SPED 5385
FOUNDATIONS IN LANGUAGE MINORITY SPECIAL EDUCATION
3 SEMESTER HOURS
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – SS I 2012

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I. COURSE DESCRIPTION

The philosophical and legal foundations of bilingual special education and bilingual Education in the United States will be examined. Bilingual special education and bilingual education will be defined and the rationale for these programs will also be explained. Moreover, language minority education program models will be described and aspects associated with bilingualism will be discussed. Special emphasis will be placed on a perusal of school-community dynamics relevant to language minority special education.

II. RATIONALE

SPED 5385 is a foundations course for the M.S. in Special Education. SPED 5385 is also an institutional degree requirement for the M.S. in Curriculum and Instruction with the Educational Diagnostician Certificate.

The course is designed to provide students with knowledge about: (1) the major challenges currently facing bilingual special education, (2) the background and rationale for bilingual special education, including a definition of bilingual special education, (3) bilingual and ESL program goals, as well as a definition of bilingual education, (4) the major legislation and litigation relative both to bilingual education and to bilingual special education, (5) the nature of language proficiency and its relationship to academic and cognitive development, (6) the origins of current misconceptions regarding bilingualism and a theoretical position concerning the nature of bilingual proficiency, (7) the application of theoretical analysis to bilingual proficiency, (8) language minority education program models and their goals and outcomes and (9) issues faced by teachers of the language minority child with special learning challenges.
III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
2. Learned-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication.

IV. TeXES COMPETENCIES
STUDENT LEARNING OUTCOMES

Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities; (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities; (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
- demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator; (SPED 5385, SPED 5386, SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan. (SPED 5380 is linked to this student learning outcome.)

The Educational Diagnostician TeXES program competencies covered in this course include the following: (See attached Competencies)

- Domain III: Curriculum & Instruction
  - Competency 007
    The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students’ behavioral and social skills.

- Domain IV: Foundations and Professional Roles and Responsibilities
  - Competency 009
    The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management, and organization.
IV. (continued) Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC standards:

Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:

- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:

- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:

- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:

- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
• select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
• modify learning environments appropriately for individuals with exceptional learning needs
• enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
• promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
• create learning environments for individuals with exceptional learning needs
• foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
• foster environments in which diversity is valued
• shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
• help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
• use direct motivational and instructional interventions
• teach students to respond effectively to current expectations
• intervene with individuals with exceptional learning needs in crisis
• coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
• understand typical and atypical language development
• use individualized strategies to enhance language development and teach communication skills
• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual’s language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.
Initial Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators:

- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- modify instructional plans based on ongoing analysis of the individual’s learning progress
- facilitate instructional planning in a collaborative context
- develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
- use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

- to help identify exceptional learning needs and to develop and implement individualized instructional programs
- to adjust instruction in response to ongoing learning progress

Special educators understand:

- legal policies and ethical principles of measurement
- measurement theory and practices
- appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:

- assure nonbiased, meaningful assessments and decision-making
- conduct formal and informal assessments of behavior, learning, achievement and environments
- identify supports and adaptations required for individuals
- regularly monitor the progress of individuals
- use appropriate technologies to support their assessments.
Initial Content Standard 9: Professional and Ethical Practice

Special educators are guided by the profession’s ethical and professional practice standards to:

- to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. COURSE OBJECTIVES AND OUTCOMES

A This course is designed to enable generic special education students to:

1. Become knowledgeable of factors that may affect learning in students with [special needs].

2. Understand the importance of establishing partnerships with school staff and support service providers to foster learning opportunities for students with [special needs].

B This course is designed to enable educational diagnostician students to:

1. Become knowledgeable of factors that affect learning and development in learners with special needs.

2. Understand the importance of collaborating and communicating effectively with education professionals and families [to enhance learning opportunities for learners with special needs].

VI. COURSE TOPICS

The major topics to be considered are the following:
* Challenges currently facing the field of bilingual special education
* Background and rationale for bilingual special education and bilingual education
* Definition of bilingual special education and bilingual education
* Bilingual and ESL program goals
* Bilingual education and bilingual special education legislation and litigation
* Nature of language proficiency & its relationship to academic & cognitive functioning
* Origins of current misconceptions about bilingualism
* Theoretical position regarding the nature of bilingual proficiency
* Applications of theoretical analysis to bilingual education
* Minority language education program models and their goals and outcomes
* Spanish-English linguistics differences

VII INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

- Lecture & discussion
- Class Debates
- Reading
- Project Activities
- Videos
- Assessment Measures

VIII EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

Positive & Respectful Participation  100 points
Video Review and Class Presentation (group project)  200 points
Family Involvement Plan (group project)  250 points
Textbook Exam (group project)  150 points
Research: Text Structure: Establish list of active websites for teacher use – Reproducible Graphic Organizers
English and Spanish - apply 3 GOs to a text (group)  200 points
Writing Assignment: Compare and Contrast 2 books (group) 100 points

The letter grade equivalent for the cumulative points earned is as follows:

900 – 1000 points = A
800 – 890 points = B
700 – 790 points = C
600 – 690 points = D
Below 600 = F

IX COURSE SCHEDULE AND POLICIES

A. Positive & Respectful Participation: At the professor’s discretion, you are expected to contribute to the quality of this class through completing and sharing thoughtful work and contributing to class discussions in a positive, respectful manner. Be professional in
manner at all times; points will be deducted from class grade point average for individual/s who test/challenge this request through inappropriate behavior, including talking in class without recognition to do so!!!

B. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

C. Video Review and Class Presentation Rubric provided in syllabus packet

D. Family Involvement Plan (Example to use as a model will be provided)
   - Before School Begins
   - First Day of School
   - First Week of School
   - First Month of School
   - Open House
   - Parent Teacher Conferences
   - Homework Policy
   - Discipline Policy
   - Classroom Newsletter

X. Textbook:

Packet of additional relevant information provided by professor.

XI. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate
the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June __, 2011 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
*Required by SACS
SPED 5385 -- Tentative Schedule of Classes

June 4th – Monday  Set Course Expectations
                 Week One: group work – movie project

June 5th – Tuesday

June 6th – Wednesday

June 7th – Thursday

June 8th – Friday

June 11th – Monday  Week Two: group work – parent involvement
                    plan and activities

June 12th – Tuesday

June 13th – Wednesday

June 14th – Thursday

June 15th – Friday

June 18th – Monday  Week Three: Research – Graphic Organizers

June 19th – Tuesday

June 20th – Wednesday

June 21st – Thursday

June 22nd – Friday

June 25th – Monday  Week Four: Textbook Review & Final Exam

June 26th – Tuesday  June 27th – Wednesday

June 28th – Thursday  June 29th  -- Friday
Title of Movie:  _______________________________________

Date of Class Presentation:  ____________________________

MEMBERS OF THE GROUP | HOW TO REACH
---------------------|---------------------
____________________|____________________
____________________|____________________
____________________|____________________
____________________|____________________
____________________|____________________
____________________|____________________

You will work in a group to review and report one of the following movies:

- Crash
- Spanglish
- Freedom Writers
- Music Within
- Real Women Have Curves

**Directions for this assignment:** *Note – 25 points per each direction!*

1. View the movie with your group and prepare a summary to share with the class.
2. Select a scene from the movie for its drama, humor, and/or powerful impact within the film, and share with the class explaining its significance.
3. Prepare a list of 10 issues/ideas (David Letterman Style) presented within the context of the movie that are related to our class content to include in the class presentation.
4. Identify one issue/topic subject to debate and prepare a pro verses con presentation on that debate.

*Note:* Throughout the semester, review and collect local newspapers for articles and editorials that relate inequity in society (of which our educational system is a part.)
SPED 5385 Foundations in Language Minority  
Special Education  

Video Review and Class Presentation  
Presentation Rubric  

Movie/Group_________________________ Date_______________

1. Appeared Organized/Ready to Present _____________
2. Used Visuals _____________
3. Provides Instructor with Copy of Presentation _____________
4. Presented a Succinct Summary, Practiced with Limited Use of Notes _____________
5. Shared a Scene from the Movie, Setting It Up and Explaining Its Significance _____________
6. Presentation of List of Ten to Relate the Movie to Our Class _____________
7. Debate of an Issue Pertinent to the Movie and Our Class _____________
8. Kept Good Presentation Pace/Time Limit _____________
9. Individual Presentation _____________
10. Overall Presentation _____________

TOTAL _____________
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Family Involvement Plan
Presentation

Group Members: Date: ________________

TOTAL POINTS (Possible 250) ________________

Additional Research/References (25 points)

Parent Night/Letter of Invitation to Parents (50 points)

Innovative Plan for School to Home Outreach
    Follow Sub-headings Provided (50 points)

Grade and Content Appropriate Tips for Parents (25 points)

Presentation Format Appealing and Palatable (50 points)

Handout/Product for Parents to Take Home (50 points)
Chapter 1
Background and Rationale for Bilingual Special Education
1
#1. The emphasis on bilingual education during the latter part of the 20th century has been an outgrowth of legislation during the past 50 years. Discuss the development, intent, and application of legislation over this period.

Chapter 2
Bilingualism and Bilingual Education
24
#2. Describe and compare the three types of bilingual programs, as categorized by Ovando and Collier (1985). Then choose the most appropriate, in your opinion, and provide a rationale for the choice.

Chapter 3
The Education of Children with Exceptional Needs
46
#3. Discuss what “social, cultural, and linguistic disability construction” means and how it influences how we perceive disability categories.

Chapter 4
Bilingual Special Education: A Judicial Perspective
76
#4 Discuss the issue of over- and underrepresentation of Limited English Proficiency (LEP) students in special education.

Chapter 5
Development of the Bilingual Special Education Interface
100
#5 Compare and contrast prereferral intervention and disability prevention approaches.
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<th>Chapter</th>
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<td>Chapter 6</td>
<td>Language Development in Culturally and Linguistically Diverse Students with Special Education Needs</td>
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<td>#6</td>
<td>Discuss some of the similarities and differences of first and second language development.</td>
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<td>Chapter 7</td>
<td>Issues and Theoretical Considerations in the Assessment of Bilingual Children</td>
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<td>#7</td>
<td>Describe some of the cautions that should be acknowledged when assessing CLD students.</td>
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<td>Chapter 8</td>
<td>Procedures and Techniques for Assessing the Bilingual Exceptional Child</td>
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<td>#8</td>
<td>Discuss the legal requirements for assessment and consider how the use of standardized tests fits within these requirements, especially with regard to CLD students.</td>
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<td>Chapter 9</td>
<td>Developing Individualized Education Programs for Exceptional Language Minority Students</td>
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<td>#4</td>
<td>Discuss barriers to successfully integrating English Language Learners into mainstream or inclusive classrooms. Identify strategies that can be used to overcome these barriers.</td>
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<td>Chapter 10</td>
<td>Developing Instructional Plans and Curricula for Bilingual Special Education Students</td>
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<td></td>
<td>Address Step 4: Identify Appropriate Interventions and Approaches (pp243-270)</td>
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<td>Chapter 11</td>
<td>Methods and Materials for Bilingual Special Education</td>
<td>274</td>
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<td>#3</td>
<td>What steps would you go through to document instructional interventions?</td>
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</table>
Chapter 12  
Including Bilingual Exceptional Children in the General Education Classroom  
298  
#8  
Select five teacher competencies that you consider most important for effective inclusion of bilingual exceptional children. Identify, describe, and explain why they are essential in the inclusion process.

Chapter 13  
The Relationship Between Educational Consultation and Instruction for Culturally and Linguisticall Diverse (CLDE) Students: Definitions, Structures, and Case Studies  
336  
#2  
What are the pros and cons of providing indirect services through school-wide teams to CLDE students? What skills must the educational consultant possess to work effectively on school wide teams?  
#3  
What are the pros and cons of providing direct services through co-teaching teams to CLDE students? What skills must the educational consultant possess to work effectively on school wide teams?

Chapter 14  
Family Involvement in Bilingual Special Education: Challenging the Norm  
360  
#2  
What do teachers need to know about family involvement and how can they be better prepared to help CLD students succeed in schools?

Chapter 15  
Issues in Policy Development and Implementation  
382  
#2  
What groups influence bilingual special education policy development in your local school district?
History of Bilingual Education
Language Policy in the United States

Bilingual education is not an invention of the 1960s. Contrary to popular misconception, earlier waves of immigrants often enrolled their children in bilingual or non-English-language schools—public and private.

1776, America

- Uniting a large numbers of immigrants through the use of a common language was a critical concern
- Interestingly enough, however, the nation chose not to initiate language planning
- Before 1800, German schools flourished
- French schools in New England
- Scandinavian and Dutch schools in the Midwest
- Many of these schools were not actually bilingual in their curricula; they were non-English schools where English was taught as a subject

1839, Ohio

- First state to adopt a bilingual educ. law
  - Authorizing German-English instruction at parents’ request
  - Until recently, German was the dominant minority language!
1847, Louisiana
  o Authorizing French-English instruction at parents’ request

1850, New Mexico
  o Authorizing Spanish-English instruction at parents’ request

Elsewhere,
  Many localities provided bilingual instruction without state sanction, in languages as diverse as Norwegian, Italian, Polish, Czech, and Cherokee

World War I Era
  • A national paranoia set in with the outbreak of the war (fears about loyalty of non-English speakers)
  • Everything foreign became suspect
  • A new era of US language policy
  • Bilingual instruction was prohibited in most states

World War II Era
  • A national paranoia continued
  • Everything foreign became suspect
  • Internment of thousands of Japanese Americans in concentration camps
  • Bilingual instruction was prohibited in most states—“Americanize” these groups
1954  Brown v. Board of Education
  • Opportunity of an education…must be made available to all on equal terms

English-only Era
  • continued until the mid 1960s

1968, Bilingual Education Act
  • AKA – Title VII of the Elementary and Secondary Education Act
  • Initiated a new period of a permissive bilingual policy
  • Provided federal funding
    ○ Encouraging local school districts to try approaches incorporating native language instruction
  • Remember, an energized civil rights movement was taking place

1974, Equal Educational Opportunity Act
  • Supreme Court recognized
    ○ Leaving LEP students to “sink or swim” in English-only classrooms made “a mockery of public education”
1974, Landmark Lau v. Nichols
- Required schools to take “affirmative steps” to overcome language barriers impeding children’s access to the curriculum

- **Note:** *Neither the Bilingual Education Act nor the Lau decision requires any particular methodology for teaching LEP students*

- **Note:** *What civil rights laws do require are educ. programs that offer equal opportunities for LEP students*

1981 Castaneda v. Pickard and Office for Civil Rights - apply a 3-step test
- Research-based programs that are viewed as theoretically sound by experts in the field;
- Adequate resources—such as staff, training, and materials—to implement the program;
- Standards and procedures to evaluate the program and a continuing obligation to modify a program that fails to produce results.

1974 Passage of PL 94-142
Education of All Handicapped Children Act

Brief era began to wane in 1980s

English-Only Movement

- Senator S. I. Hayakawa *unsuccessfully* introduced a constitutional amendment to make English the “official” US language
- The attempt can be seen as the beginning of the English-Only Movement
- *Note:* Historical analysis reveals that every large wave of immigration into this country evokes a reaction that, like the English-Only movement, tries to limit language freedom in this country

1997 PL 101-476 IDEA
REAUTHORIZATION of PL 94-142
1998, California Law
- English-only schools initiative

2000, Arizona Law
- English-only schools initiative

Note: California & Arizona Laws
- Spearheaded by Ron Unz, millionaire
- Launched nationwide assault against bilingual education
- Unz supplied 99 percent of the funding necessary the “English for Our Children” initiative on the ballot and sell it to the voters
- Following Arizona, Unz reiterated plans to take his campaign to “eliminate bilingual education” to other states, including Colorado, New York and Texas

2002 No Child Left Behind Act (NCLB)
- Includes, schools to raise test scores in English

2004 REAUTHORIZATION of IDEA