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## GENERAL INFORMATION

### Professor Information

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| **Instructor:** Dr. Elizabeth Cramer | **Phone:** (305) 348-2425 |
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### Course Description And Purpose

This course has been designed for the special education Master's degree program. The major components of the course will focus on:

1. Critical challenges for urban special education students such as inclusive practices and high stakes assessment;
2. Research regarding highly effective strategies/evidence-based practices for working with CLD learners with disabilities in urban settings; and
3. Examples of promising practices for CLD students with disabilities in urban schools.

### Course Objectives

Students will be able to:

- Identify characteristics of highly effective urban educators.
- Reflect on the complexities of teaching urban settings which includes knowledge of the intersection of class, race, and culture.
- Analyze contributing factors to the disproportionate representation of minority students in special education.
- Discuss implications of high stakes testing and standards based accountability on minority students and teachers of these students.
- Analyze the need for accommodating and modifying assessment, instruction, and materials to meet individual student's needs including those who are culturally and linguistically diverse.
- Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
- Analyze the roles general and special educators in collaborative, inclusive teaching environments.
- Analyze the importance of creating positive working relationships with parents and family members of students from diverse backgrounds.

### Skills

- Identify the risk factors associated with increased likelihood of school failure for minority students.
- Recognize the roles and responsibilities of urban educators.
- Identify models of culturally relevant pedagogy.

- Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.
- Identify instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for culturally and linguistically diverse students with disabilities.
- Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
- Analyze educational activities to assist in the determination and development of accommodations and modifications that allow CLD students with disabilities to participate in a meaningful way.
- Identify strategies for reducing inappropriate special education referrals.
- Identifies strategies for developing successful working relationships with parents and other family members of culturally and linguistically diverse students.

## Dispositions

- Develop the belief that culturally and linguistically diverse students with mild disabilities can be successful learners in the general education classroom.
- Develop the belief that learning is a lifelong, collaborative process that impacts the academic and social development of individuals with disabilities and their families.
- Develop the belief that collaboration and engagement with colleagues and parents is a critical part of the urban special education process.
- Develop the belief that culturally and linguistically diverse students with disabilities deserve the same access to education and the same educational opportunities as their peers.
- Develop the belief that educators should teach for social justice.

## Framework

### Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

### Theoretical Framework

This course follows Jurgen Habermas' theory of knowledge constitutive interests. Accordingly, the learner is facilitated with (a) technical, (b) practical, and (c) emancipation frameworks from which to define and understand key issues and societal constructs, assess their impact on society, and evaluate possible solutions.

# IMPORTANT INFORMATION

## Policies

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### Course Policies

This syllabus serves as both a contract and guide for this course.  Some revisions, modifications, and/or substitutions may be made

after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep open and ongoing communication with the professor.

## Assignment Presentation

It is expected that materials will contain a limited number of spelling or grammar errors.  APA format will be expected on all citations.  For more information on APA style, you may check the APA website at http://www.apastyle.org/. Points will be deducted for written materials that contain grammar and spelling errors.

Assignments receiving a grade of C or lower may be resubmitted to the instructor for review and regrading.  The highest grade available for a resubmitted assignment is B.  An assignment may be resubmitted only once.

**Religious Holidays Policy:** Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

**Policy for Assigning an Incomplete "I" Grade:** An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

The grade earned by the student to date.
The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
The date the instructor expects the missing work to be submitted or in the case of an examination made up.
The justification for awarding the grade of "I".
Have the student sign the form.
Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.

Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

## Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have a moderate proficiency in using a computer.

Please visit our Technical Requirements webpage for additional information.

## Accessibility And Accommodation

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Canvas Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

## Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

## Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

## Course Prerequisites

This course does not have any pre-requisites.

For more information about prerequisites, click here.

## Textbook

No textbook required for this course. Readings will be assigned via weekly modules.

Here you will find a complete of resources and references used throughout this course.

## Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content.
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum.
- Take the practice quiz to ensure that your computer is compatible with Canvas.
- Interact online with instructor/s and peers.
- Review and follow the course calendar.
- Log in to the course 3 times per week.
- Respond to discussion boards, blogs and journal postings within 3 days.
- Respond to messages within 1 day.
- Submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course 5 days per week.
- Respond to discussion boards, blogs and journal postings within 3 days.
- Respond to messages within 2 business days. For a quicker response, send text messages only.
- Grade assignments within 7 days of the assignment deadline.

## Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct classroom discussions and meetings. Times and dates will be made available as the semester progresses. These meetings are not mandatory, but highly recommended.

**Requirements for using Adobe Connect:**

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

**Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.**

# COURSE DETAIL

## Course Communication

Communication in this course will take place via Email.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

The instructor will respond to emails within 48 hours.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

## Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

It will be used for class discussions and other postings of general interest that are directly related to the course. Keep in mind that

forum discussions are public, and care should be taken when determining what to post. If you need to send a private message to an instructor or student, please use email.

Instructions for the discussion forum postings can be found inside each Module's folder. You are expected to post, as well as respond to your peers. The forums will close at the end of each Module.

There will be four discussion board forums. Each forum will be worth 5 points. Students are expected to post their initial thoughts and respond to at least two of their peers. Forums will be graded wtihin 7 days of initial postings.

**Discussion board questions/responses (4 @ 5pts each)=20 (modules 1 part 1, module 1 part 2, 6)**

## Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

## Assignments

**Culture Pie - 5 points**

- Video of pie introducing yourself by what makes you you (components of your culture proportioned to what is important to you right now)

### Culture Pie Rubric

Students will create and upload a video as a means of introducing themselves that demonstrates proportional aspects of their culture and what makes them who they are.

| Components | Target (5 pts) | Acceptable (3 pts) | Unacceptable (0 pt) |
|---|---|---|---|
| An accessible video is provided whereby students reflect on their own culture and show their classmates how the different aspects of themselves make up who they are. | The student provided an accessible video that clearly articulates components of his/her culture. The student shares unique characteristics of him/herself with the class. | The student provides a brief video. Some basic information about his/herself is provided. | The student does not upload a video that can be watched by others. |

**Discussion board questions/responses (4 @ 5pts each)=20 (modules 1 part 1, module 1 part 2, 6)**

In modules where a discussion board topic is provided, it is expected that students will read the prompt and provide a detailed response to the post the demonstrates they have given critical thought to the topic. In addition to providing their own post, students are expected to respond to the posts of their classmates (at least two per topic). Grades on the discussion board will be determined

as follows:

| Components | Target (5 pts) | Acceptable (3 pts) | Unacceptable (1 pt) |
|---|---|---|---|
| The student fully responds to the post with his/her own views and offers thoughtful responses to the comments of at least two classmates. | The student responded to the discussion post in a clearly articulated and thorough response.<br><br>The student provided a critical thought response to at least two classmates. | The student responded briefly to the discussion board. The student provided a simple response to at least one peer. | The student did not provide a thoughtful post. The student did not respond to peers' posts. |

**Iris Modules  (6 @ 5 points each)=30**

After completing each IRIS module, you will complete the assessment. Your score on the module will be determined by the following:

| Components | Target (5 pts) | Acceptable (3 pts) | Unacceptable (1 pt) |
|---|---|---|---|
| All questions were answered completely and demonstrate critical thinking | The student answered all of the questions. The answer to each question was clearly articulated and thorough.<br><br>The student shows critical thought in his/her response and ties in practical examples from the module to the answer | The student answered most questions. The answers were brief and lacked detail. Answers did not show that the student had thought critically about all sides of the issue. | The student did not answer many of the questions. The questions were not completely answered. Little thought was exhibited in the answers. |

**What do you think you know about assessment worksheet (5 points)**

**Self-Reflective Analysis of Beliefs and Attitudes about CLD Students**

*Description*:  Choose a culture other than your own and explore this culture by reading and interviewing persons from that culture.

- Dig deeply into beliefs about the role of family, school, and ways of presenting oneself (see below).
- Write a short paper that **compares** and **contrasts** the culture you explored with your own culture.
- Include your reactions to differences and similarities across the two culture.

*Requirements*:

- Prepare a 3 page paper that compares and contrasts the two cultures.
- Support your points in making comparisons and describing contrasts with at least 5 sources you used (readings, interviews, etc.).
- Your paper must include a title page and a reference list.
- The paper must conform to APA standards for written expression.
- After posting your analysis, you must read and respond to the analysis of at least 2 of your classmates.

_Due Date_: **(end of module 4)**

_Points_:  15

| Ideas:  You may research and discuss the following areas when interviewing a person from a culture other than your own and when reflecting about your own culture |
|---|
| (a) Child-rearing practices (discipline, teaching, socialization, protection) |
| (b) Child developmental stages/expectations |
| (c) Family structures (primary child care, child-care for working parents) |
| (d) Roles of the different members of the family |
| (e) Views of the characteristics of "good" children and "good" parents |
| (f) Expectations for children based on disability, gender, age, and birth order |
| (g) Expectations for teachers and other school personnel |
| (h) View of School involvement and collaboration between parents and school |
| (i) Role of education in the life of a person |

[Click here to see the grading rubric for the Self-Reflective Analysis of Beliefs and Attitudes and CLD students.](#)

**Lesson plan implementing the 5 Standards of CREDE (10 points)**

- Design a lesson that implements the Five Standards of Effective Pedagogy from CREDE. You can use the lesson template provided or one of your own as long as it incorporates all of these standards.

The lesson plan will be graded as follows:

- A clear objective is provided- 2 points.
- A rationale for the lesson is provided-1 point.
- A description of the activity is provided- 2 points.
- The incorporation of each CREDE standard is evident- 5 points (one for each of the five CREDE standards).
- Total 10 points.

**Parent Action Plan (5 points)**

- Prepare an action plan to use with diverse parents based upon the framework provided.
- The Action Plan will be graded as follows:

| Components | Target (5 pts) | Acceptable (3 pts) | Unacceptable (1 pt) |
|---|---|---|---|
| All action plan is provided to assure intersections between parents/families and schools | The student completed the action form and provided a minimum of five action steps with supporting activities, resources required, and persons involved. | The student completed the action form with 3 action steps with some supporting activities, resources required, and persons involved. | The student offered minimal action steps. Some questions on the form were not completed. |

**Comprehensive Concept Map**

__Description__: You are being asked to provide suggestions to a group of principals in a large, urban school district with ideas for implementing highly urban schools. To help you organize your ideas, complete a comprehensive concept map on all content covered in the course –- readings, class sessions, outside assignments- that would be useful to include in improving conditions for culturally and linguistically diverse learners with disabilities.

- For a description and samples of concept maps, please view the following powerpoint.

__Date__:  **(final module- 8)**

__Points__:  15

**Concept Map Sample Powerpoint**

**You will be graded as follows:**

| Components | Target (5 pts) | Acceptable (3 pts) | Unacceptable (1 pt) |
|---|---|---|---|
| Organization of the Map | The student provides an organized map that clearly links at least six key concepts and demonstrates relationships between the different concepts. | The student provides a map that is somewhat organized and links four key concepts. Relationships between the different concepts are vague. | The student provides a map that is disorganized and only links two concepts. Relationships are not drawn between concepts. |
| Incorporation of Course Readings and Materials | Appropriate content from each module is incorporated into the concept map and cited as appropriate | The content from some modules are incorporated into the concept map. Sources of the | Minimal content from the course is incorporated in the concept map. There are not citations |

| | All of the concepts in the map incorporate content that is likely to impact CLD learners with disabilities based upon supported research and best-practices. | Some of the concepts in the map incorporate content that is likely to impact CLD learners with disabilities based upon supported research and best-practices. | The concepts in the map incorporate content that is unlikely to impact CLD learners with disabilities and is not sbased upon supported research and best-practices. |
|---|---|---|---|
| Likely Impact for CLD Learners with Disabilities | | | |

**Assignments will be graded within 7 days of their submission date.**

## Grading

| Assignments | Points |
|---|:---:|
| Discussion postings (4 @ 5 points each) | 20 |
| Cultural Pie | 5 |
| Iris Modules (6 @ 5 points each: Module 1: Part 1 and 2, Module 2, Module 3-5) | 30 |
| Assessment Worksheet | 5 |
| Self-Reflective Analysis | 15 |
| Lesson Plan | 10 |
| Parent Action Plan | 5 |
| Comprehensive Concept Map | 15 |

| Letter | Range (%) | Letter | Range (%) | Letter | Range (%) |
|---|---|---|---|---|---|
| A | Above 93 | B- | 80 - 83 | F | < 61 |
| A- | 90 - 92 | C+ | 75 - 79 | | |
| B+ | 85 - 89 | C | 70 - 74 | | |
| B | 84 - 86 | D | 61-69 | | |

# COURSE CALENDAR

## Weekly Schedule

| Date | Tasks |
|---|---|
| Module 1<br><br>1/7-1/13 | <ul><li>Exploring Culture</li><li>Iris Module: Cultural and Linguistic Differences</li><li>Cultural Pie Chart - Video Introductions</li><li>Body Rituals Among the Nacirema</li></ul> |
| Module 2<br><br>1/14-1/20 | <ul><li>Overlap of Race/Ethnicity and Disability</li><li>Iris Module: Classroom Diversity: An Introduction to Student Differences</li><li>Why are there so many minority students in special education?</li></ul> |
| Module 3<br><br>1/21-1/27 | <ul><li>Assessment/Placement/Disability</li><li>Iris Module: Accountability: High-Stakes Testing for Students with Disabilities</li><li>What do you think you know about assessment</li></ul> |
| Module 4<br><br>1/28-2/3 | <ul><li>English Language Learners</li><li>The Special Education/ESOL Interface</li><li>Iris Module: Teaching English Language Learners: Effective Instructional Practices</li><li>Self-Reflective Analysis</li><li>Self-Reflective Analysis of Beliefs and Attitudes</li></ul> |
| Module 5<br><br>2/4-2/10 | <ul><li>Evidence-Based Practices</li><li>Implementing Effective Instruction for CLDE Learners</li><li>Prepare a Lesson Plan</li></ul> |
| Module 6<br><br>2/11-2/17 | <ul><li>Culturally Responsive Pedagogy</li><li>Iris Module: Facilitating Culturally Responsive Practice</li></ul> |
| Module 7<br><br>2/18-2/24 | <ul><li>Collaboration with Families and Agencies</li><li>Iris Module: Collaborating with Families</li><li>Parent Action Plan</li></ul> |
| Module 8<br><br>2/25-3/3 | <ul><li>Highly Effective Urban Schools</li><li>Concept Map</li><li>Reflection</li></ul> |
| Date | Tasks |