Syllabus: CPSE 480: Educational and Multicultural Issues in Special Education
Spring Semester, 2010
Credit Hours: 3 Hours

Brigham Young University
Department of Counseling and Special Education

Location and Time: Room 2104 JKB Monday 4:00 – 6:50 pm

Instructor: Suraj Syal, M. S. (Special Education) Office Hours: By Appointment

Contact Information: Cell phone: 801-376-7014 Fax: 801-272-3479
Email: surajs@updc.org
Drop Box: 340 McKay


http://iris.peabody.vanderbilt.edu/resources.html Various Readings (Articles & Journal)

Course Description: Focus: Understand 1) impact of cultural and linguistic differences, 2) issues for students who are under-resources (students of poverty), and 3) how to teach students who come from diverse background.

Prerequisites: None

Guest Presenters: TBA

Course Expectations:
1. Students will adhere to the BYU Honor Code.
2. Students will attend every class and participate in discussions, activities, research, group work, and service learning. During discussions, which may get lively, students should treat each other with the respect they deserve, even if they disagree. Please inform instructor of late arrivals or early dismissals. Please do your very best to be present – class time is limited during spring term. Ten participation points will be deducted for each class missed.
3. Students will complete all assignments on time. Written reports are expected to be typed, proofread, spell-checked and written in American Psychological Association (APA) style.

Course Content:
This course is designed to prepare special educators to understand the impact of cultural difference and effectively assess, plan instruction, teach and make adaptations for students from multicultural backgrounds (African-American, Native American, Asian American, Latino, etc.) including students who are bilingual, students of low socioeconomic status, and students at risk of school failure.

Methodologies/Teaching Strategies:
Course format may include but not be limited to lecture, group discussion, panel discussion, small group work, service learning, research, participation, and presentation.
**Course Objectives:** (Objectives are based on NCATE/CEC International Standards and are in accordance with INTASC) Expected Learning Outcomes focus on Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

<table>
<thead>
<tr>
<th>Core Course Outcomes from CEC/NCATE Standards</th>
<th>Knowledge</th>
<th>Conceptual Framework Aims (McKay School of ED)</th>
<th>INTASC Evaluation Standards</th>
</tr>
</thead>
</table>
| CC3K5                                       | Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. | CF 1: Embrace and Apply the Moral Dimensions of Teaching  
- Practicing nurturing pedagogy  
- Providing access to knowledge  
- Enculturating for democracy  
- Ensuring responsible stewardship of the schools  
CF2: Demonstrate Academic Excellence  
CF3: Model Collaboration  
CF4: Act with Social Competence | S3, S9 |
| CC5K8                                       | Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage. | CF1, CF4 | S3, S4, S5, S7 |
| CC5K9                                       | Ways specific cultures are negatively stereotyped. | CF4 | S3, S10 |
| CC5K10                                      | Strategies used by diverse populations to cope with a legacy of former and continuing racism. | CF1 | S3 |
| CC6K2                                       | Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages. | CF3 | S3, S6, S9 |
| CC6K3                                       | Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. | CF1 | S3, S5 |
Skills

<table>
<thead>
<tr>
<th>CC5S14</th>
<th>Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.</th>
<th>CF3</th>
<th>S3, S4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will interact with individuals from a culture different than their own.</td>
<td>CF4</td>
<td>S3, S9</td>
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Assignments Description Points

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<tr>
<th>In-class Assignments</th>
<th>6 opportunities @ 10 points each</th>
<th>60</th>
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<tbody>
<tr>
<td>Book of Mormon Assignment</td>
<td>Example from the Book of Mormon on inclusion</td>
<td>10</td>
</tr>
<tr>
<td>Roots: Discovering My Heritage</td>
<td>Handout describing your heritage</td>
<td>10</td>
</tr>
<tr>
<td>5 Reflection papers on readings</td>
<td>5 x 10 points each</td>
<td>50</td>
</tr>
<tr>
<td>5 Enrichment Activities (EA)</td>
<td>Participation &amp; completing assignments (20 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>List of Multi-cultural Sources</td>
<td>5 sources for the classroom; 5 sources for teacher learning</td>
<td>20</td>
</tr>
<tr>
<td>Multicultural Sources Oral Presentation</td>
<td>Rubric will be presented</td>
<td>20</td>
</tr>
<tr>
<td>5 Checks for Understanding (Checks)</td>
<td>5 x 5 points each</td>
<td>25</td>
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<tr>
<td>Professionalism</td>
<td></td>
<td>10</td>
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<tr>
<td>Final</td>
<td>Essay &amp; short answer Final (45 points) and complete online class survey (5 points)</td>
<td>50</td>
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BlackBoard: Visit to download and/or print various handouts, readings, copy of syllabus/schedule, update on assignment dues, etc.

The Center for Service and Learning: Main Office: 2010 WSC (across from the Varsity Theater) Involvement Office: 2330 WSC (next to the Terrace) Open 8am-5pm Mon-Fri (801) 422-8686 centerforservice@byu.edu

Grade Breakdown

<table>
<thead>
<tr>
<th>(A) = 95-100</th>
<th>(B+) = 86-91</th>
<th>(C+) = 71-76</th>
<th>(D+) = 56-61</th>
<th>(E) = 0-40</th>
</tr>
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<tbody>
<tr>
<td>(A-) = 92-94</td>
<td>(B) = 80-85</td>
<td>(C) = 65-70</td>
<td>(D) = 50-55</td>
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</tr>
<tr>
<td>(B-) = 77-79</td>
<td>(C-) = 62 - 64</td>
<td>(D-) = 41-49</td>
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Honor Code Standards: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Preventing Sexual Discrimination or Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Statement on Diversity: The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.

Bibliography


Obiakor, F. E., (). Multicultural Special Education: Culturally Responsive Teaching.
