contextualizing content and pedagogy. A CLD student's language use including English and the native language needs to be described to build on the child's current skills and cultural background that would assist further learning. Traditionally, special ed tends to focus on diagnostic assessment and detailing students' deficits/problems to know what type of intervention was appropriate. This type of approach views that the problem is generally physiological and resides within the child when in fact, the manifest problem may lie in the interactions between the student and the educational context. The use of standardized special ed assessments results must also be approached with caution for its undeniable lack of psychometric criteria given the CLD student's cultural and linguistic backgrounds. Even if the test is normed for non-English speakers, it may be inappropriate for the CLD students from certain regions and educational backgrounds. When assessing CLD students, the use of multiple measures is imperative. Students' unique linguistic, cultural, and educational backgrounds should be integrated into the educational setting and curricular modifications based on assessments should also be a part of the prereferral intervention process. This involves developing modified lessons, encouraging the use of students' native language and ESL, and engaging parent/community involvement in a real and functional manner so as to allow identified students to participate fully in classroom activities. I hope they would include a discussion of these issues in the doctoral course.

Sincerely,
Hani
From: Mike Brady [mailto:mbrady@fau.edu]
Sent: Monday, March 17, 2008 5:58 PM
To: 'Hanizah Zainuddin'; 'jfrieden@fau.edu'; 'slapp@fau.edu'; 'rkvasnak@fau.edu'
Cc: Cynthia Wilson (Cynthia Wilson); Mary Lou Duffy (mduffy@fau.edu)
Subject: RE: EEX 7795

You make some interesting points Hani, tho I think you overstate the "within child" assumption of special ed thinking. I'm sharing this with Cynthia Wilson (the course developer) to see if should add, alter, etc content. I'm not sure if I see you asking for that, or whether you are raising awareness issues – but we'll explore both routes with you.

Thanks for reviewing this. Cynthia might be in touch for more conversation.

Cheers
MB

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education

COE Curriculum Chair notes:
Subcommittee requested that course author work with Hani Zainuddin to incorporate content that the CCEI faculty felt would strengthen the course. The approved version reflects the inclusion of this content.
ML Duffy

From: TOROK [mailto:torok@fau.edu]
Sent: Thursday, March 20, 2008 10:12 AM
To: COE-chairs
Subject: Re: New Course Review in ESE

Mike,

These courses do not conflict with the curriculum offerings in Instructional Technology and Research.

Don

From: Barbara Ridener [mailto:bridener@fau.edu]
Sent: Wednesday, March 26, 2008 9:13 AM
To: Mike Brady
Subject: RE: New Course Review in ESE

Mike,

I don't see any conflicts.
Dear Dr. Brady,

I have reviewed your doctoral course proposal:

EEX 7795, Cultural and Linguistic Diversity: Issues and Implications in Special Education

Although we offer a graduate course, at the master’s level, covering cultural and linguistic differences, it is geared specifically to the diagnosis and treatment of speech, language, and hearing disorders. Consequently, I do not see any duplication or overlap of course content.

Good luck with your course proposal.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders
COURSE NUMBER: EEX 7795

COURSE TITLE: CULTURAL AND LINGUISTIC DIVERSITY: POLICY ISSUES AND IMPLICATIONS IN SPECIAL EDUCATION

CATALOG DESCRIPTION: This course is designed to examine the critical cultural and linguistic diversity (CLD) issues specific to special education. Issues such as the influence of CLD on prereferral, assessment, placement of CLD students with disabilities, disproportionality, and effective pedagogy for CLD exceptional learners will be examined through a review of current literature.

PREREQUISITE: ESE Doctoral Students or Permission of Instructor

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Doctoral leaders must be reflective decision-makers informed by the knowledge and awareness of varied cultures and linguistic backgrounds. They must be capable of working with diverse professionals in diverse settings. Their skills include the ability to draw on the relevant literature and then to disseminate findings to other educational professionals.

REQUIRED TEXTS:


COURSE OBJECTIVES:
After completion of this course, each student should demonstrate an understanding of:
1. The issues in definition and identification procedures for individuals with exceptional learning needs from CLD backgrounds.
2. Research-based culturally responsive methods for teaching CLD exceptional learners.
3. The special education literature related to the preparation of special education teachers to meet the needs of CLD students with disabilities.
4. CLD perspectives influencing the relationship among families and schools.

COURSE CONTENT OUTLINE with REQUIRED READINGS:

Week 1: Introduction to Course
Understanding Diversity and Ethnic Disproportionality in Special Education

Harry & Klingner Text, Chapter 1
Cartledge, et al., Text, Chapters 1-2


Week 2: Critical Forces Influencing the Assessment and Identification of CLD Students with Disabilities

Harry & Klingner Text, Chapters 2-4
Cartledge, et al., Text, Chapters 7 & 14


Week 3: Family Identity: Stereotypes and Cultural Capital

Harry & Klingner Text, Chapters 5-6
Cartledge, et al., Text, Chapter 6


Week 4: Cultural and Linguistic Diversity and Early Childhood Special Education

Cartledge, et al., Text, Chapter 12


Week 5: Issues in Special Education for English Language Learners

Harry & Klingner Text, Chapter 7
Cartledge, et al., Text, Chapter 3


Week 6: Mental Retardation and CLD Students

Harry & Klingner Text, Chapter 8


Week 7: Learning Disabilities and CLD Students

Harry & Klingner Text, Chapter 9


**Week 8: Emotional Disturbance/Behavior Disorders and CLD Students**

**Harry & Klingner Text, Chapter 10**
**Cartledge, et al., Text, Chapters 4-5**


**Week 9: Effective Pedagogy for CLD Students with Disabilities**

**Cartledge, et al., Text, Chapters 8-9**


**Week 10: Effective Pedagogy (continued)**

**Cartledge, et al., Text, Chapters 10-11**


Week 11: Quality of Special Education Services for CLD Students

Harry & Klingner Text, Chapters 11-12


Week 12: Special Education Teacher Preparation Programs and CLD Students

Cartledge, et al., Text, Chapter 13


Week 13: Special Education Research and CLD Students


**COURSE REQUIREMENTS:**

1. **Scholarly Paper: Cultural and Linguistic Diversity and Special Education**

While professionals in special education often develop an area of specialization (e.g., early childhood, severe disabilities, inclusion, etc.). The issues surrounding cultural and linguistic diversity and special education include many areas that can inform or deepen our understanding and make us aware of the different experiences our students encounter (e.g., Native American special education, overrepresentation of African American males in special education, recruiting and retaining minority special educators, preparing culturally sensitive teachers to meet the needs of students with disabilities). You will write a 12-15 page paper discussing cultural and linguistic diversity in your area of special education interest/expertise. The paper should be of sufficient
quality to be submitted for publication to a refereed journal. The paper should be in APA format with the following headings:

Introduction
Statement of problem
Literature Review
Educational Implications
Recommendations
Conclusion

2. Defining Cultural and Linguistically Diverse Special Education
Many individuals and organizations have attempted to define cultural and linguistically diverse education, but few of these definitions speak to the needs of special education students from CLD backgrounds. Using the definitions discussed in class and any additional resources in the literature create your own definition of cultural and linguistically diverse special education. Following your definition, describe what you liked/didn’t like about the definitions presented. Discuss how your definition could be operationalized and what your role as a leader would be in operationalizing your definition in a school, particularly for students with disabilities and their families.

3. Explore your Hidden Biases
While many individuals claim to be without bias, many researchers now say our early experiences form a ‘residue’ on our brain and leave us with biases we are not aware we have. This internet survey is one way to help you uncover them. You will take a minimum of two of the tests and write a reflection afterward.
Southern Poverty Law Center
www.tolerance.org
1) See “DIG DEEPER” heading on the right side of the page:
2) Go to “Explore your Hidden Biases” and take two of the “Test Yourself for Hidden Biases” tests.

Reflection: Write a 2-3 page reflective paper addressing the following:
1. Were you surprised by the results of the test?
2. If different than what you anticipated, in what ways?
3. As you reflect on this information, develop an action plan to address any areas of concern. Describe your role as a leader in the implementation of your action plan. Support your action plan with literature from the field.

4. Case Study Presentation: Select one of the case studies from the Harry, Klingner, and Cramer (2007) text to present to the class and lead a discussion addressing the questions following each case study (20 minutes each).
PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES

Methods of instruction include a presentation / discussion format; this will include group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills through assigned readings, lecture and discussions, and student projects / presentations.

ASSESSMENT PROCEDURES

40%: Scholarly Paper

20%: Definition of Cultural and Linguistically Diverse Special Education

20%: Reflection Paper on Hidden Biases

20%: Case Study Presentation

GRADING (FAU GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

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POLICIES AND PROCEDURES

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations,
or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

References


EEX 7795  09-30-09
