

**CPSE 480: Multicultural Issues in Special Education**  
Department of Counseling Psychology and Special Education (CPSE)

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**Quick Links**

[Community Ethnography](#)  
[Single Story](#)  
[Identity and Bias Project](#)  
[Cultural Diorama](#)  
[International Special Education Project](#)

**Instructor Information**

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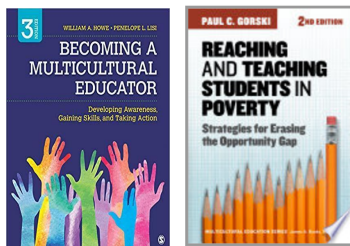
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**Course Information**

Monday and Wednesday	11am to 12:15 pm	SFH rm 281
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\*\* This class is a prerequisite for admission to the Special Education Major or licensure program

## Reading Material



- **Main textbook 1:** Howe, W.A. & Lisi, P.L. (2020). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills and Taking Action*. Sage Publishing.
- **Main textbook 2:** Gorski, P.C. (2018). *Reaching and Teaching Students in Poverty. Strategies for Erasing the Opportunity Gap*. Teachers College Press. New York, London.

## Course Description

In this course, we will examine multicultural education from its historical context to its current controversial interracial issues. The overarching objective of this course is to provide a safe environment that fosters empathy through class discussion and aids teachers with culturally responsive practices.

This course will offer readings, supplementary articles (included above), experiences, and discussions to prepare teachers to address complex situations that may arise around the topic of culture, social class, race, religion, ability, or gender in an educational setting.

Special emphasis will be placed on interpreting ways in which schooling influences and is also influenced by equity and privileges revolving around middle class families. It intends to prepare teachers to not only address these diverse backgrounds and develop a sense of appreciation, but allow both pre-service teachers and students to value and cherish their own identity.

## Expected Learning Outcomes

All students are held to these unified expectations across the CPSE department:

1. **Learning of Individuals:** Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds
2. **Learning Environment:** Ways to create learning environments that allow individuals to retain and appreciate their own and each other respective language and cultural heritage
3. **Negative Stereotypes of Cultures:** Ways specific cultures are negatively stereotyped.
4. **Strategies Used to Cope:** Strategies used by diverse populations to cope with a legacy of former and continuing racism
5. **Interact with Individuals from a Different Culture:** Students will interact with individuals from a culture different than their own
6. **Mediate Controversial Intercultural Issues:** Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person

### **Expected Learning Outcomes for Global and Cultural Awareness**

This course is organized around additional learning outcomes that include global and cultural awareness. It is expected that the readings, discussions, projects, writings, assignments and assessments will support students to acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.

Class members will experience thoughtful reflection in written and spoken form that will include a consideration of the student's own responses to the cultural or global issue, idea, theory or content. Student reflection will be demonstrated in a structured, guided manner during the course of the semester under the direction of Drs. Cutrer-Párraga and Smith.

As class members experience and learn from guided thoughtful reflection by participating in class assignments and discussions, it is anticipated they will develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another's point of view.

The GE focus of global and cultural awareness drives the learning foci of the class. Global and cultural awareness learning outcomes are interwoven throughout all assignments of the course and are explained in detail below.

### **Expected Long-Term Learning Outcomes Addressed by Assignment**

International Special Education Project	Students will acquire <i>informed awareness</i> of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level. Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.
Community Experience / Mini Ethnography	Students will seek to find commonalities shared with others from significantly different cultural/ethnic backgrounds and recognize and take advantage of opportunities to learn and interact with people different from themselves. Students will experience <i>thoughtful reflection</i> on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student's own responses to the culture or global issue, often involving comparison and will demonstrate informed awareness.
BYU USGA Panel / Interview Quick Write	Students will engage respectfully with people with different backgrounds, beliefs or perspectives and be able to recognize and deal with prejudice, bigotry, ethnocentrism, false pride and other barriers to effective intercultural communication at the local, state, national, and international levels.

### **Course Characteristics Addressed by Assignment**

Literacy Review	The primary focus of the course should be developing an informed awareness of a global culture outside their own, with the interplay of cultures, languages, issues, and/or nations at an international level.
Class Participation / Literacy Project	Cultural and global issues should be presented and discussed in a manner which models respect for differing experiences and perspectives.
Single Story	Students should apply discipline-specific methodology to their thinking and writing on issues of global and cultural significance.

For more information on the document addressing the Global and Cultural Awareness learning outcomes, please see the following: [Global and Cultural Awareness](#)

### **Grading Methodology**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	95	91	87	84	81	78	74	71	68	64	61	0

\*\* Please note that ALL grades will be rounded, for instance, 89.50% will be calculated as 90% at the end of the semester.

### **Late Policy**

Five points will be taken off every day an assignment is late. This will start the minute after the deadline.

### **Detailed Grading Methodology**

Assignment Type	Due Date	Total Points
Background for Community Ethnography Project	Jan 21	50
Single Story	Jan 28	100
Community Ethnography Project - First Observation Done	Feb 08	-
Community Ethnography Project - First Observation Write Up	Feb 18	75

Identity and Bias Project	Feb 25	200
<b>MID TERM –</b> Cultural Diorama	Mar 8	200
Community Ethnography Project - Interview Done	Mar 13	-
Community Ethnography Project - Interview Write Up	Mar 18	75
Community Ethnography Project - Second Observation done	Mar 22	-
Community Ethnography Project - Second Observation Write Up	Apr 1	75
International Special Education Project	Apr 10	100
Community Ethnography Presentations	Apr 19	75
<b>FINAL –</b> Community Ethnography Project Write Up	Apr 22	200
Attendance and Participation	Each Class	75
		1225 points

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## Assignments

### **Community Ethnography – Includes the Final**

You will be assigned a community experience project. It is hoped the following primary components that will be associated with your experience:

1. It is hoped the experience will take you *outside your comfort zone*, be different from previous experiences and grow your appreciation of concepts we have learned and will learn in class. (*Remember, when you teach, students assigned to you will likely not feel comfortable at first.*)
2. It is hoped you will allow yourself to be yourself, experience something new and be authentic.
3. When completing learning tasks as part of your assignment, be wise and use common sense. Be safe!

The purpose of this assignment is to help you become aware of how issues discussed in class are relevant in our communities and personal lives.

This project consists of 6 parts with 6 different due dates!  
 This project expects 3 total visits to your chosen experience. You will be granted class time for your 3 visits.

Part 1: Background (50 pts)

DUE: Jan 21

Your write-up should include:

1. Your intended organization
2. Provide background about your intended organization, community members served, how the organization came to be etc. (500-700 words)
3. What you anticipate learning from participating in this experience
4. How this project will take you out of your comfort zone
5. How you will gain access to this experience
6. Cultural norms you need to be aware of before approaching the experience
7. What you hope to learn through your observations
8. What you hope to learn through your interview
9. Include who you will contact, how you will observe the first time, and who you will interview

Part 2: First Observation (75 pts)

Observation completion DUE: Feb 8

Write up DUE: Feb 18

Should Include: – each section must have a minimum of 500 words

1. *Initial Thoughts*: Introduce your experience. In what ways did you expect it to push you out of your comfort zone? What did you expect to learn/gain from this experience?
2. *Description of Experience*: What happened? What stood out to you? How did you feel? Where did you go? When did you go? What happened during the visit? What was the context? Did you sit and watch or did someone help you tour? How was this a new experience for you?
3. *Analysis of Experience*: What did you learn? What new insights did you gain? What aspects of your unique background/culture affected your precious perceptions and your experience during and after the event? What course concepts relate to your experience?
4. *Analysis of First Observation*: Connection to class discussions, readings, and assignments. How did class discussions, readings, and assignments inform your observation? How did they prepare you for the observation? Please be specific and include class discussions, readings, and assignments in this section. What do you know now that you did not know prior to this observation?
5. *Implications for Teaching*: What ramifications might this experience and your resulting insights have on your future teaching? How might this help you in interactions with future students and parents?

### Part 3: Interview (75 pts)

Interview Completed DUE: Mar 13

Write Up Completed DUE: Mar 18

1. You will be provided an interview protocol.
2. You will synthesize what you learned in 500-700 words.
  - ii. *Initial Thoughts*: Introduce your experience. Why did you decide to interview this person? What did you hope to learn? How did your first observation inform your choice of whom to interview?
  - iii. *Description of Experience*: Where and when did you interview this person? Were you comfortable?
  - iv. *Analysis of Interview Findings*: List the main findings you learned from your interview. Create a small visual to demonstrate your new learning (you should find at least three new things you learned from the interview that were not found in your first observation). How did your interview with a person of this community deepen your understanding of this community in ways you could not experience simply by attending a meeting or event?
  - v. *Implications for Teaching*: What ramifications might this experience and your resulting insights have on your future teaching? How might this help you in interactions with future students and parents?

### Part 4: Second Observation

2<sup>nd</sup> Observation Completed DUE: Mar 22

Write Up Completed DUE: Apr 1

1. You will repeat the instructions for Observation 1. However, you will also add how your second observation was different from the first. Reflect on why this may be the case.
  - a. *Description of Experience*: What happened? What stood out to you?
  - b. *Analysis of Second Observation*: What did you learn? How did you benefit from this second observation? What was different? How did you feel during this observation? What evidence do you have that you followed cultural norms during the second observation? After your second observation, what can you say now about how your experience changed across your three visits? What did you learn?
  - c. What new class discussions, readings, and assignments help you think about your observation in ways that may have been different than your previous thinking and different than your first observation? What do you know now?
  - d. *Implications for Teaching*: What ramifications might this experience and your resulting insights have on your future teaching? How might this help you in interactions with future students and parents?

### Part 5: Class Presentation (in groups)

**DUE: Apr 19**

**Part 6: Completed Analysis - FINAL (200 pts)**

**DUE: Apr 22**

Should Include:

1. Synthesis of your three experiences and your new learning. Summarize, synthesize and review for the reader what you did and what you learned over the course of your three visits. (500 word minimum)
2. Write a 1500 word minimum essay explaining how this experience will impact your work as a special educator. It is expected you will answer how has this experience helped you in the development of multicultural dispositions (meekness, social awareness, advocacy), and how will you apply this in a classroom setting? It is also expected you will use course readings, discussions and assignments (single story, cultural diorama, identify and bias project) to help support your points on how you will implement this learning as a special educator.

**Single Story (100 pts)**

**DUE: Jan 28**

The purpose of this assignment is to help you understand the concept of a “single story”, recognize its pervasiveness, and critically unpack the single story of another group.

**The assignment has three parts, resulting in a 1000-1400 word essay.**

**Part 1: Reflection and Self-Exploration (500 - 700 words)**

1. Watch Chimamanda Adichie’s TED talk ["The Danger of a Single Story"](#).
2. Reflect and answer the following questions
  - a. What is the danger of a single story?
  - b. How is stereotyping problematic?
  - c. How does this relate to dynamic notions of culture?
  - d. Why does the “single story” phenomenon occur?
3. Reflect on the single stories about others that we tell and consume. Reflect on your own. Have you ever been in the position that she describes? How have you seen evidence of the single story in your life and in the lives of others? Please reflect specifically about the single story of others at the local, state, national, and international levels.
4. Address these questions and explain your thoughts and conclusions, showing what you feel to be the most valuable insights and new ideas gained from watching this lecture.

**Part 2: Artifacts**

1. Choose an underprivileged group that you feel has been under- or mis-represented in society. This should be a group you are unfamiliar with. Create a social ‘snapshot’ of the cultural group at the local, state, national, and international level. Gather visual, narrative, audio, and/or other representations of the group you have selected from the media, curriculum, and policy – these may be from newspapers, magazines, music, television, websites, blogs, podcasts, etc. Choose a variety of different sources (wikipedia may not be used).
2. Select 5-7 different items or artifacts for analysis - at a local, state, national, and international level. Artifacts are anything that you can use to uncover how this



group is portrayed in society, or which play a role in influencing the public opinion about this group.

Part 3: Critical Thinking (500 - 700 words)

1. Look at your artifact and consider how they tell a single story about the group you chose. Consider the following questions while analyzing the artifacts.
  - a. What is the single story of the group you selected? What messages are being sent about this cultural group through these artifacts? Describe how the artifacts convey the messages.
  - b. How do the artifacts work together (or oppose each other) in portraying a single story?
  - c. How does the idea of a dominant or powerful group influence how your chosen group is portrayed?
  - d. What effect does the type of media have on the messages conveyed about this group?
  - e. How might this message impact how a child and his or her parents from this cultural group are viewed and treated at school and in the classroom? Why is it important for special education teachers to examine how cultural groups are represented in the media, curriculum, and policy?
  - f. Why is it important for teachers to examine how cultural groups are represented in the media, curriculum, and policy?
2. Answer these questions in a reflection. This is not a summary of each artifact, but a critical analysis of the artifacts as a whole in contributing to a single story.

### **Identity and Bias Reflection Project (200 pts)**

This project includes *four parts*, which should result in an analysis between 1000 - 1500 word reflection/essay + the literary chart

Part 1: disAbility Awareness Family History Reflection

**DUE Feb 4**

The purpose of this task is for you to learn more about individuals within your family who were born with obvious challenges, were identified by schools with a disability or disorder, or became disabled in childhood or adulthood through physical or mental illness, accident, injury, or aging. Interview your parents, grandparents or other older relatives to find out as much as you can about these family members. Write a 500 minimum reflection essay on what you learned.

Part 2: Analysis of Personal Interaction with an Individual with disAbilities Reflection

**DUE: Feb 11 at midnight**

Provide a 500 word minimum *summary of an interaction* with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability

that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

### Part 3: Children's Literature Analysis

**DUE: Feb 25 at midnight**

The purpose of this assignment is to analyze how individuals with disAbilities are portrayed in children's literature. Whether online, or through a library resource, read 20 children's literature books with characters focused on a specific disability.

1. Create a chart with the following information:
  - a. Title, Author, Illustrator of the book
  - b. Brief summary of the ploy
  - c. Demographic information about the characters with a disability (include race, gender age, ethnicity)
  - d. Describe the character's disability as portrayed in the book
2. Analysis
  - a. Using what you are learning about specific disAbling conditions, analyze whether the information presented about each character is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disAbling condition.
  - b. Reflect on how this book impacts your perception of disAbilities and determine if this book would be appropriate for a disAbility awareness lesson in your classroom.
  - c. Discuss how this book would influence children's perceptions of disAbility.
  - d. Describe how you would use this book to teach about that specific disAbility. Would you use this book in your class? Explain why or why not?
  - e. Note any stereotyping.
  - f. Finally, compare and contrast characters across your chart. Are there any patterns? What do you notice?
  - g. Write a minimum 500 word essay on your findings.

### Part 4: Inclusion Analysis

**DUE: March 4 at Midnight**

Choose a social/emotional wellness topic (grief, anxiety, depression, anxiety etc.)

Read 10 children's books on this topic

1. Create a chart with the following information:
  - a. Title, Author, Illustrator of the book
  - b. Brief summary of the ploy
  - c. How the wellness topic was introduced (literary elements, metaphors etc.)
2. Were any children with disAbilities represented in any of the books about your topic? If so, describe how they were represented.

3. Was the topic introduced in such a way to be clear for a student with a disAbility? Why or why not?
4. How does this review inform your understanding of inclusion of children with disAbilities?
5. Write a 500 word minimum essay about your findings.

### **Cultural Diorama (200 pts)**

**DUE: Mar 8**

The Cultural Diorama Assignment allows you to explore who you are culturally, and how you have experienced privilege. Becoming familiar with your cultural identity and background helps you to recognize and value the identities and backgrounds of others, including your future students.

The idea of culture is broad, but it is essentially a set of shared rituals and ideas used to organize and interpret social life. Some have described culture as having two parts - one half is visible (clothing, food, language, etc), and the other half is less visible (beliefs, social norms, etc). The visible aspects of culture are a reflection of the less visible components - for example, deep cultural notions about modesty and beauty are manifested in clothing. In completing this project, you should focus on the ‘deep’ aspects of culture.

#### Part 1: Cultural Pie

This about your own “deep” and “shallow” cultural traits and habits. Reflect on what they look like and write a list of your cultural traits, including ethnic background, language background, socioeconomic background, and other traits reflected “below the iceberg”. How does your background influence the way you see the world? Create a “cultural pie” (see below) to illustrate the aspects and salience of your identity. How do you see yourself? Who are you? Which aspects of your cultural identity contribute most to how you see yourself? You should, at a minimum, include race, ethnicity, socioeconomic status, and gender in your pie. Use the size of the pie slices to reflect which aspects of your cultural identity are most salient to you.

How to create a cultural pie:

#### Discovering Your Cultural Identity

- Create a pie chart with these 4 - 10 elements. The size of slices reflects the strength (importance to you) of each element. Include 4 - 10 cultural groups with which you personally identify - must include, at a minimum, race, ethnicity, socioeconomic status, and gender.

#### Part 2: Artifacts

Using your cultural pie as a reference, identify 3 tangible artifacts that represent some of these invisible aspects of your culture. Think deeply about these objects. Remember that we often take our culture and privilege for granted. I am less interested in a list of hobbies and more interested in a reflection on how the culture in which you were raised has affected what you have, value, do, think, and who you believe yourself to be today. In considering each artifact, think about how your privilege (or lack of privilege) factors into your ‘deep culture’. Consider also how your privilege and cultural identity could motivate you to be an advocate for others. Write a short explanation of each artifact, including how it represents your deep culture and your privilege, and how your position motivates you to advocacy.

#### Part 3: Summary Statement

Consider your pie and your artifacts as a whole - what maxims can you extract about your identity? Briefly write a few statements of self-awareness which sum up what you've learned about your cultural identity.

### **International Special Education Project (100)**

**DUE Apr 10**

The purpose of this project is to help you understand inclusionary perceptions and practices for individuals with disAbilities in various countries.

1. You will be provided a country to research.
2. Provide a presentation of learning/understanding
  - a. Please include
    - i. Information about special education laws and practices in the target country
    - ii. A visual representation comparing and contrasting specific federal and international special education laws specific to the researched country and federal special education laws in the US
    - iii. Problem Solving – Given what you learn about this country, you will be given a problem to solve as a special educator related to a specific area of need in the provided country. More information will be provided.

### **RUBRICS**

#### **Cultural Diorama Scoring Rubric:**

	Low	Mid	High
illuminating Artifacts	Artifacts do not represent significant aspects of her/his cultural identity and background. Analysis is trite and insincere.	Analysis of artifacts to illustrate her/his identity and background appears fairly important, though there is little evidence of deep reflection.	Three well-chosen artifacts are analyzed to illustrate “deep” (important and less apparent) aspects of cultural identity and background. Analysis is sincere and moves beyond the obvious.

Analysis of Privilege	Does not address the notion of privilege in the written reflection, or acknowledge privilege to motivate advocacy for others.	Somewhat addresses the notion of privilege in the written reflections. Hardly acknowledges privilege to motivate advocacy for others.	Directly addresses the notion of privilege in the written reflection of each artifact. Acknowledges privilege to motivate advocacy for others.
Summary Statement	Summary is not comprehensive or insightful. It hardly characterizes her/his cultural background and does not identify points about identity and self-awareness more broadly.	Summary is somewhat comprehensive but not very insightful. It characterizes some aspects of her/his cultural background without identifying points about identity and self-awareness more broadly.	Summary is comprehensive and insightful. It characterizes her/his cultural background while also identifying meaningful points about identity and self-awareness more broadly.
Cultural Pie	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are not congruent with the artifacts and reflections.	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, or socioeconomic status. The aspects and salience of cultural identity in the pie are somewhat congruent with previous artifacts and reflections.	Addresses significant aspects of her/his cultural identity, particularly race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are congruent with previous artifacts and reflections.

### **Single Story Grading Rubric**

	Low	Mid	High
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Reflection and Self-Exploration	Reflection seems incomplete or completed with little thought. Student does not seem to understand the dangers of a single story. There is no evidence or examples of self-exploration regarding instances of the single story in the student's own life or experience. Few, if any, insights regarding the communication, impact, or pervasiveness of the single story are expressed.	The concept of a single story is described, but may not be well understood. The description of the effect of a single story in the student's own life is unclear or does not fit into the category of a true "single story". Insights are present, but not well-developed. Student correctly identifies and uses Adichie's arguments, but fails to add new ideas or interpretations.	Reflection is clear and coherent with ideas that are explored in more than cursory ways. It shows an understanding of the implications and dangers of a single story and reflects on the impact of a "single story" on others, and how the single story is perpetuated in different ways. Self-exploration is related to how the "single story" has affected you in your own life, and provides new and useful insights regarding the communication, impact, and/or pervasiveness of the "single story" phenomenon.
Snapshot	The group chosen is one with whom the student is already familiar. Artifacts are not from a variety of sources. Little connection between the artifacts and the group's story. Less than three artifacts are used, or Wikipedia was used as a source. List of sources is incomplete.	The selected group was one with whom the student is not already familiar, but there is little evidence of increased awareness or understanding as a result of the exercise. 3-4 artifacts are used, but they may be trite or less-effective examples of the single story, or may be all from very similar sources. Most of the artifacts are related to the single story told about the	Snapshot was used as an opportunity for new awareness or engaging with groups not already familiar. Artifacts are drawn from different sources and included.

		group. List of sources is included.	
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### **Community Experience Mini Ethnography Grading Rubric**

	Low	Mid	High
Description of Experience	Activity was not approved, or was one with which the student was already familiar. Little to no identification of prior notions or reasons for choosing the activity provided. Description is vague or incomplete, and does not provide enough detail to explain what the student experienced.	Activity was approved and appropriate, but it is unclear whether or not it pushed the student outside his/her comfort zone. Learning goals were not well-connected to the activity. Description of the activity is inadequate in providing a complete picture of the experience.	Activity chosen is appropriate for the assignment and provides an opportunity for new awareness. Students identified clearly why the activity was chosen and what you hoped to learn. The description of the activity is clear and concise, but provides an appropriate level of detail.
Analysis	No new insights were gained or described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Insights are mentioned, but are not fully developed. Some analysis is provided of the event, but the argument is weak or is mostly descriptive. Course concepts are mentioned, but are not well-supported with details from the experience.	Several new insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the experience with course concepts and provides appropriate support and evidence for why the concepts are related. There is evidence of critical thinking.

Interview	No interview conducted.	Interview conducted but no new insights were described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Interview conducted with member of community. New insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the interview with the experience and course concepts and provides appropriate support and evidence for why the interview, experience and course concepts are related. There is evidence of critical thinking.
Personal Application	Self-exploration is shallow. Experience seems to have little effect on the student's assumptions or views. Fails to address changes in future perceptions, relationships, and interactions that might occur as a result of this experience. Dispositions are not discussed, or are misidentified.	Self-exploration is complete but lacks depth. Student assumptions and views do not seem to be positively impacted by the experience. Assumptions are made about the effect on the student's future interactions, but these assumptions may be weak or faulty. Application does not display a complete understanding of the relationship between the experience and dispositions.	Self-exploration is articulate and deep and includes a description about how the experience changed the student's own assumptions or views. Application anticipates the effect of the experience on the student's future perceptions, relationships, and interactions with others, and discusses the experience with relation to dispositions.



Teaching Application	Connections from the community experience and future teaching situations are ambiguous or unrelated. Application does not address implications for diverse parents and students, or seems unrelated to the community experience. Ideas for application may contradict course concepts or dispositions.	Student attempts to make connections between the experience and future teaching implications, but these connections are not well supported. Insights do not seem fully applicable to future interactions, or neglects to address either student interaction or parent interaction. Dispositional principles are not well integrated into analysis.	Clear and meaningful connections are made between the community experience and future teaching. Student addresses how insights gained relate to future relationships and interactions with diverse students and parents. Ideas for application demonstrates a correct understanding of sound dispositional principles.
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### **Attendance and Participation**

**About:** You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, and stay the entire class time.
- It is expected that all students have thoroughly prepared for class by completing the assigned readings and reflecting on them, and participating (with a capital P).
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of 12 hours PRIOR to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.
- If you choose not to do so, you will lose 8 points from your final grade for each absence after the first one. Please note that you will forfeit the opportunity to make up if you do not notify me before missing class which will also result in losing 8 points.
- For each class, please bring a hard/ electronic copy of the assigned readings.

**Reminder:** Keep in mind, you are expected to participate professionally which means that you engage with the lecture and use electronic devices for note-taking ONLY.

**Opportunity for Extra credit: (Due ):** Cross cultural paper- attend a cultural performance on campus and compare/ contrast that with what you learned in your Community Experience Mini Ethnography.

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## **University Policy**

### **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 every instructor's 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.

### **Grading Expectation**

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

### **Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that

may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the 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.