

Psychology 270T: School Psychology: Multicultural Education

SECTION VI

Science II 108

Fridays (2/19, 3/26, 4/23, 5/21 at 1:00 pm -2:50pm)

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Office hours: Monday and Wednesday: 12:00-1:00; Thursday: 11:00-12:00; Friday: 3:00-4:00
or by appointment

• **Course description**

The purpose of this course is to familiarize students with topics in multicultural education and gain practical knowledge about school psychologists' roles in a multicultural educational setting, particularly when they play the leadership roles as they interact with teachers and work with the school system. Students will learn, through class readings, discussions, and activities, about the beliefs and values held by different ethnicities about child development and education and about how to practically take different perspectives that are culturally different from their own. Students will also learn to apply that knowledge to school settings and explore personal and cultural experiences through creative class activities such as role plays and instruction design.

• **Course prerequisites**

The student must be admitted to the School Psychology Program.

• **Required Course Materials and Texts:**

Text book:

Frisby, C. L., & Reynolds, C. R. (2005). *Comprehensive handbook of multicultural school psychology*. Hoboken, NJ: John Wiley & Sons.

Articles:

Baker, J. (2008). Trilingualism. In L. Delpit & J. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom*. (pp.49-62). New York: The New Press.

Ladson-Billings, G. J. (2008). I ain't writin' nuttin': Permissions to fail and demands to succeed in urban classrooms. In L. Delpit & J. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom*. (pp.107-120). New York: The New Press.

Purcell-Gates, V. (2008) —. . As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delpit & J. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom*. (pp.121-141). New York: The New Press.

- **General Learning Objectives:**
 1. Students will demonstrate understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives from different ethnic background.
 2. Students will be able to understand and describe how cultural perspectives play into teachers' daily activities such as classroom instruction, classroom management, and parent-teacher meetings.
 3. Students will display their knowledge in their final class activity by developing an assessment tool to assess the multicultural competency and culturally responsive practice of a school system.

NASP Domain(s) of School Psychology Training and Practice addressed

through this course:

PD1. Data-based decision making and accountability: Workshops designed to help school psychologists use assessment techniques to define current problem areas, strengths, and needs (at the individual, group, or systems level) and to measure the effects of the decisions that result from the problem-solving process.

PD5. Student diversity in development and learning: Workshops designed to improve school psychologists' awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic backgrounds.

PD6. School structure, organization, and climate: Workshops designed to increase school psychologists' skills in understanding schools as systems and in facilitating changes in school structure and policies.

VI. Assignments:

- Reading notes and in class discussion

Students are expected to read the assigned readings and write reading notes. At the beginning of each class, the instructor will randomly call on three to five students to discuss about their thoughts about the readings. This will take about 30 minutes.

The students are encouraged to *be creative* in their reading discussion. Suggested ways to write reading notes for discussions include (but are not limited to) any of these themes:

- The most interesting or surprising information in that reading
- Describe how a concept applies in theory to a case you know well, or a case you currently have for your practicum setting
- Critique the author or the methods, depending on the material
- Describe how this material relates to concepts you are learning in other courses
- Describe an area in the reading that is most confusing to you
- Discuss parts of the reading that are not helpful, along with suggestions

- Convey how this reading relates to a personal learning objective
- Lead a class discussion by posing interesting questions
- Share their personal experiences/stories relevant
- Try short experiments to test their hypothesis, etc.

All members of the class are to demonstrate respectful behavior to one another in all professional settings. Differences in opinion and perspective are welcome; respectful communication about differences is expected.

Students are allowed to miss one class session. However, students must turn in their reading notes to the instructor the week after the missed class session. The reading notes must be at least 3-page long, double spaced, ¾ page length on the third page.

- **Final project**

School psychologists are constantly expected to play leadership roles in schools. In order to help the schools in the process of developing culturally responsive practice, school psychologists should first gain knowledge, by collecting data, about their schools' status of cultural competency and culturally responsive practice. One of the tools often used for data collection is to administer a school-wide or district-wide self assessment.

Students in this class will be provided resources and two examples of self-assessments for cultural competency and culturally responsive practice. They will be divided into 5 groups. Based on the knowledge about their local practicum schools, each group will work together on modifying the two examples and developing an assessment tool that is appropriate and suitable for their own schools. In the last class, the groups will present their assessment tools. The presentation should include the following main sections:

1. The relevant background information about the schools that the assessment is designed for (5 pts),
2. description of the modification/designing process (20 pts), e.g.,
 - a. what the group did first (e.g., planning),
 - b. what information the group decided to gather and why,
 - c. what the group did then based on what they found,
 - d. what literature/resource was reviewed/used,
 - e. were there problems in the process? how the group resolved problems,
 - f. what the group did in the end, etc.
3. The assessment tool (20 pts)
 - a. email a copy to every student and the instructor for resource purpose
 - b. describe how this tool match the situation of your schools
 - c. Projected plans for using the assessment results (10 pts)
 - d. Limitations and what need to be done further (5 pts).

- **Grading**

Assignment

Points

Attendance and participation	40
Final project	60
Total	100

Pass: $\geq 80\%$

No Pass: $< 80\%$

- **Students with Disabilities:**

California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

- **Honor Code:**

–Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

- **Cheating and Plagiarism:**

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by

academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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- **Professional Behavior and Expectations of the Students:**

Course Ethics:

CASP, NASP, AND APA Ethical guidelines will apply to all aspects of this course. Students must not share confidential information (including names or identities) of students, parents, teachers, etc. and/or anyone else outside this course. Students must also not share confidential information about issues and/or individual cases discussed during this class.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Attendance:

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized. *All other absences will result in a deduction of 10 points per absence.*

Completion of Class Assignments, Presentations, and Exams:

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student’s responsibility to discuss the possibility of an exception with the instructor.

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

Discrimination:

Accusations of racism, prejudice, or bias are considered intolerable by the instructor. Any suggestions or evidence of such behavior will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Course Schedule

***This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.*

DATE	TOPIC	READINGS	ASSIGNMENTS
	N/A (Syllabus emailed to students)		Students read syllabus Ask/email the instructor if you have questions
SESSION 1	Education in other cultures Hidden curriculum	F&R Ch.7&10	In-class reading discussion
SESSION 2	Different perspectives in school	F&R Ch.8&9	In-class reading discussion
SESSION 3	Language and instruction	F&R Ch.6 Baker (2008) Ladson-Billings (2008) Purcell-Gates (2008)	In-class reading discussion
SESSION 4	Group presentations of final project		Group presentations