University of Northern Colorado  
School of Special Education  
Summer 2015  
On-line

Course Prefix and Title: EDSE 528: Teaching Linguistically Diverse Students with Low Incidence Disabilities (2)

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Course Description:
This course introduces issues related to the education of students with low incidence disabilities, particularly those who are visually impaired and come from diverse cultural and language backgrounds. It examines sociocultural and linguistic factors that need to be considered by teachers when educating culturally and linguistically diverse (CLD) students who have sensory impairments. The course also explores second language acquisition and the models used in the U.S. to teach students who enter school speaking a language other than English.

Colorado State Standards Covered by the Course:

9.02 (1) The Special Education Specialist: Visually Impaired is knowledgeable about the foundations of special education, including, but not limited to the legal framework, historical precedents, curricular foundation, and cultural and socio-economic factors affecting students with visual impairment(s) and other disabilities, and is able to:
- 9.02(1)(b) articulate, to a variety of audiences, variations in beliefs, traditions, and values, across cultures, and their effect on attitudes toward, and expectations for, students with visual impairment(s);
- 9.02(5)(a) transcribe, proofread, and interline materials, in contracted literary, Nemeth, and foreign language braille codes;
- 9.02(5)(b) utilize specialized equipment and software, such as braille writers, slate and stylus, computerized braille transcription, and tactile image enhancers, to prepare adapted or modified materials in braille,
accessible print, tactile, and other formats appropriate to the assessed needs of students with visual impairment(s);

9.02(6)(a)(i) identify ways to address attitudes and behaviors that can positively, and/or negatively, influence the deportment and achievement of students with visual impairment(s); and

9.02(6)(a)(iii) identify strategies for preparing students with visual impairment(s) to live harmoniously and productively in a diverse world.

9.02(7) The Special Education Specialist: Visually Impaired, shall be knowledgeable about communication and collaborative partnerships, and is able to demonstrate:

9.02(7)(a) effective communication, and the ability to collaborate with students, their families, and school and community personnel;

9.02(7)(a)(ii) roles of students with visual impairment(s), parents, educational service providers, and community personnel, in planning individualized programs for students;

9.02(7)(a)(iii) strategies for assisting families and other team members, in planning appropriate transitions for students with visual impairment(s).

9.02(7)(b) The Special Education Specialist: Visually Impaired shall demonstrate the ability to collaborate with others, including:

9.02(7)(b)(iii) fostering respectful and beneficial relationships between and among families and professionals; and

9.02(7)(b)(v) planning and conducting conferences with families or primary caregivers, as required and/or necessary.

9.02(8) The Special Education Specialist: Visually Impaired, shall be knowledgeable about professionalism and ethical practices, and demonstrates:

9.02(8)(a)(ii) recognizing cultural bias, and how it can affect teaching.

9.02(8)(b) The Special Education Specialist: Visually Impaired functions in a professional manner, by demonstrating:

9.02(8)(b)(ii) acceptance of personal characteristic(s) of students with and without visual impairment(s).

Students Objectives:
1. To become familiar with the educational needs of students with low incidence disabilities who come from culturally and linguistically diverse communities.

2. To identify approaches of language teaching and examine their use with second language students with low incidence disabilities.

3. To identify cultural variables that influence instruction, assessment, and family-school relationships.

4. To examine assessment concerns for this population of students.

5. To examine effective teaching strategies to improve the education of students who are in the process of learning English as a second language.

6. To examine how families from culturally diverse communities view and interact with schools and educators.

**Broad Content Outline:**

1. Definition and incidence of language minority students, students in the process of learning English. Become familiar with the educational needs of students who have different levels of English and native language fluency.

2. Bilingual education: What is it? How is it implemented? What is the role of the special education teacher who provides services to students who attend bilingual classrooms?

3. Fostering writing, reading, oral and listening skills in English and the non-English language.

4. Learning to speak, read, and write in a second language. Social and individual factors influencing the learning of the second language.

5. Research on issues related to the education of language minority students with disabilities.
6. Availability and appropriateness of available commercial materials for students who are in the process of learning English and use large print or Braille as their reading and writing mode.

**Required Readings:**


Related Readings:

Articles:
Recommended Journals:
Exceptional Children
Journal of Cross-Cultural Psychology
Journal of Educational Issues of Language Minority Students
Journal of Multilingual and Multicultural Development
Language Learning
NABE Journal
The Reading Teacher
TESOL Journal
JERI-Journal of Educational Research and Innovation

Helpful Websites:
Colorin Colorado- www.colorincolorado.org
Council for Exceptional Children- www.cec.sped.org
National Association for Bilingual Education- http://www.nabe.org/
National Center for Responsive Educational Systems- http://www.nccrest.org/
The IRIS Center for Faculty Enhancement- http://iris.peabody.vanderbilt.edu/
Teachers of English to Speakers of Other Languages, Inc- http://www.tesol.org/
http://www.teachthought.com/learning/50-incredibly-useful-links-for-ell-educators/
www.wida.us

COURSE REQUIREMENTS:
1. Discussion Board participation is expected from all students enrolled in the course. Frequency of participation and quality of comments will be considered when calculating your participation grade (On going through the course 15 points).

2. Group completion of Wikis based on assigned readings and final posting on Blackboard Discussion Board to share with the larger
Following, you will find a menu of activities that are either worth 30 or 20 points. You are required to select one 30-point activity and one 20-point activity. When you turn in your activity, please specify its number and how much is it worth. You have until Week 6 of the course to complete both assignments. However, you can submit your completed work at any time during the semester.

3. In addition to the required reading for this course, read four articles related to the field of bilingual education, bilingual special education, English as a Second Language, ELLs with disabilities, or multicultural education. Using APA style, write a summary of each one of the articles. The summary should also include your reaction to the information provided by the author(s) and how the information you learned could help you when working with students with visual impairments. Submit an eight to ten page double spaced type written paper with the summary of the four articles, your reactions to the information, and how you will use this information as a future teacher of students with a low incidence disability. Please make sure to include a complete citation for each article either at the beginning of each summary or as a reference page. Share a copy of each article with your instructor. (20 points)

4. Interview a culturally and/or linguistically family member of a child with a visual impairment and discuss the child’s disability and his/her education in the United States. Points of discussion could be: a) school’s role in maintaining or supporting native language and culture; b) parent’s perceptions of disability; c) parent’s dreams for the child; d) different ways of supporting child’s education at home. **If you select this activity, you must submit your questions to me for approval prior to the interview.** (30 points)

5. Interview three individuals with a visual impairment who have learned English as a second language or a foreign language. Write the summary of your interviews analyzing the following factors: Age when learning English or the foreign language; education in primary language; difficulties experienced in the English or foreign language class; type of education received in native country; level of English proficiency obtained;
type of instruction received; type of helpful strategies; goals for learning English or the foreign language; and outcome in learning language as perceived by person interviewed. **If you select this activity, you must submit your questions to me for approval prior to the interview. (30 points).**

6. **Interview three teachers/instructors who have taught a second language to students with a visual impairment.** Ask about the situation, helpful strategies, barriers to instruction, and any other factors that you may be wondering about when teaching either English as a second language or any other language to students with a low incidence disability. **If you select this activity, you must submit your questions to me for approval prior to the interview. (30 points).**

7. **Develop a list of suggestions that you could share with the teachers in your school district about working with students with a low incidence disability who come from a culturally or linguistically diverse community.** Some ideas may be: A list of suggestions for special education teachers who work with ESL students with a visual impairment; a list of suggestions for ESL teachers who work with students with low incidence disabilities; a list of suggestions for parents written in a language other than English; or a list of suggestions for educators about a particular group of diverse students based on ethnicity, race, or religion. **Please include your references as part of your list of suggestions. (20 points).**

8. **Create a list of multicultural children's literature.** Include at least 10 titles and describe the topic of the book, publisher, year of publication, the age level appropriate for, the group the book refers to, and if the book is available in braille. If available in braille, please include where it is available from. **For the purpose of this assignment you can include books that are written for children with disabilities as a category of multicultural books. Include suggestions a topic for how the book could be used with your students. (20 points).**

9. **Select an ethnic, cultural or racial group,** and write a 15-20 page research paper that will include the following components: demographic information (number and geographical representation); history of the group in the United States; educational achievement, cultural understandings of education, child rearing, disability, and gender roles; and suggestions for teachers who will be working with students from the selected group. **(30 points).**
Please include a reference page and cite your sources in your text. It is recommended that you use APA style when writing your paper.

10. Develop a manual on foreign language braille that you can share with the group. The manual should have an introduction on the braille system and then examples of at least five different languages and their braille code. Describe main differences between the English braille code and the selected languages. **(20 points)**

11. Learn about how the English language proficiency/developmental levels for English language learners in your state are defined. Design 4 lesson plans that will address all four language domains (listening, speaking, reading, and writing) and specify the language proficiency level targeted on each lesson. Each should contain the following components: language objective; content objective; language proficiency level and language domains targeted; materials; introduction; sequence of activities, and evaluation. **(20 points)**

**Evaluation/Grading:**

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**UNC Policies**

**Academic Integrity:** As stated in the Student Code of Conduct (which can be read at the following site: [http://www.unco.edu/dos/student_code_conduct/pdf/StudentCodeofConduct.pdf](http://www.unco.edu/dos/student_code_conduct/pdf/StudentCodeofConduct.pdf)) “In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.” Any suspected violation of
academic integrity will be dealt with on an individual basis and may result in failure of the class.

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own.