CPSE 480-001: Multicultural Issues in Special Education
Department of Counseling Psychology and Special Education (CPSE)
Fall Semester, 2017

Class Meetings
Wednesdays, 2:00pm – 4:50pm, 160 MCKB

Professor
G. E. Kawika Allen, Ph.D.
Office: 273 MCKB
Phone: 801-422-2620
E-mail: gekawika_allen@byu.edu
Office Hours: Please email for appt.

Instructor
Jimmy E. Hernandez, Doctoral Student.
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Phone: 602-427-8528
E-mail: jehernandez122@gmail.com
Office Hours: Please email for appt.

Readings


Assigned articles and chapters. Professor will provide them for you.

Course Objectives
This course is designed to increase multicultural knowledge, skills, and awareness through published multicultural competencies related to special education, group discussion, small group work, and experiential learning. Students will increase in multicultural competence and will specifically:

1. Demonstrate knowledge of variations in experiences, beliefs, traditions, and values across groups that differ by gender, race, socioeconomic status, ethnicity, sexual orientation, religion, and physical, perceptual, and cognitive abilities, particularly related to the special education field.

2. Demonstrate knowledge of special education issues with individuals from diverse backgrounds and demonstrate relevant skills through role-play and in-class activities.

3. Demonstrate knowledge of the rights of students and their family as they relate to issues of diversity.

4. Demonstrate knowledge of the influence of the environmental factors on students and their family, including cultural and linguistic diversity and socioeconomic background.
5. Demonstrate knowledge of ethical concerns related to assessment of and interventions with
diverse populations.
6. Exhibit awareness of personal/cultural values, privileges, assumptions, prejudices, and biases
and how these impact students in special education.
7. Demonstrate multicultural skills (e.g., cross-cultural understanding of norms, values, and
communication).
8. Effectively assess, plan, teach, and make adaptations for students representing culturally
and/or linguistically diverse backgrounds.

Expectations
1. Students will attend every class and actively participate in discussions and activities. *Late
arrivals or early departures are inappropriate* (unless otherwise discussed with and
approved previously by professor).
2. Students will *demonstrate respect* for all class members.
3. Students will complete all assignments on time. Written papers are expected to be typed,
edited, spell-checked, and written in APA style and sent via email to professor.

Grading Scale

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<th>Grade</th>
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<td>A</td>
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<td>A-</td>
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Assignments

Completing Reading Assignments and Reaction Papers – 20%

We expect you to complete all of the assigned readings before class so that you will be fully
prepared to engage in discussion with other classmates. For written assignments/papers, you are
required to submit via learning suite (to reduce paper usage) a brief *reaction* paper (1 page - *no
more*) *no later than 11:30pm the night before* each class. The reaction paper is meant to
facilitate your learning by addressing: (1) What ideas, concepts, or methods did you agree or
disagree with or question – and what does your reaction teach you about yourself and others
around you?; (2) How will you apply the concepts/methods of the reading in your work?; (3)
What concepts/methods will you share and discuss during class?

LATE REACTION PAPERS WILL NOT RECEIVE CREDIT TOWARD THE GRADE (please
do not ask for exceptions). An explicit purpose of the reaction papers is to help you effectively
process the readings at an emotional level. Monitor your emotional reactions and learn from
them. *Please be willing to share your emotional reactions in class.*

During class, *at least one randomly selected student* will report to the class for 5 minutes about
at least one “application” (how to use the concepts in the readings), but each week all students
will share “applications” based on readings as well as ask at least one *BURNING* question they
had from the readings both in their small group discussions and during the larger class discussion
time. *Include the burning question in your weekly 1-page reaction paper.*
Please take this time to discuss and interact with other classmates during group discussions very seriously. As a BYU student and future professional in your area, it is expected that you know how to present yourself, articulate your thoughts and feelings, and act appropriately and professionally around topics that are complex, particularly regarding potentially heated debates related to multicultural and diversity issues. This is a time for you to learn about yourself and from others.

Class Participation – 10%

Class participation consists of attendance and active participation in class discussions/exercises. Increasing multicultural awareness and skills, goals of this course, require that you take risks. True learning demands that we be open and honest with ourselves and others (being non-defensive). Attacking one’s cultural background, identity, or sense of being is unacceptable; however, sharing your differing opinions and belief systems in a kind and respectful way is acceptable. I will try to provide a safe environment in which all students understand that whatever is spoken is respected and kept confidential; however, if you feel unsafe please say so in class or in private. Safety is not the only necessary factor to discuss and process difficult and complex multicultural issues, bravery also needs to be a large part of participating openly and honestly in this class. Although my intention is to certainly create a very safe environment, probably just as important is to be brave about your experience and interactions with others in this class. Vulnerability, although anxiety-provoking, is key to growth and understanding. Please come prepared to be courageous about expressing and receiving feedback from others. Class citizenship includes professionalism, demonstration of respect and responsibility, etc. Because we practice skills in class, attendance is essential. Persons missing more than two classes will lose 5% of their grade for every class missed thereafter (documented medical conditions exempt).

Laptops may be used for class-related work ONLY (i.e., notetaking). Do not check or write text messages, check Facebook, Twitter, etc. during class time.

Attend a Cultural Event – 10%

Each of you will attend a multicultural event. During Fall semester, BYU sponsors several multicultural/international events relative to the content of this class. For information on BYU cultural and service clubs, see http://clubs.byu.edu or http://byusa.byu.edu/. Document participation as part of your portfolio (see below). You will upload on learning suite a brief reaction paper (1 page - no more, Word doc). In your reaction paper, you will answer these following questions: (1) What did this event teach you about yourself and others around you?; (2) How will you apply what you have learned in your work? If you would like to attend an event off campus, please speak with me before attending.

Interview – 30%

You will interview one individual who is culturally and/or linguistically different (CLD), who is one of the following: (a) a CLD student (get written parent permission), (b) a CLD student who
is also a student with a disability (get written parent permission), (c) a parent of a child who is CLD, or (d) a classroom teacher or paraeducator who is CLD. The following questions are guides to conducting the interview. Submit their answers in a well synthesized 3-5-page double-spaced paper. (30% of grade)

**CLD Students:** Ask them about their cultural/linguistic background. What do they do at home to honor their culture? Do they have friends who do similar things? Why or why not? What would their parents want teachers to know about their culture? What do they like/dislike at school? What do teachers do that make it easier or harder to learn? Do they ever feel singled out in good or bad ways at school? What would they like their teachers to know about what it’s like for them at school? How could their culture be better accepted and celebrated at their school?

**Parents:** Ask them about their cultural/linguistic background. What do they do to honor their culture with their family? Are there others in their community that do similar things? What do teachers/principals do that makes it harder/easier for them to participate in their child’s education? Do they ever feel singled out in good or bad ways when they go to the school? Do they worry about their child in school? If so, in what ways? What would they like the school to do to better support them? How could their culture be better accepted and celebrated at their school?

**Teachers or Paraeducators:** Ask them about their cultural/linguistic background. How do they honor their culture at home and at school? Do they ever feel singled out in good or bad ways at school? Do they feel accepted by the students and the other school personnel? How would they rate the multicultural atmosphere of their school? What are the challenges? What are the rewards? What suggestions would they make for a new special educator about working with CLD students, their parents and CLD educators?

**Final Examination – 30%**

Students will respond to case scenarios and open-ended questions to demonstrate retention of learning across the semester. Specifically, you will be presented with a multicultural-centered case vignette in which you will explain step by step how you plan to approach this scenario based on the readings, activities, discussions, role-plays, and learning that took place over the semester. Your response will be in essay format and taken on the assigned final exam day.

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<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment Topics</th>
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<tbody>
<tr>
<td><strong>Week 1 (Sept. 6)</strong></td>
<td>Course overview and expectations</td>
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<td>Sensitivity and Awareness</td>
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<td>Multicultural Foundations</td>
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Handouts for in-class activities

| **Week 2 (Sept. 13)** |
|-----------------------|---------------------------------------------------------------|

Reading 1: Elder Morrison: No More Strangers

Reading 2: Chapter 1 Educating Culturally and Linguistically Diverse Learners With Special Needs: Rationale

Gordon B. Hinckley: 
https://www.lds.org/general-conference/2006/04/the-need-for-greater-kindness?lang=eng&_r=1
0:00-3:20

Tim Wise – White Like Me
https://www.youtube.com/watch?v=N4w9UnE4FLY
18:51 – students of color in the classroom
55:00 – Colorblindness
57:00 – Implicit Racial Bias

Children and Race
https://www.youtube.com/watch?v=UOVwrcTzRBs#t=345.431858093
https://www.youtube.com/watch?v=9OKgUdQF-Fg
https://www.youtube.com/watch?v=WG7U1QsUd1g

Handouts for in-class activities

Week 3 (Sept. 20)

Reading 1: Chapter 2 Disproportionate Representation in Special Education: A Persistent Stain on the Field


In class:

Microaggression:
https://www.youtube.com/watch?v=BJL2P0JsAS4

Color of Fear
https://www.youtube.com/watch?v=AzLTyp0ZBx4

https://www.youtube.com/watch?v=-vAbpJW_xEc
0-1:45

Historical images of special education

Handouts for in-class activities
**Week 4 (Sept. 27)**

*Reading 1:* McIntosh: “White Privilege and Male Privilege” article

List handout: Privilege

In class:

Gordon B. Hinckley:
https://www.lds.org/general-conference/2006/04/the-need-for-greater-kindness?lang=eng&_r=1
0:00-3:20

Microaggression:
https://www.youtube.com/watch?v=BJL2P0JsAS4

Color of Fear
https://www.youtube.com/watch?v=AzLTyp0ZBx4
https://www.youtube.com/watch?v=-vAbpJW_xEc
0-1:45

Handouts for in-class activities

“Imagine if you are” activity

Historical images of special education

**Week 5 (Oct. 4)**

*Reading 1:* Chapter 4 Educating Latina/o Students with Special Needs

Microaggression:
https://www.youtube.com/watch?v=BJL2P0JsAS4

Color of Fear
https://www.youtube.com/watch?v=AzLTyp0ZBx4
https://www.youtube.com/watch?v=-vAbpJW_xEc
0-1:45

Handouts for in-class activities

**Week 6 (Oct. 11)**

*Reading 1:* Chapter 5 Educating African American Learners with Special Needs

*Reading 2:* Chapter 6 Asian American Students with Exceptional Needs
Handouts for in-class activities

**Week 7 (Oct. 18)**

*Reading 1*: Ch. 7 Practicing Multiculturalism: Children of Color and their Families

Handouts for in-class activities

**Week 8 (Oct. 25)**

*Reading 1*: Chapter 9 Preparing Teachers and Administrators to Educate Multicultural Learners with Special Needs

Handouts for in-class activities

**Week 9 (Nov. 8)**

*Reading 1*: Michael Yellow Bird: “Yellow Bird Colonialism”

*Reading 2*: Chapter 7 Educating Native American Learners With Exceptionalities

Handouts for in-class activities

**Week 10 (Nov. 15)**

*Reading 1*: Chapter 8 Educating Foreign-born Immigrants: Today’s “Special” Learners in Schools

Handouts for in-class activities

**Week 11 (Nov. 29)**

*Reading 1*: Chapter 3 Making Assessment Authentic for Multicultural Learners with Special Needs

*Reading 2*: Chapter 5 Strategies for the Assessment Process (Grassi & Barker, 2010)

Handouts for in-class activities

**Week 12 (Dec. 6)**

*Reading 1*: Chapter 11 Implementing Culturally Responsive Behavior Management Techniques to Teach Culturally and Linguistically Diverse Learners with Special Needs

*Reading 2*: Chapter 10 Using Technology to Educate Multicultural Learners with Special Needs
Handouts for in-class activities

**Week 13 (Dec. 13)**

*Reading 1:* Chapter 7 Planning Instruction (Grassi & Barker, 2010)

*Reading 2:* Chapter 8 Culturally Relevant Pedagogy (Grassi & Barker, 2010)

Handouts for in-class activities

**Week 16**  
Exam Week  
See exam date for our class

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**BYU Honor Code:**  
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.

**Treating all Individuals with Respect:**  
All BYU students are expected to treat their peers, professors, school personnel, parents, and children/youth with respect, even when opinions by differ. Also information in classes should be discussed with language and attitude that demonstrate respect for all individuals involved.

**Responding to and Reporting Sexual Harassment:**  
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is
intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, you have several options of how to report or voice your concerns. You could talk with your professor; contact BYU’s Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; contact BYU’s Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct: https://policy.byu.edu/view/index.php?p=155

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university’s Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu

NOTE: Another option, is to call or visit with Lisa Leavitt, BYU’s full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa’s office is located in 1500 WSC on the BYU campus.

Understanding Services for Students with Disabilities:
Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [https://uac.byu.edu/]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or 801-422-5895. You can also visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty Policy:
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that 'character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.
**Plagiarism Policy:**
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Respectful Environment Policy:**
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010