

**Department of Special Education**  
**Diversity Issues Addressed in Coursework**

COURSE	SPECIFIC KNOWLEDGE, SKILLS, OR ACTIVITIES
SPED 371: The Exceptional Individual	<ul style="list-style-type: none"> <li>▪ Students will participate in class discussion and written reflections on the culture of diversity, including, race, socioeconomic disadvantage, second language learners, ethnic diversity and cultural pluralism</li> </ul>
SPED 400: Early Childhood Special Education	<ul style="list-style-type: none"> <li>▪ Provides characteristics of young children of diverse culture, language, and socioeconomic status, ages birth-5 years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.</li> </ul>
SPED 411: Mainstreaming	<ul style="list-style-type: none"> <li>▪ Students will read, view modules and discuss online (Blackboard). Topics include the culture of diversity, students at risk, English language learners, inclusion. Students write adapted lessons and observe in schools.</li> </ul>
SPED 421: Working with Families of Individuals with Disabilities	<ul style="list-style-type: none"> <li>▪ Students consider how to support the needs of culturally, socioeconomically, and linguistically diverse families of individuals with disabilities.</li> </ul>
SPED 430: Foundations in School Teaching	<ul style="list-style-type: none"> <li>▪ Students design lessons to include ways to support students who are culturally, socioeconomically, and linguistically diverse.</li> </ul>
SPED 433: Reading and Language Arts Instruction	<ul style="list-style-type: none"> <li>▪ Use of SDAIE strategy for lesson plans</li> <li>▪ Candidates will identify and develop specific classroom organizational and learning environments that support language and literacy development for linguistically diverse learners</li> <li>▪ Candidates will be able to interrelate the elements of language arts instruction to support the reading development of English language learners ASSESSMENT: Quiz</li> <li>▪ The candidate will demonstrate general ways in which the writing systems of other languages may differ from English ASSESSMENT: Quiz</li> <li>▪ candidates will understand factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction). ACTIVITY: Literacy Activities Groups (Teachers use a lesson from Yopp and Yopp <i>Literacy Activities</i> to demonstrate a lesson to the class)</li> </ul>
SPED 434: Methods and Inquiry for Teaching English Learners	<ul style="list-style-type: none"> <li>▪ All coursework focuses on addressing the needs of English learners.</li> </ul>
SPED 435: Mathematics Curr and Instruction in Elementary School	<ul style="list-style-type: none"> <li>▪ In the Content standards Review assignment, students make recommendations on two standards and two activities for accommodating EL, high and low achievers</li> <li>▪ Students review articles for ideas to help all students succeed</li> <li>▪ Students make a Math kit - make the kit and lesson plans that include modifications for EL, gate and Sp. Ed.</li> <li>▪ Students demonstrate a small group Math lesson, which must include modifications for GATE, EL, sp ed.</li> <li>▪ Students complete a Math Case Study - assessing a student and making recommendations for matching instruction to student's ability, and include background information that includes linguistic background; plan for instruction based on assessment results; how to adapt whole class lessons to meet the needs of this student</li> </ul>
SPED 436: Literacy for Early Childhood Special Education Specialists	<ul style="list-style-type: none"> <li>▪ Students complete a Weekly Literature Competency Assignment on teaching EL learners</li> <li>▪ Final examination includes a unit that will incorporate the use of narrative and expository text and develop the comprehension and composition of skills of EL students.</li> </ul>
SPED 438: Supervised Fieldwork in Elementary Teacher Education	<ul style="list-style-type: none"> <li>▪ Candidates are required to complete 15 hours of fieldwork working with culturally and linguistically diversity student populations.</li> </ul>
SPED 439: Student Teaching in the Elementary School	<ul style="list-style-type: none"> <li>▪ Students discuss issues related to including communicating with parents and the community, including the translation of documents and notes</li> <li>▪ Text for course details important considerations for working with diverse</li> </ul>

	students and families
SPED 462: Practices and Procedures in Special Education	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate understanding of history of special education law in it's relation to the history of civil rights litigation and societal programs that resulted in furthering the rights of marginalized citizens to participate fully in society ASSESSMENT: Quiz/Discussion board</li> <li>▪ Candidates demonstrate understanding of models and methods of communicating with parents of children with disabilities who are non-English speaking or limited English speaking ACTIVITY: IEP Writing practice</li> <li>▪ Candidates demonstrate understanding of the important role of parents in the Special education assessment, placement, and implementation process, and their legal roles and responsibilities to assure that even if linguistically different, all parents are aware of their Rights. ACTIVITY: Mock IEP meeting</li> <li>▪ Candidates demonstrate understanding of models and methods for working with parents who are culturally or linguistically different than themselves ACTIVITY: Mock IEP meeting</li> <li>▪ Candidate practice writing Individual Education Plans that meet the needs of the child but also takes into account a family's cultural differences ACTIVITY: Mock IEP meeting</li> <li>▪ Candidates demonstrate understanding of the essential principle in IDEA of Non-discriminatory Evaluation of students who are non- or limited-English speaking ASSESSMENT: Quiz/Discussion board</li> </ul>
SPED 463: Characteristics of Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> <li>▪ Application of knowledge acquired related to issues of ethnic, linguistic, ability, economic and ability diversity through discussion board reflections, observation assignment and research paper</li> </ul>
SPED 464: Characteristics of Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> <li>▪ Application of knowledge acquired related to issues of ethnic, linguistic, ability, economic and ability diversity through discussion board reflections, observation assignment and research paper</li> </ul>
SPED 482A: Curri and Methods for Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> <li>▪ Instructional unit is required which enhances and supports diversity, culture, and ethnicity; discussion board reflections and an observation assignment also address diversity issues</li> <li>▪ Use of SDAIE strategy for lesson plans</li> </ul>
SPED 482B: Curri and Methods for Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> <li>▪ Students are required to demonstrate an understanding of issues of segregation, discrimination, and equal rights protection after they are presented in lecture content on PPT and in the literature. They are then required to connect these issues to cultural diversity and moderate/severe disabilities through in-class discussion and as reflected through their Inclusion Assignment.</li> </ul>
SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) SPED 489C/D: Directed Teaching in Special Education (M/M or M/S)	<ul style="list-style-type: none"> <li>▪ Students must demonstrate cultural sensitivity when conducting the Significant Other Inventory and the Positive Behavior Support Plan.</li> <li>▪ Students must demonstrate an application of the knowledge acquired in 482B regarding the connection between issues of segregation and discrimination as they relate to culture and disabilities.</li> </ul>
SPED 501: Introduction to Graduate Studies in Special Education	<ul style="list-style-type: none"> <li>▪ DIVERSITY SURVEY: Completion of a diversity survey where graduate students report on the diversity of their employment setting.</li> </ul>
SPED 504: Advanced Proficiency in Educational Technologies	<ul style="list-style-type: none"> <li>▪ Explorations of assistive technology, issues of web page accessibility and federal legislation.</li> </ul>
SPED 514: Infant Assessment and Intervention	<ul style="list-style-type: none"> <li>▪ Students complete observation and assessment assignments requesting focus on family needs and priorities, including cultural, ethnicity or EL needs.</li> <li>▪ Students conduct a family interview</li> <li>▪ Various PowerPoint modules designed by instructor reinforce research-based best practices for working with different cultures and languages.</li> </ul>
SPED 515: Preschool Assessment and Intervention	<ul style="list-style-type: none"> <li>▪ Students use SDAIE strategy for lesson plans</li> <li>▪ Students complete observation and assessment assignments requesting focus on family needs and priorities, including cultural, ethnicity or EL needs.</li> <li>▪ Students conduct a family interview</li> <li>▪ Various PowerPoint modules designed by instructor reinforce research based best practices for working with different cultures and languages.</li> </ul>

SPED 520: Assessment in Special Education	<ul style="list-style-type: none"> <li>Emphasis on adapting assessments to meet the needs of diverse learners; incorporating multiple forms of assessment; use of authentic assessments, and issues of standardized testing for students with special needs and English language learners.</li> </ul>
SPED 522: Positive Behavior Support	<ul style="list-style-type: none"> <li>The Positive Behavior Support Assessment and Plan requires recognition of cultural diversity as a</li> </ul>
SPED 529 Collaborative and Consultative Seminar	<ul style="list-style-type: none"> <li>Emphasis on the need to understand and work with both students and their families from diverse backgrounds. DIVERSITY</li> <li>ASSIGNMENT: To practice collaboration and co-teaching with a general education teacher IN THE GENERAL EDUCATION CLASSROOM to modify/design a lesson or unit of instruction to meet the needs of all students in the class.</li> </ul>
SPED 531: Seminar: Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> <li>Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to students with moderate/severe disabilities; analysis of the interactive effects of society, schools, and families on individuals; in depth exploration of the impact of issues of segregation and discrimination as those affect individuals with moderate/severe disabilities and the research supporting inclusive practices.</li> </ul>
SPED 532: Seminar: Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> <li>Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to students with mild/moderate disabilities, analysis of the interactive effects of society, schools, and families on individuals with mild/moderate disabilities</li> </ul>
SPED 533: Seminar: Issues and Trends in Collaborative & Consultative Services	<ul style="list-style-type: none"> <li>Completion of Ecology Inventory in which students identify available and relevant assessment data, curricula, and resources for students on their caseload who are English Learners, and explore how cultural perspectives influence relationships among families, schools and communities in the area where they work</li> <li>Research, readings and online reflection assignment related to school wide system change. Candidates are asked to take special note of how the teachers demonstrate the skills and abilities to use English Language development methods and strategies as part of the approved reading/language arts program, including the logical progression for English speakers.</li> <li>Research, readings and online reflection assignment related to the influence of curriculum and how the candidate demonstrates the ability to adopt instructional materials and strategies for English learners based on student proficiency in English and their first language.</li> <li>Documentation of EL standard 19 via a mini-journal; includes review of district EL program, case study EL student (s) and suggested strategies for EL learner.</li> </ul>
SPED 535: Seminar in Special Education: Early Intervention	<ul style="list-style-type: none"> <li>Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to Early Childhood Special Education, analysis of the interactive effects of society, schools, and families on individuals</li> </ul>
SPED 551: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction	<ul style="list-style-type: none"> <li>A Discovery Summary is a thoughtful and analytic description of an experience that you have chosen to conduct to further acquaint you with the area of special education of the learner who has diverse abilities.</li> <li>The unit plan serves as formative and summative assessment of what students know as the result of instruction and what they are able to do in terms of planning and delivering appropriate, effective lessons to their CLDE students.</li> <li>Students will complete the short discussion/activity questions related to CLDE children and youth. <a href="http://iris.peabody.vanderbilt.edu/onlinemodules.html">http://iris.peabody.vanderbilt.edu/onlinemodules.html</a></li> <li>The case studies related to CLDE children and youth issues will be provided by the instructor. Students analyze the case studies and answer case study questions. The case studies will be discussed the class.</li> </ul>
SPED 584: Transition, Vocation, and Careers Over the Lifespan	<ul style="list-style-type: none"> <li>Includes consideration of issues of diversity in development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood</li> </ul>
SPED 586: Curriculum Trends and Issues in Special Education	<ul style="list-style-type: none"> <li>Examines philosophical, social, economical, and educational issues which underlie decision-making with respect to curriculum and methods in special education.</li> </ul>
SPED 596/597/598/599	<ul style="list-style-type: none"> <li>Reflection of the various ways that diversity issues are addressed throughout the program as well as the diverse settings in which they teach. Because issues of diversity are woven into all graduate courses, they serve as opportunities for our students to apply their coursework to their professional lives as educators.</li> </ul>