Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ____________________________
   Educational Psychology

2. Course prefix, number and complete title of course: ________________________
   SPED 611 - Multicultural Special Education

3. Course description (not to exceed 50 words): ______________________________
   Multicultural perspectives in special education; foundations of multicultural special
   education; cultural responsive teaching; methods for teaching culturally and linguistically diverse learners in special education.

4. Prerequisite(s): Graduate Status
   Cross-listed with: N/A
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course?  Yes  ☑ No
   If yes, from ______ to ______

6. Is this a repeatable course?  Yes  ☑ No
   Will this course be repeated within the same semester?  Yes  ☑ No
   If yes, this course may be taken ______ times.

7. Has this course been taught as a 489/689?  Yes  ☑ No
   If yes, how many times? ______
   Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      M.A. and Ph.D. in Educational Psychology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

10. Prefix  Course #  Title (excluding punctuation)
    SPED  611  MULTICULTURAL SPECI
    Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    030003130202000409200910003632
    Approval recommended by:
    Head of Department ____________________________ Date
    Head of Department (if cross-listed course) ____________________________ Date
    Submitted to Coordinating Board by:
    Associate Director, Curricular Services ____________________________ Date

Chair, College Review Committee ____________________________ Date
Dean of College ____________________________ Date

Questions regarding this form should be directed to Sandra Williams at 845.8201.
Curricular Services – 11/07
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Educational Psychology

2. Course prefix, number and complete title of course: SPED 611 - Multicultural Special Education

3. Course description (not more than 50 words): Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and post-secondary education linkages; work-based training.

4. Graduate status. Cross-listed with N/A Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☑ Yes ☐ No If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, the course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ______

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) M.A. and Ph.D in Educational Psychology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Head of Department (if cross-listed course) Date 4-24-08

Dean of College Date 4-24-08

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
SPED 611 Multicultural Special Education  
Course Syllabus

Instructor: Dan Dalun Zhang, Ph.D.  
Phone: 862-6514  
Email: dalun@tamu.edu  
Office: 637C Harrington  
Office Hours: Mon. 5:30-7:00 p.m.  
Tue. 1:30-4:30 p.m.

Prerequisite: Graduate status, permission of professor

Course Description
(3 credit hours) Multicultural perspectives in special education; foundations of multicultural special education; cultural responsive teaching; methods for teaching culturally and linguistically diverse learners in special education.

Course Objectives
1. To understand the prevalence of bilingualism and cultural diversity among individuals with disabilities and the issues of disproportionate representation in special education
2. To communicate effectively with both general and special educators regarding the needs of culturally diverse learners with disabilities
3. To identify ways in which cultural and linguistic diversity are strengths for enhancing friendships, family relationships and community living
4. To understand the importance of students' home language and home culture in program planning and family support and to explore means for incorporating these characteristics into program planning
5. To examine the bilingual potential of individuals with disabilities and demonstrate an understanding of the processes culturally different children go through in adapting to the dominant culture
6. To demonstrate competence in the assessment of culturally diverse learners
7. To demonstrate a cognitive awareness of the learning styles acquired by specific minority groups through their unique cultural and familial experiences
8. To demonstrate an in-depth awareness of curriculum approaches in multicultural education
9. To identify educational supports for individuals with disabilities to live and work in bilingual and culturally diverse communities
10. To design and implement appropriate and effective instructional environments for cultural and linguistically diverse students with disabilities.
11. To demonstrate knowledge of special issues related to conferencing and counseling parents from culturally diverse backgrounds
12.  

Required Readings

Handouts provided by instructor

Course Expectations

Semester Project: Each student is required to conduct a semester-long project that is substantial in scope and will result in a portfolio of products. The purpose of this project is to work with a student with a disability who is from a culturally diverse background to conduct assessment and design appropriate instructional activities for him/her. The project will involve such activities as personal data collection, assessment, analyses of data, identification of needs, and plan of instructional activities. Detailed instructions will be discussed during first class. Student will present his/her portfolio to the class at the end of the semester. (30%)

Class Presentation: Each student will select one topic or subtopic from the class syllabus based on either individual expertise or personal interest. The student will research the topic and prepare an oral presentation and a handout for other students.
The student will present the topic on the appropriate day. An outline of the presentation must be approved by the instructor a minimum of one week before the presentation. The presentation must be multimedia and 20-30 minutes in length. (20%)

**Journal Article Review:** Three journal articles (from 2000 to present) that relate to culturally diverse learners with disabilities are required. A format for this assignment will be distributed in the first class meeting. Students will share their reviewed article during class. (10%)

**Midterm Exam:** The midterm exam will consist of objective and short answer or essay questions. Students will need to bring an 8 1/2 x 11 inch scantron. Format of the exam will be discussed and study guides provided prior to the exam. (20%)

**Final Exam:** The final exam will consist of objective and short answer or essay questions. *This exam will be comprehensive.* Format of the exam will be discussed and study guides provided prior to the exam. (20%)

**Absence Policy:** Students are expected to attend all classes and attendance will be taken. Students who are absent three non-excused times may not receive a grade higher than a B; students who are absent five non-excused times may not receive a grade higher than a C; students who are absent seven times (for any reason) may not receive a grade higher than an F unless arranged ahead of time with the instructor. There will be no make-up assignments without a university-approved excuse.

**Course Grades**
Evaluation will be based on objective and essay examinations, written assignments, class participation, and the journal from the clinical experiences. Grades will be assigned as follows:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

**Students with Special Needs**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

**Statement Regarding Class Handouts**
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

**Academic Integrity**

"An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All assignments MUST be turned in with the following statement typed on them and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

__________________________
Signature of Student
Topics

- Students with disabilities from culturally diverse background: A look at the history
- Characteristics of learners from selected culturally diverse background
- Assessment of learners from diverse cultures
- Effective communications about learners with disabilities from diverse cultures
- Considerations in designing programs for learners of diverse cultures
- Strategies for designing effective instructional environment for cultural and linguistically diverse students with disabilities
- Involving parents of students from diverse cultures