

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
Special Education 551
URBAN MULTICULTURAL SPECIAL EDUCATION

Fall, 2009 Professor: Ying Hui Michael, Ph.D. HM 050
HS215 Phone: 456-8604, 456-8024, yhui@ric.edu
Wed. 4:00-7:00pm Office Hours: Wed.3:30-4:00pm; 8:00-9:00 pm and by Appointment

Course Description:

Socio-cultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments. *3 credit hours.*
Prerequisite: certification in special

Relationship to the Professional Programs:

This course offers students the opportunity to acquire knowledge and understanding as to how culture influences teaching and learning. It enables students to reflect on their own teaching practices, cultural/family influences and educational learning experiences in the social, political context of ESL, bilingual/bicultural, and multicultural education. Participants will explore their roles as multicultural educators for English Language Learners as well as other diverse learners from a legal, ethical, and educational perspective. They will learn the necessary skills to design and implement culturally and linguistically responsive learning environments. Practical multicultural approaches for working with diverse students, their families and their communities will be discussed and applied.

Required Texts:

Winzer, M.A.& Mazurek, K. (1998). *Special Education in Multicultural Contexts*. Upper Saddle River, NJ: Merrill.

Roseberry-McKibbin, C. (2002). *Multicultural students with special needs: Practical strategies for assessment and intervention*. second edition. Oceanside, CA: Academic Communication Associates.

Course Outcomes

Students will be able to:

1. Demonstrate a comprehensive understanding of the sociocultural foundations in ESL education and bilingual/bicultural education and its impact on diverse students with

disabilities. **CEC Standard 3; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 3, 4, 5, 10; TESOL 5.a.2; 1.b.6; 1.b.8**

2. Demonstrate an understanding of the current issues in bilingual education from an educational as well as a political perspective and how these issues are influencing current practices in educating diverse students with disabilities. **CEC 1; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 3, 4, 5, 10; TESOL 5.a.2; 1.b.8**

3. Show a respect for the role of culture and native language in the healthy development of the child from a linguistic, emotional, social, and cognitive perspective. **CEC Standard 3; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 3, 4, 5, 10; TESOL 1.a.6; 1.a.8; 1.b.3; 2.a.1**

4. Honor the student's family as primary decision-makers in the student's life and the necessity for having a family/community focused approach in education. **CEC 9; Knowledge: Domain-Specific Knowledge, Contextual Perspective, Professional Awareness; RIPTS 1, 4, 5, 7; Practice: Evidence-Based Decision Making; Diversity of Practice; TESOL 2.a.1**

5. Demonstrate an understanding of cross-cultural differences in how children process information, form concepts, and organize information. **CEC 3; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 3, 4, 5, 10; TESOL 2.a.1**

6. Name key components of a culturally, linguistically, and educationally responsive classroom and show how to apply this knowledge as multicultural educators. **CEC 5 & 6; Knowledge: Domain-Specific Knowledge, Contextual Perspective; Practice: Evidence-Based Decision Making, Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 10; TESOL 1.b.4; 1.b.3; 2.a.3; 5.b.1**

7. Identify important considerations in educating culturally and linguistically diverse students with disabilities in inclusive classrooms, including prejudice reduction. **CEC 5 & 6; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 2, 3, 4, 5, 10; TESOL 2.a.2, 1.b.4; 1.b.3**

8. Recognize teaching and learning styles from a cross-cultural perspective and adapt instruction accordingly. **CEC 3; Knowledge: Domain-Specific Knowledge, Contextual Perspective; RIPTS 1, 2, 3, 4, 5, 10; TESOL 2.a.1; 1.b.11**

Course Assignments:

Socio-Cultural Autobiography: Write a five-page autobiography in which you reflect on key course concepts from a socio-cultural perspective. Select critical and important aspects of your family/ cultural and educational journey and share your reflections on the implications of these experiences for your role as a multicultural educator. (Course Outcomes: 3,4,5,8)

Keep an on-going reflective journal and submit between 20-30 pages: Highlight observations in your classroom, school, and other settings in relation to teachings in this course. Chronicle your learning on a weekly basis with specificity. You are answering the question: What did you learn about today's topic from your reading as well as the class discussion? Be sure to address pertinent principles and practices taught in this course and share examples of when and where they are occurring in your everyday life experiences. Note instances when you observe practices that appear to be in conflict with what you are learning from the readings or class discussions. Include recommendations for change when appropriate. Please report observations with utmost confidentiality. (Course Outcomes: 1,2,3,4,5,6,7,8)

Take-Home Exam: Case Studies/Scenarios: Select and respond to four of the five case studies/scenarios. For each scenario you need to identify the problem(s) and offer possible solutions. You need to document your solutions by using legal and educational research in the area. When appropriate, you need to include sample lessons, strategies and approaches. A rubric including criteria and benchmarks for evaluating this exam will be given to you at the time of the exam. (Course Outcomes 1, 2, 6, 7, 8)

Course Evaluation:

Class Attendance and Participation	15%
Socio-Cultural Autobiography	20%
Reflective Journal (Part I and II)	40%
Take Home Exam- Case Studies	25%

Additional information concerning the specifics of each of these assignments will be discussed in class.

A (95-100)	B+ (85-89)	C+(75-79)	D+(65-69)
A- (90-94)	B (80-84)	C(70-74)	D(60-64)

Classes	Topic, Reading and Assignments
Class 1 Sept 2 Newport	Introduction and Overview of Course Requirement Issues in Serving CLD students with Disabilities Disproportionality <i>Handout (Artile & Ortiz)</i>
Class 2 Sept 9 RIC	Foundations of Multicultural Education History and Rational <i>W & M: Chapter 1 & 2</i>
Class 3 Sept 16 RIC Video Conferencing	Second Language Acquisition BICS and CALP <i>W&M: Chapter 3</i> <i>Mckibbin Chapter 11</i>

Class 4 Sept 23	Bilingual and ESL Education Program Models <i>E-Handouts (RIDE Regulation, Research Brief)</i> Due: Journal 1 (Class 1-3)
Class 5 Sept 30 RIC	Issues and Theoretical Considerations in the Assessment of ELLs Testing Authentic Assessment Federal and State Legislations <i>W&M: Chapter 5 & 7</i> <i>McKibbin: Chapter 12 & 13</i> <i>Handout (Ortiz and Yates)</i> <i>Handout (Garcia)</i> RI RTI Guest Speaker: Dr. Phyllis Lynch
Class 6 Oct 7 RIC Video Conferencing	Theories and Practices for Serving ELLs with Disabilities <i>W & M: Chapter 4 & 8</i> <i>Handout (Garcia & Dray)</i> Cross-Cultural Child-Rearing Practices <i>W& M: Chapter 9</i> <i>Mckibbin: Chapter 1-10</i>
Class 7 Oct 14 RIC	Communication and Learning Styles <i>McKibbin: Chapter 1-10</i>
Class 8 Oct 21	Role of Language and Culture in Learning/ Learning <i>W& M: Chapter 6 & 11</i> Due: Journal 2 (Class 5-7)
Class 9 Oct 28 RIC	Multicultural Approaches <i>W& M: Chapter 10 & 12</i> <i>McKibbin: Chapter 14 & 15</i>
Class 10 Nov 4 RIC Video Conferencing	Prejudice Reduction in the Classroom (1) <i>Handouts</i> Guest Speaker: Dr. Landurand
Veterans' Day Nov 11	Veterans' Day, College closed
Class 11 Nov 18 RIC	Prejudice Reduction in the Classroom (2) <i>Handouts</i> Guest Speaker: Dr. Landurand
Class 12	Multicultural Curriculum & Materials

Nov 25	<i>W& M: Chapter 10 & 12; 13 & 14; Due: Journal 3(Class 8-11)</i>
Class 13 Dec 2 RIC Video Conferencing	<i>Building Multicultural Schools Handout: Harry & Klingner Chapter 4 Dr. Sonia Nieto: Affirming Diversity: Creative Multicultural Environment Due: Socio-Cultural Autobiography</i>
Class 14 Dec 9 RIC	<i>Communicating and Collaborating with Diverse Families and Community Members W& M: Chapter 9 Handout: Harry & Klingner Chapter 5 Dr. Beth Harry: Building Culturally Responsive Relationships with Diverse Families of Children with Disabilities Dec 16^h: Due Journal 4 (Week 13-14) & Final Exam</i>

RIC Polices

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>