Course Syllabus: PSYC 592 Cross-cultural Issues in School Psychology
Instructor: Ellen W. Rowe, Ph.D. (703) 993-4266, erowe@gmu.edu
Office Hours: Tuesday 1:30 – 3:30 and by appointment
Office Location: 10340 Democracy Lane, suite 202, room C
Lecture: Wednesday 5:00 - 7:40 p.m. (Center Class Room)

Course Description: This course is designed to introduce school psychology graduate students to the issues and recent research involved in multicultural competence and multiculturalism in schools. It is also an opportunity to read research in the field on RTI, Consultation, Intervention, and Assessment that has a cross-cultural component.

Course Structure and Requirements: This course will be taught in the style of a graduate seminar. As a result, you will be expected to complete all readings and come to class prepared to discuss the day’s readings and topic. It is expected that all students will participate in the discussion and will generate thoughtful questions and dialogue. Due to the discussion nature of the class, electronic equipment (cell phones, computers, etc.) is to be turned off during class unless otherwise indicated.

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

Attendance: Because this is a seminar class based on class discussion, attendance is required.

Honor Code: Compliance with the GMU Honor Policy is expected. However, it is expected that final projects will be group projects that involve joint input from students.

Special Issues: If you are a student with a disability and you need academic accommodations (i.e. extended time, large type, etc.), please see me during the first week of class and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

The add and drop deadlines for classes are as follows:
Last day to add - Jan. 29th
Last day to drop - Feb. 22nd


Required Journal Readings: Most are available through GMU library databases (PsycINFO)

Grading: The percentage of the final grade contributed by each of the requirements is as follows:
Weekly reflection papers 100 (10) points each
Class participation 50 points
Class Project 50 points
Total Points Possible 200

The final grade will be determined on the following scale:
A = 93-100% (185 – 200)
A- = 90-92% (179 – 184)
B+ = 87-89% (173 – 178)
B = 83-86% (165 – 172)
B- = 80-82% (160 – 164)

**Class Requirements:**

**Weekly reflection papers:**
You are to complete relatively brief (1-2 pages), reflection papers each week on the assigned reading for that week. The papers should consist of your reactions to, questions about, or personal thoughts on the readings and can be a starting point for in-class discussions.

**Class Project:**
Each student is to complete a class project related to issues of multiculturalism in schools or multicultural practice. You may work in teams of two or independently. You are expected to have identified a topic and contacted me about your topic by mid-February the latest. You may generate your own topics, or you may work in consultation with me to select a topic. Each person/team should prepare a presentation of approximately 50 minutes on their topic. Students are expected to provide a summary handout of their project to classmates and the professor. Project grades will be assigned based primarily on the content of the presentation and the handout.

**SCHEDULE OF TOPICS AND READINGS**

**Jan. 23**
Review Syllabus
Discuss Project Implicit & decide on first Project Implicit assignment

**Jan. 30**
Text, chapter 1. *Toward Multicultural Competence: A Practical Model…*
Discuss Project Implicit results & decide on next assignment
*Video: The Psychology of Racism* with Derald Wing Sue


**Feb. 6**
Text, chapter 2. *Increasing Cultural Literacy…*
Discuss Project Implicit results & decide on next assignment


Feb. 13  
Text, chapters 4 & 5. Understanding Privilege… & …Getting It…  
Video: The Color of Fear


Feb. 20  
Text, chapter 3. Social Justice…  
Guest Speaker: Social Justice in schools


Feb. 27  
Text, chapter 7. …Assessment…  
Guest speaker: Multicultural assessment in schools.

Handout on Culture-Language Interpretive Matrix (C-LIM; Flanagan & Ortiz, 2001) and report with C-LIM


Mar. 6  
**Assessment continued. Bias and culture fair assessment.**


Robinson, N. M. (2008). The value of traditional assessments as approaches to identifying academically gifted students. In J. L. Van Tassell-Baska (Ed.) *Alternative assessments with gifted and talented students* (pp. 157-174). Copies of chapter will be available in CAP office.


Mar. 13  
**SPRING BREAK**

Mar. 20  
**Text, chapter 6. …RTI**


Mar. 27  
**Text, chapter 8. …Consultation**

Guest Speaker: Using Interpreters


Apr. 3                  Text, chapter 9. Counseling/Intervention…
                         Video: Silences


Apr. 10                 Text, chapter 10. …Research…


Apr. 17                 Project presentations

Apr. 24                 Project presentations

May 1                   Last Class/Wrap Up