

SPSY 6905 - Equitable Practices In Diversity and Inclusion

Summer 2026 Syllabus, Section 01, CRN 30220,

Credit hours: 3

Instructor

Carrie Jackson

Professional Qualifications:

Ed.D. (Youngstown State University, 2026), D.Ed. (Indiana University of Pennsylvania, 2013), BCBA (Penn State University, 2005)

Assistant Professor; Program Director

Email: crjackson01@ysu.edu

Office: Beechly College of Education - #4110

Office Phone: 330.941.3162

Additional Contact Methods:

<https://ysu.webex.com/meet/crjackson01>

Preferred Contact Method: Email

Communication Expectations:

I respond to all emails by the next business day.

How to Refer to me:

Dr. Jackson (she/her/hers)

Course Description

6905. Equitable Practices In Diversity and Inclusion. Introduces pertinent theoretical cultural issues which relate to school psychologists as they work with diverse populations. Through lecture, discussion, and individual and group activities, candidates will develop multicultural competence allowing for appropriate individual and systemic interventions to be developed and implemented effectively. Candidates will explore their own level of cultural sensitivity as well as how their behavior impacts others, recognizing their own privilege and striving toward social justice in the educational setting. Prereq.: MEd in Intervention Services Candidate. 3 s.h.

Course Readings

Group	Title	Author	ISBN
	No required text		

Recommended Texts

Jones, J. {Ed.}. (2009). The psychology of multiculturalism in the schools: A primer for practice, training, and research. Bethesda, MD: National Association of School Psychologists.

Ladson-Billings, G. (2021). Critical race theory in education: A scholar's journey.

New York: Teacher's College Press. ISBN: 978-080776584-5

Theoharis, G. & Scanlan, M. (2026). Leadership for increasingly diverse schools, third edition. New York: Routledge. <https://www.routledge.com/9781032901046>

Shriberg, D., Song, S.Y., Miranda, A.H., & Radliff, K.M. (2013). School psychology and social justice: Conceptual foundations and tools for practice. New York: Routledge.

Resources

Center for Multicultural Resources

<http://utexas.edu/coc/csdlmulticultural/index.html>

CultureAlly (2024). Glossary of DEI terminology. <https://www.cultureally.com/blog/glossary-of-dei-terminology>

<http://www.gamesforchange.org/game/a-closed-world/>

Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis https://mcusercontent.com/f7c3e8c5c5cbc6cd069cdec3/files/3c6f8d6f-ca15-4ebc-8e1a-91789f00e0da/RCC_Structural_Racism_Glossary_1_.pdf

JEDI Framework <https://www.bcorporation.net/en-us/movement/justice-equity-diversity-inclusion>

Materials for culturally and linguistically appropriate services <http://ericps.crc.uiuc.edu/clas/clashome.html>

Multicultural Teacher's Corner <http://www.edchange.org/multicultural/teachers.html>

National Clearinghouse for Bilingual Education

<http://www.ncbe.gwu.edu>

<https://thesafezoneproject.com>

Teaching Tolerance: www.tolerance.org

<http://therepresentationproject.org>

Understanding Prejudice/Mc Graw-Hill High Ed: <https://understandingprejudice.org>

<https://www.ywcaofcleveland.org/what-we-do/advocacy/>

Related Readings

Bennetta, J., Edwards, H., Finnegan, C., Jones, R., Carpenter, C. & Sargeant, C. (2021). Educational psychologists' involvement in critical incidents: self-efficacy and influencing factors. *Educational Psychology in Practice*, 37(4), 430–447. <https://doi.org/10.1080/02667363.2021.2000371>

Bergstrand Othman, L. (2018). The problem of disproportional representation of students from minority races in special education. *International Journal of Special Education*, 33(1), 171-183.

Broughton, A.J., Przymus, S.D., Ortiz, A.A., & Suarez Cruz, B.J. (2022). Critical consciousness in decision-making: A model for educational planning and instruction with bilingual/multilingual students with disabilities. *Teaching Exceptional Children*, 55(5), 338-349. <https://doi.org/10.1177/00400599221093655>

Cadime, I. & Mendes, S.A. (2024). Psychological assessment in school contexts: ethical issues and practical guidelines. *Psychology: Research and Review*, 37(32). <https://doi.org/10.1186/s41155-024-00318-x>

Crawford, B. F., Snyder, K. E., & Adelson, J. L. (2020). Exploring obstacles faced by gifted minority students through Bronfenbrenner's bioecological systems theory. *High Ability Studies*, 31(1), 43–74.

<https://doi.org/10.1080/13598139.2019.1568231>

Emmerling, R.J. & Boyatzis, R.E. (2012). Emotional and social intelligence competencies: Cross cultural implications. *Cross Cultural Management: An International Journal*, 19 (1), 4-18.

Frisby, C. L. (2015). Helping minority children in school psychology: Failures, challenges, and opportunities. *School Psychology Forum*, 9(2).

Lonner, W. (2016). The introductory psychology text and cross-cultural psychology: Beyond Ekman, Whorf, and biased I.Q. tests. *Online Readings in Psychology and Culture*, 11, (1).

Teague, D. M. (2016). The effects of culturally responsive instruction and multicultural texts to support fifth grade struggling readers in an RtI Tier 2 classroom. *Theses and Dissertations*, Paper 575.

Thorell, L.B., Veleiro, A., Siu, A.F.Y., & Mohammadi, H. (2013). Examining the relation between ratings of executive functioning and academic achievement: Findings from a cross-cultural study. *Child Neuropsychology*, 19 (6), 630-638.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	6/30	Identify topics of interest as cohort; Potential additional lecture topics F2F	Orientation with Dr. Elmquist & Dr. Jackson (BCOE Room 3322) Review Syllabus / Course Resources Individual Presentation Date Selection Group Presentation Team / Date Selection	Review of Course Syllabus; NASP Self-Assessment Checklist https:// www.nasponline.org/resources-and- publications/resources-and-podcasts/ diversity-and-social-justice/cultural- responsiveness/self-assessment-checklist
Thu	7/2	Materials provided by instructor in Blackboard VIRTUAL https://ysu.webex.com/meet/ crjackson01	Foundations of Multicultural Competence in School Psychology / Disproportionality	Reflection Prompt & Responses
Tue	7/7	Materials provided by instructor in Blackboard VIRTUAL https://ysu.webex.com/meet/ crjackson01	Understanding Diverse Populations & Educational Equity	Reflection Prompt & Responses
Thu	7/9	Materials provided by instructor in Blackboard F2F	Social Justice, Critical Race Theory, & School Mental Health	Reflection Prompt & Responses
Tue	7/14	Materials provided by instructor in Blackboard VIRTUAL https://ysu.webex.com/meet/ crjackson01	Culture, MTSS/RTI, & Culturally Responsive Assessment	Reflection Prompt & Responses
Thu	7/16	Materials provided by instructor in Blackboard F2F	Multicultural Consultation, Collaboration, & Leadership; Multicultural Research & Professional Integration	Reflection Prompt & Responses
Tue	7/21	None	Group Project Work Session	Collaborative Consultation Project Action Plan Due
Thu	7/23	Materials provided by instructor in Blackboard F2F	Assessment & Barriers to Educational Success; Equity Audits	Reflection Prompt & Responses
Tue	7/28	None VIRTUAL https://ysu.webex.com/meet/ crjackson01	Individual Self-Culture Presentations (Candidates 1-4)	All Individual Presentations Due – Upload to SLL: Please note: Critical tasks for SPSY courses will be graded via SLL. Candidates will not receive credit / grades for Critical Tasks that are not uploaded to SLL by their respective due dates Email PPT (in PDF form) presentation to Dr. Jackson prior before noon on 7/28
Thu	7/30	None F2F	Individual Self-Culture Presentations (Candidates 5-8)	All Individual Presentations Due – Upload to SLL: Please note: Critical tasks for SPSY courses will be graded via SLL. Candidates will not receive credit / grades for Critical Tasks that are not uploaded to SLL by their respective due dates Email PPT (in PDF form) presentation to Dr. Jackson prior before noon on 7/28



Tue	8/4	None VIRTUAL https://ysu.webex.com/meet/crjackson01	Individual Self-Culture Presentations (Candidates 9-12)	All Individual Presentations Due – Upload to SLL: Please note: Critical tasks for SPSY courses will be graded via SLL. Candidates will not receive credit / grades for Critical Tasks that are not uploaded to SLL by their respective due dates Email PPT (in PDF form) presentation to Dr. Jackson prior before noon on 7/28
Thu	8/6	None F2F	Groups 1 & 2 Multicultural Project: Presentations	All Group Presentations Due – Upload to SLL: Please note: Critical tasks for SPSY courses will be graded via SLL. Candidates will not receive credit / grades for Critical Tasks that are not uploaded to SLL by their respective due dates Email PPT (in PDF form) presentation to Dr. Jackson by noon on 8/6
Tue	8/11	None VIRTUAL https://ysu.webex.com/meet/crjackson01	Groups 3 & 4 Multicultural Project: Presentations	Email PPT (in PDF form) presentation to Dr. Jackson by noon on 8/6 Upload Critical Task to SLL
Thu	8/13	None	Final Reflection Papers Due	Submit via email by end of class time

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.