

**EPP 760: Cultural Ecological School Psychology**

Counselor Education, Schooler Psychology, & Human Services Department



**Credit Hours:** 3 credits

**Class Meetings:** Wednesdays, 4:00 – 6:45pm

**Instructor:**

**Office:**

**Office Phone:**

**E-mail:**

**Office Hours:** By appointment: before and after class; video or phone call

## **COURSE DESCRIPTION**

The rationale of this course is to help school psychology professionals in educational settings (as well as other settings) have a knowledge base for working more effectively with children and adults of varying cultural backgrounds. The course will provide students with the opportunity to develop a multicultural awareness as they explore the impact of an increasingly diverse society in the United States. Particular emphasis will be placed on gaining self-awareness around issues of cultural diversity as well as expanding one's knowledge base in the area.

Ethical issues will be examined in relation to underlying philosophy and to NASP Principles for Professional Ethics and Standards for the Provision of School Psychological Services and the ethical guidelines set forth by the American Psychological Association (APA).

## **COURSE OBJECTIVES**

Objectives for this course reflect the following *Standards for Graduate Preparation of School Psychologists* (NASP, 2010):

**2.1 Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied

methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

**2.2 Consultation and Collaboration:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**2.3 Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**2.5 School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**2.6 Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**2.7 Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

**2.8 Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

**2.9 Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology

resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**2.10 Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

The following course objectives correspond to the:

391. Nevada Administrative Code for School Psychologist endorsement (NAC 391.316);
392. NASP Domains of School Psychology Graduate Education and Practice; and, American Psychological Association's (APA) Accreditation Domain B: Program Philosophy, Objectives, and Curriculum Plan, 3b (professional standards and ethics) APA Competency: Individual Differences and Cultural Diversity.

**By the end of the course, the student will be able to:**

1. Demonstrate their ability to evaluate and reflect on their self-development as a professional school psychologist-in-training (APA PSW: Individual and cultural diversity; NASP domain 2.8 and 2.10):
  1. Develop an awareness and sensitivity to his/her own cultural heritage and to valuing and respecting differences.
  2. Develop an awareness of their attitudes, beliefs, and biases regarding various social groups and the similarities and differences within and between groups.
  3. Understand how ethics is related
2. Gain specific knowledge and information about the major ethnic groups in the United States (APA PSW: Individual and cultural diversity; NASP domain 2.8).
3. Knowledgeable of how a child's cultural background can influence his participation in the educational system (APA PSW: Individual and cultural diversity; NASP domain 2.8).
4. Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular (APA PSW: Individual and cultural diversity; NASP domain 2.8).
5. Knowledgeable of current literature and sources of information related to culturally diverse students in the educational settings (APA PSW: Individual and cultural diversity; NASP domain 2.8).
6. Understanding of the impact of cultural, ethnic, and/or linguistic differences and how these differences affect development (APA PSW: Individual and cultural diversity; NASP domain 2.8).

7. Develop knowledge of multicultural, feminist, and social justice counseling theories, identity development models, multicultural counseling competencies, and advocacy competencies (APA PSW: Individual and cultural diversity);
8. Develop multicultural, feminist, social justice, and advocacy strategies for working with individuals from historically marginalized communities (APA PSW: Individual and cultural diversity);
9. Understand how stereotypes, prejudice, discrimination, the dynamics of power and privilege, and interlocking systems of oppression impact clients/students and the counseling process (APA PSW: Individual and cultural diversity); and,
10. Learn about the nature of oppression and its impact on human development (APA PSW: Individual and cultural diversity);
11. Demonstrate their ability to effectively communicate orally and in writing (APA PSW: Communications and interpersonal skills; NASP domain 2.2 and 2.7)
12. Demonstrate their ability to think and solve problems that is consistent with the scientist-practitioner model of training. (APA PSW: Research: NASP domain 2.1)

## **TEXTS AND INFORMATION SOURCES**

### **Required Texts:**

Rothenberg P.S. (2016). Race, Class, and Gender in the United States: An integrated study. (10th ed) Worth Publishing Company

Journal articles will be assigned on Canvas

### **Recommended Supplemental Texts (not required):**

- Irving, D., & Irving, D. (2016). *Waking up white: And finding myself in the story of race.* Author's Republic.
- Vance, J. D., & Vance, J. D. (2016). *Hillbilly Elegy* (p. 238). New York, NY: HarperCollins.
- Nazario, S. (2007). *Enrique's journey.* Random House Incorporated.
- Di Angelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism.* Beacon Press.
- Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.* Macmillan.
- Other memoirs can be selected with approval from professor.

### ***Useful websites:***

<https://www.usatoday.com/story/news/nation/2017/07/26/u-s-muslims-believe-american-dream-despite-discrimination/512116001/>

<https://www.forbes.com/sites/realspin/2014/03/13/5-ways-the-government-keeps-native-americans-in-poverty/#1887aaa02c27>

[https://www.washingtonpost.com/blogs/she-the-people/wp/2014/02/25/recline-dont-lean-in-why-i-hate-sheryl-sandberg/?utm\\_term=.e12d056ef12f](https://www.washingtonpost.com/blogs/she-the-people/wp/2014/02/25/recline-dont-lean-in-why-i-hate-sheryl-sandberg/?utm_term=.e12d056ef12f)

## **COURSE EXPECTATIONS FOR SUCCESS**

*Teaching philosophy and instructional methods:* This course uses a variety of instructional methods, including but not limited to the following:

1. Practicum and Academic Service Learning: All students are required to serve a school and/or a community organization. In addition to providing you with information to be learned, this requirement is an instructional method—learning through direct experience—that will assist students in achieving the course objectives.
2. Collaborative learning activities: discussions, critical thinking activities, role plays, group projects, student presentations, and focus groups.
3. Instructor-led learning activities: interactive lectures, presentations, videos, case studies, writing assignments, and guest lectures.
4. Independent Learning: course reading, preparation for class activities and assignments, and written work (online and academic essays).

### *Course Expectations & Policies:*

- This *graduate*-level course is required within a *professional human service* program of study at a state university in Las Vegas. It is expected that students will work within this context, excel in their learning and growth, and earn their grades for this course.
- Deep learning is necessary for graduate coursework. Deep learning occurs from autonomous learners who put forth effort and time to understand course material; critically engage the material; apply it to what they already know and their world; and, make it their own. Activities that require writing, critical discussions, presentations, and collaborative activities promote deep learning.
- Collaboration is a key process in schools and will be infused into this class as appropriate. For example, student input will be integrated into the class whenever possible. Moreover, collaborative learning activities in which students learn together interdependently are also an important part of this course.
- Class time is best used to facilitate deep learning and/or to teach and practice skills when applicable, though lecturing may be necessary to develop foundational knowledge. Skills are complex and require multiple methods to learn them: reading, lecture, writing, modeling, practice (role play and real experience), and feedback.
- Depending on the class' learning objective, the role of the instructor will vary. For example, to promote deep learning of key concepts and issues, it may be best for the instructor to facilitate a critical discussion of the issues and remain silent. At the end of it, the instructor might summarize important themes, integrate it into the course content, and answer questions.
- ***Diversity Statement:*** The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards

and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

- All students may earn an exemplary grade in this course.
- There are no make-up activities or extra credit for missing a class. Due to the nature of the class time activities, it is impossible to make up the learning that would be missed.
- Any breach of confidentiality or other ethical guidelines as stated in the code of ethics of the NASP ([http://www.nasponline.org/standards/2010standards/1\\_%20Ethical%20Principles.pdf](http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf)), or the APA (<http://www.apa.org/ethics/code/>) **COULD RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM AND/OR FAILURE OF THE COURSE.**

**COURSE REQUIREMENTS / GRADING**

1. Attendance, preparation, and participation are expected in class and online (Canvas). That includes having completed all assigned readings.

***PARTICIPATION & ENGAGED LEARNING (30%) Some of these activities include these:***

1. **Engaged Learning Activities:** There will be weekly (sometimes biweekly assignments) to be completed on Canvas (online learning tool). These are meant to engage you in the course material making it relevant to your world and pushing your learning. Some of these may include short assessments of reading materials in course. These assignments should be taken seriously as they account for a large percentage of your course grade. Students should check Canvas twice a week. All assignments will be due Tuesday or Friday EOD 5pm unless otherwise noted on Canvas.
2. An observational/response journal will be kept during the entire semester. The journal is a place to record your reflection on class discussions, readings, films and videos shown in class as well as events occurring outside of class that relate to diversity. It is also a place to record examples of racism (individual, institutional, or cultural) that you experience or witness during the course of your weekly activities. You must complete 5 journal entries that should be at least 1 page in length on Canvas. Only the professor will have access to your journal.

**Attendance:** on the in-class days is mandatory.

	<b>Limited Learning</b>	<b>Proficient</b>	<b>Mastery</b>
	1 – 7	8 – 9	10

Participation = demonstration that student is thinking about course material and relating it to personal experience; and, prepared for class (reading & homework).	Participates in class AND on Canvas at a rate of one per every other class session (e.g., 10 classes = 5 participation behaviors). Prepared for some classes.	Participates in class AND on Canvas nearly at rate of one per class session. Prepared for most classes.	Participates in class AND on Canvas at a rate of one per class session (e.g., 9= 10 participation behaviors). Prepared for every class.
Engaged Learning/Homework = demonstration that student completed homework assignments prior to class	Completed all, but three or more, homework assignments	Completed all, but one or two, homework assignments	Completed all homework assignments, on time, & with high quality.
Collaboration = peer group ratings of satisfactory preparation, cooperation, and investment in collaborative learning assignments throughout quarter	One or more peer rating is 8 or lower; or strong negative comments by peer	All peer ratings are 9 or 10	Peer ratings are all 10

Assignments:

1. **B. Cultural Identity Paper (20%):** Students will prepare a paper discussing their own cultural heritage and its impact upon their interaction with minority and majority people. Literature from class or personal correspondence describing the students' culture can be consulted and incorporated into the paper. The paper should not exceed ten double-spaced pages, APA style including references and title pages
  
2. **Book Reflection (15%) or Cultural Dissonance Paper:**
  - Book reflection: Choose one of the four "memoir" books under recommended reading to write a reflection on. Your response should include but is not limited to:
    - Describe/reflect how the memoirs provided a deeper understanding of the culture being written about
    - Describe/reflect what your take always are from the memoirs.
    - Describe/reflect how understanding cultures at a deeper level will assist you in your work as a school psychologist

- Cultural Dissonance Experience (15%):** Students will take part in either (1) a "cultural immersion" experience in which students attend an event, social activity, etc., with people who are culturally different from them; or, (2) complete a "social experiment" in which the student engages in a counter-cultural expression or behavior that goes against a cultural norm (e.g., dress, hair) for meaningful amount of time. A short paper (2-3 pages) describing your experience and impressions will be required. *The cultural dissonance experience must be approved by the instructor.* Be prepared to share your reflection in class-we will discuss the format for class discussion in more detail.
- Cross Cultural Interview (15%):** Students will interview one people from a different ethnic group and write a summary of the interviews as well as their comments and impressions based on the information. International students may not be interviewed.
  - Professional Diversity Statement (20%):** Students will write a short reflection paper and presentation. This presentation and paper will represent your personal reflection of how you think about diversity as it relates to your practice as a school psychologist. Feel free to incorporate any of the articles, videos, or discussions (Papers may not exceed two pages).

Overall Course grades will be determined as follows:

	<b>Inadequate</b>	<b>Commendable</b>	<b>Exemplary</b>
<b>Attendance</b> Attended full class period throughout quarter.	More than 1 absence (excused or unexcused) = Course failure (or full letter grade deduction for 2 absences only)	NA	0 - 1 absence (excused or unexcused)
<b>1. Participation in Class Learning</b>	30%		
<b>2. Assignments B-E</b>	70%		
	<b>Translation to Traditional Grades</b>		
<b>Overall Percentage %</b>	C + = 77-81 C = 73-76	B - = 82 - 83% B = 84 - 87 % B + = 88 - 91%	A = 100 – 96% A - = 92 – 95%



	Darling, N. (2007). Ecological systems theory: The person in the center of the circles. <i>Research in human development</i> , 4(3-4), 203-217.	
Class #2 5/21	<p>Racial and Ethnic Identity, Models of Racial Identity Development</p> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) Roth-Part I: 3</p> <p>Roth-Part II: 6</p> <p>Roth-Part III: 4, 6, 7</p> <p>De Munck, Victor C. "A Theory Explaining the Functional Linkage Between the Self, Identity and Cultural Models." <i>Journal of Cognition and Culture</i> 13.1-2 (2013): 179-200.</p> <p>Aldarondo, Felito. "Racial and Ethnic Identity Models and Their Application: Counseling Biracial Individuals." <i>Journal of Mental Health Counseling</i> 23.3 (2001): 238-55.</p> <p>Rowe, Wayne, Sandra K Bennett, and Donald R Atkinson. "White Racial Identity Models: A Critique and Alternative Proposal." <i>The Counseling Psychologist</i> 22.1 (1994): 129-46.</p> <p>Vandiver, B. J., Fhagen-Smith, P., Cokley, K. O., Cross, William E., Jr, &amp; Worrell, F. C. (2001). Cross's nigrescence model: From theory to scale to theory. <i>Journal of Multicultural Counseling and Development</i>, 29(3), 174</p> <p>Sue, D. W., &amp; Anderson, N. B. <i>Race Talk: The Psychology of Racial Dialogues</i> 68.8 (2013): 663-72. Web.</p>	<p>IAT: Race, gender, sexuality, and one more of your choosing.</p> <p>Write a journal reflection about your findings. And where do you think potential bias may stem from.</p> <p>You may also submit a journal about a secondary topic.</p> <p>Coat of arms assignment</p>
Class #3 5/22	<p>Discussion: Readings</p> <p><i>Share coat of arms assignment</i></p> <p>Implicit Bias v Racism? – the impact of bias on educational outcomes.</p> <ul style="list-style-type: none"> <li>The concept of race, Racism and Oppression</li> </ul>	<p>Based on the topics covered thus far and other areas of diversity. Identify one area that you have a particular interest. Find 10 empirical (research-based articles) pertaining to that topic and children or education.</p>

<p>IN CLASS</p>	<p><a href="https://www.theverge.com/2016/3/24/11297050/tay-microsoft-chatbot-racist">https://www.theverge.com/2016/3/24/11297050/tay-microsoft-chatbot-racist</a></p> <p><i>Canvas Engaged Learning &amp; HW:</i></p> <p>g. See Canvas site for learning activities</p> <p>Roth-Part II-1, 8</p> <p>Roth-Part IV-2, 7, 12</p> <p>Roth-Part VII-3, 7, 10, 13, 16</p>	<p><b>Submit a reference list (due 5/28)</b></p> <p>*don't forget to journal</p>
<p>Class #4</p> <p>5/23</p>	<p><i>Understanding privilege and microaggressions</i></p> <p><i>Canvas Engaged Learning &amp; HW:</i></p> <p>a) See Canvas site for learning activities</p> <p>Roth: Part II: 2, 4,7, 9</p> <p>Part IV: 15</p> <p>Part V: 1, 2, 12</p> <p>VI: 1,12</p> <p>VIII: 3,4,9</p> <p>b) “The manifestation of racial, gender, and sexual-orientation microaggressions”-Sue</p> <p><a href="https://www.youtube.com/watch?v=BJL2P0JsAS4">https://www.youtube.com/watch?v=BJL2P0JsAS4</a></p> <p>Finding myself in the story of race: <a href="#">Finding Myself in the Story of Race   Debby Irving   TEDx Fenway</a></p> <p>Tim Wise Colorblind Denial and White privilege</p> <p><a href="#">Tim Wise Colorblind Denial and White Privilege</a></p> <p>Rethinking privilege</p>	<p>Discussion: What are other ways privilege manifests itself?</p>

	<a href="#">Rethinking Privilege   Mariam Veiszadeh   TEDxSydney</a>	
Class #5 5/24	<p>Classism, and Issues of Poverty</p> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) READ: Roth – Part I: 8</p> <p>c) Roth-Part II: 10</p> <p>d) Part V: 3, 5, 6, 7, 8, 9, 11</p> <p>Masten, A. S., Herbers, J. E., Desjardins, C. D., Cutuli, J. J., McCormick, C. M., Sapienza, J. K., ... Zelazo, P. D. (2012). Executive Function Skills and School Success in Young Children Experiencing Homelessness. <i>Educational Researcher</i>, 41(9), 375–384. <a href="https://doi.org/10.3102/0013189X12459883">https://doi.org/10.3102/0013189X12459883</a></p>	Find someone to conduct your interview with. What are question that may help you have a better understanding about their cultural experiences. (open ended questions work best). Submit a draft of your questions on canvas.
Class #6 5/27	<p><b>WEEK 2</b></p> <p><b>Immigration and its impact on cultural identity.</b></p> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) READ: Roth-Part III- 1, 2, 3, 5,</p> <p>c) Part IV: 3, 4</p> <p>d) Part V: 5</p> <p>e) Part VI: 3, 5, 6</p> <p>Weisskirch, R. S., &amp; Alva, S. A. (2002). Language brokering and the acculturation of Latino children. <i>Hispanic Journal of Behavioral Sciences</i>, 24(3), 369-378.</p> <p>Costigan, C. L., &amp; Dokis, D. P. (2006). Relations between parent–child acculturation differences and adjustment</p>	Did you remember to journal?

	within immigrant Chinese families. <i>Child development</i> , 77(5), 1252-1267.	
Class #7  5/28	<ul style="list-style-type: none"> <li>International roots of cultural development: European American and Appalachians</li> </ul> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) READ: Roth Part III- 5</p> <p>Roth-Part IV-2, 7, 10, 12, 18</p> <p>Roth-Part VI-6, 11, 14</p> <p>Roth-Part VII-2, 3, 4, 8, 9, 10</p>	
Class #8  5/29  IN CLASS	<ul style="list-style-type: none"> <li>Share Cultural Identity Papers</li> <li>Review course materials; class reflection</li> </ul> <p>International roots of cultural development: African-Americans, West Indians, African immigrants</p> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) READ: Roth-Part III-2, 3, 6</p> <p>Roth-Part IV 6, 16</p> <p>Roth V-5</p> <p>Roth-Part VI-3 ,5</p> <p>Roth-Part VII-11</p>	<b>Cultural Identity Paper due 5/29</b>
Class #9  5/30	<p>International roots of cultural development: Asians &amp; Arab Americans</p> <p><u>Canvas Engaged Learning &amp; HW:</u></p> <p>a) See Canvas site for learning activities</p> <p>b) READ: Roth Part III-7</p>	Don't forget to journal

	<p>Roth-Part VI-1</p> <p>Part VII-1</p> <p>Part VIII-7</p> <p><a href="https://www.usatoday.com/story/news/nation/2017/07/26/u-s-muslims-believe-american-dream-despite-discrimination/512116001/">https://www.usatoday.com/story/news/nation/2017/07/26/u-s-muslims-believe-american-dream-despite-discrimination/512116001/</a></p> <p>The Muslim on the airplane: <a href="#">The Muslim on the airplane   Amal Kassir   TEDxMileHighWomen</a></p> <p>*warning some use of contextualized negative racialized language</p>	
<p>Class #10</p> <p>5/31</p>	<p><a href="https://www.forbes.com/sites/realspin/2014/03/13/5-ways-the-government-keeps-native-americans-in-poverty/#1887aaa02c27">https://www.forbes.com/sites/realspin/2014/03/13/5-ways-the-government-keeps-native-americans-in-poverty/#1887aaa02c27</a></p> <ul style="list-style-type: none"> <li>• Indigenous roots of cultural development: Native and Latin Americans</li> </ul> <p><i>Canvas Engaged Learning &amp; HW:</i></p> <p>a. See Canvas site for learning activities</p> <p>b. READ: Roth-Part I-6, 7</p> <p>Roth-Part II-5</p> <p>Roth-Part IV-5</p> <p>Roth-Part V-10</p> <p>Roth-Part VI-8, 9, 13</p> <p>Roth-Part VII- 19</p> <p>Roth-Part VIII-2</p> <p>Roth-Part IX-2, 3</p>	<p><b>Submit an annotated bibliography on your area of interest (a minimum of 15 references) (Due 5/31)</b></p>

	<a href="https://www.washingtonpost.com/blogs/she-the-people/wp/2014/02/25/recline-dont-lean-in-why-i-hate-sheryl-sandberg/?utm_term=.e12d056ef12f">https://www.washingtonpost.com/blogs/she-the-people/wp/2014/02/25/recline-dont-lean-in-why-i-hate-sheryl-sandberg/?utm_term=.e12d056ef12f</a>	
Class #11  6/3	<b>WEEK 3</b>  Gender & Sexual  Orientation  Canvas Engaged Learning & HW:  a. See Canvas site for learning activities  b. READ: Roth-Part I-9  Roth-Part IV-11, 12  Roth-Part V-8  Roth Part VII-16	<b>Submit your interview Due (6/3)</b>
Class #12  6/4	Exceptionality; The impact of diversity on Education; special education  Canvas Engaged Learning & HW:  a) See Canvas site for learning activities  b) READ: Roth- complete remainder of the book	
Class #13  In Class  6/5	Sexual Orientation (speaker?)  Present on book or cultural immersion activity.  Canvas Engaged Learning & HW:  a) See Canvas site for learning activities  b. READ: Roth- complete remainder of the book	<b>Book Reflection/ Cultural immersion (Due 6/5)</b>

Class #14  6/6	<ul style="list-style-type: none"> <li>• Protective factors resilience, and healing</li> </ul> <p>Cote, M., &amp; Nightingale, A. J. (2012). Resilience thinking meets social theory: situating social change in socio-ecological systems (SES) research. <i>Progress in Human Geography</i>, 36(4), 475-489.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Did you complete at least 5 journal entries?</b>
Class #15  6/7	<ul style="list-style-type: none"> <li>• Moving forward on the journey to cross cultural competence</li> <li>• Roth-Part IX-4, 7, 9</li> </ul>	<b>Professional Development Reflection (Due 6/9 at 11:59 pm)</b>

**General Policies:**

## Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

## Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

# Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

## Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

## Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

# Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days

of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

## **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

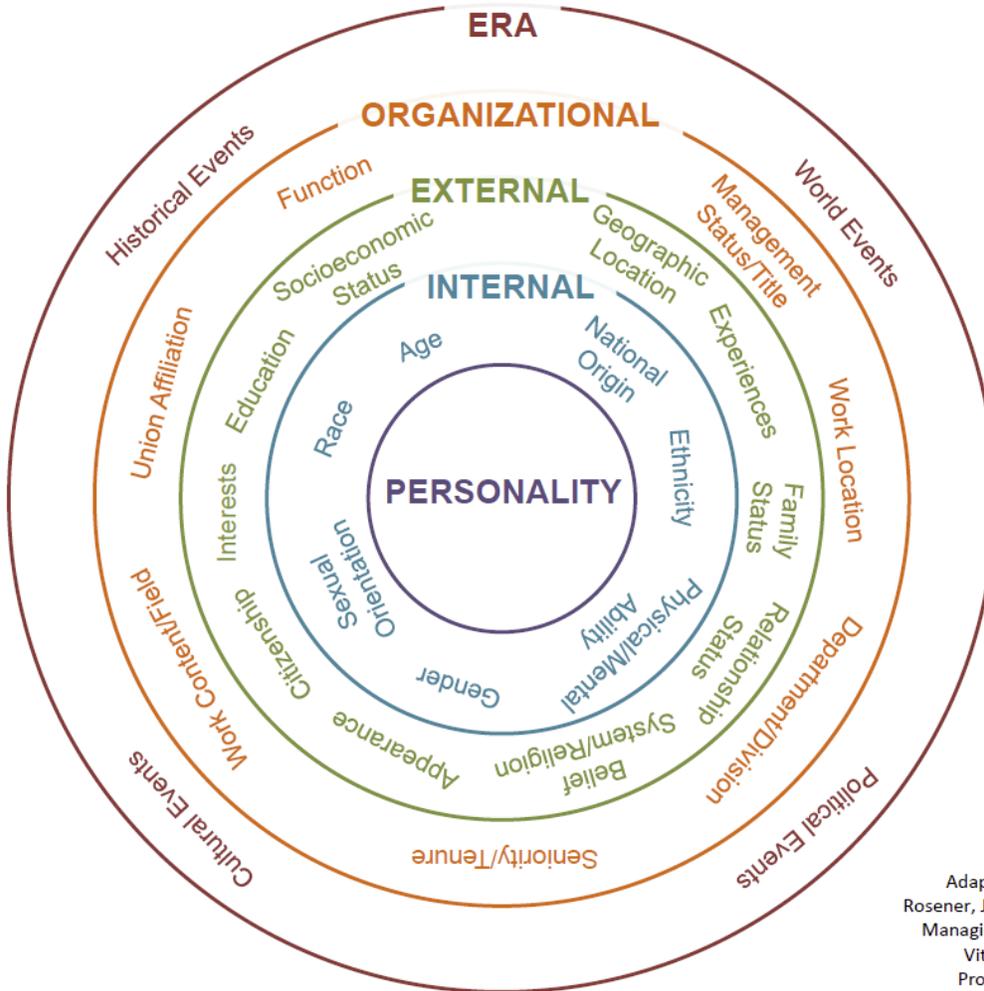
*Optional statement for inclusion in syllabi.*

## **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

# Intersectionality



Adapted from: Loden, Marily & Rosener, Judy, "Workforce America! Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 1990.