

**ELPS 432- Multiculturalism for Social Justice in Higher Education  
Fall 2011  
Loyola University Chicago**

**Instructor:** David Shriberg, Ph.D.

**Office:** Lewis Towers 1147

**Office Hours:** Thursdays, 2-4 and by appointment

**Email:** dshribe@luc.edu

**Work Phone:** (312) 915-7087

**Cell Phone:** (224) 456-9450

**Course TAs:** Poonam Desai, Sofia Flores, Lindsay Viellieu

**Class Time and Location:** Thursdays, 4:15-6:45PM, CLC 301

**Course Description:** Ample research supports the important role diversity and multiculturalism play both in shaping educational outcomes as well as enhancing society. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of professional school psychology practice. Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of traditionally marginalized social groups; and 3) examining critical dimensions to the design and delivery of multicultural education programs. The course addresses each topic across three levels: important philosophical and/or historic considerations, contemporary interpretations, and considerations in the context of school psychology practice. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' personal identities shape experiences related to multiculturalism and social justice. This provides an essential foundation for the consideration of these issues in future course work and applied experiences.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Understand the conceptual foundation associated with social justice.
2. Understand the various ways in which oppression influences individuals, institutions, and the broader society.
3. Articulate deeper levels of personal awareness regarding the ways in which their positionality shapes how they experience social interactions.
4. Speak to the personal lessons learned from their service learning experiences through the lens of both their personal growth and their professional growth as an aspiring school psychologist.
5. Create an original contribution (to be implemented by April 1, 2012) for their service learning site.

**Course Outline and Structure:** This course is divided into three primary sections. The first section, spanning approximately the first three class meetings, focuses on conceptual

foundations vis-à-vis social justice and service learning. Your first assignment (photoelicitation and personal biography, see description in this syllabus) serves as the primary assessment linked with this section of the course. The second section of this course, which spans from approximately the fourth class meeting to the tenth class meeting, focuses on expanding this foundational knowledge through the prism of various elements of diversity. While each topic will be viewed as an important element of diversity in its own right, it is understood that in reality individuals experience an intersection of elements, making one's personal perspective and story unique. For example, one's gender identity typically is not developed or experienced completely separately from one's religious, racial/ethnic, and/or socio-economic identity. Similarly, this portion of the class overlaps with the time period where all students will be engaged in their service learning experience (see description in this syllabus). As such, during most classes we will devote time for reflection of your service learning experience using various modalities.

While the bulk of the weekly readings and planned classroom activities contain sections related to bringing social justice ideas into practice, the third course section (approximately the final three class meetings) focuses on synthesizing lessons learned in the course towards this purpose. First, we will examine lessons learned through the prism of school psychology practice, and then we shift to a more personal examination of lessons learned and next steps, including the sharing of your final version of your photo elicitation project and of your "personal reflection" essay (see description in this syllabus).

**Conceptual Framework:** The conceptual framework of Loyola's School of Education is Professionalism in the Service of Social Justice. This course has specifically been designed to reflect this framework. To wit, the overarching objective is for students to emerge with a clearer sense of social justice both conceptually and in practice. The conceptual foundation will come primarily through readings and inclass activities. The applied learning will come primarily through students engaging in two projects—one centered around self-reflection as relates to social justice the other focused on engaging in service learning. Through this work and related work in other courses, it is hoped that social justice will become a lens through which future courses and applied experiences (the current enrollment in this section of this course consists of students in their first year of graduate education in school psychology) will be filtered as you develop your professional identity as a school psychologist. Loyola University's School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others.

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with

sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

**Technology:** This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community. In this course, we will be making direct use of technology through individual assignments such as the photoelicitation project, and through ongoing use of mediums such as the course's Blackboard site.

**Required Equipment:** This class will require the use of a digital camera. If you do not own a digital camera, you can check one out through the Loyola library system or purchase a disposable digital camera (about \$15) at a variety of outlets. Use of the camera is detailed in the Photo Elicitation Assignment description.

**Required Text:**

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H.W., Peters, M.L., & Zúñiga,

X. (2010). *Readings for diversity and social justice* (2<sup>nd</sup> edition). New York: Routledge.

All other course readings are posted on Blackboard in the “Course Documents” section.

**Core Assignments:**

***1) Class Participation- 10%***

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
<b>PROMPTNESS</b>	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
<b>QUALITY OF CONTRIBUTIONS</b>	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
<b>SIGNIFICANCE OF CONTRIBUTIONS</b>	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered

<b>GENERAL ENGAGEMENT</b>	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
<b>GATE-KEEPING</b>	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
<b>LISTENING/ ATTENDING SKILLS</b>	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Display a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning

### Attendance

This course meets once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers and your classroom participation grade will be affected. Please notify the instructor via email prior to the start of class should you need to be absent.

### Civil Discourse

As future school psychologists, it is my expectation that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. There may well be times in this course where you feel pushed out of your comfort zone, say something that later on you wish you would have rephrased, and/or observe or hear things that do not fit with your personal values and worldview. Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with children, families, and educators. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and

collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

## **2) *Service Learning- 45%***

As reflected by the weight assigned to your service learning work in terms of your final grade, your service learning work provides a critical learning fulcrum for this course. The completion of 75 hours of service learning by April 1, 2012 is a program requirement. The specifics of this requirement, which can also be found in the student handbook, is appended to this syllabus. During this course, a list of approved service learning sites will be posted on Blackboard by the course instructor and/or one of the course TA's. This list will be updated as appropriate throughout the course of the semester. We have also extended an invitation for representatives from each of these sites to come to class during the first few weeks of the semester and to describe their site and the service learning opportunities. In addition to your work at these sites, there are four primary evaluative components vis-à-vis your service learning experience. These components are:

### **a. Service Learning Agreement- 10 points**

All students need to have a “primary” service site (described in the next section) by September 22<sup>nd</sup> and a Service Learning Agreement (see appended) signed by the student, field supervisor, service learning coordinator, and course instructor by October 6<sup>th</sup>. This agreement will spell out the basic expectations of your service learning experience at your primary site, as well as a few core goals and mechanism for evaluating these goals.

### **b. Hours- 10 points**

As described in Appendix A of this syllabus, as a graduate student in the school psychology program you are required to complete 75 service learning hours by April 1, 2012. This class was created as a direct response to students reporting that these service learning hours were critical towards developing their social justice knowledge and skillset, but that they would benefit from having a class in which to process their experiences. As such, a significant amount of class time will be dedicated to reflecting on your service learning experience through the prism of developing your applied social justice skills. This can only take place if you are actively involved in service learning throughout the semester. You will be provided with a list of potential service learning sites very early on in the semester and representative from most of these sites (all have been invited) will come to class early on in the semester. As such, it is expected that all students will be connected to a “primary” service learning site by September 22<sup>nd</sup>. A “primary” site refers to a service learning placement that you intend to spend at least 40 hours working with. The use of the language “primary” is purposeful in that it is expected that many students will volunteer for shorter periods of time at other sites so as to best meet community needs (e.g., we have many requests for one day of volunteering) and also to broaden your experience.

You are to track your service learning hours using the log provided in Appendix C of this syllabus. In order to ensure that all students are spending meaningful time in service learning during the duration of this course, students are expected to bring updated logs to class either in hard copy form or accessible via your laptop. You will also be expected to turn in your logs on November 3 (showing a minimum of 25 hours completed) and on December 8 (showing a minimum of 40 hours completed).

c. Weekly Service Learning Blog- 50 points

Given the class goals and content, journaling is an essential learning tool in this course. In addition to inclass activities in which we may ask you to jot down your thought, you also, beginning in the week leading up to the October 6 class, are required to complete a short blog entry (3-5 sentences would be the norm, although longer entries are encouraged) after each day of service learning. The content of these entries is up to the individual student, with the general guideline that these entries be an outlet for tracking your personal and professional development vis-à-vis social justice. Thus, after each visit to your service learning site, you should be updating your hour log and writing a blog entry, and you should bring up to date versions of these logs to class every week.

As the reflective essay due at the end of the semester (see description in this syllabus) offers an essential opportunity to reflect on both your experiences as well as course content in a structured manner, the **blog entries** provide another important outlet for reflection in a different format. The blogging assignment is designed to foster continuous and relatively immediate reflection on the meaning of your experiences in an environment where you can exercise your personal creativity and style. You should consider your blog entries an opportunity to express both your feelings and reflections of your experiences as well as your concerns and questions. **Note: in order to preserve the immediacy of your reflections, we recommend you complete blog entries relatively soon (within 24 hours) after your on-site experiences.**

### **Blogging Assignment Logistics**

1. As mentioned in the syllabus, you will be required to complete weekly blog entries beginning with the week of class ending on October 6. To complete these entries, enter your Blackboard account for this course and click on “Tools” and then “Blogs.” You will see a blog created for this course; please add your entries to this existing blog.
2. As blogging is a means of presenting your unique style, please feel free to **add photos, video clips, or audio clips** as a means of enhancing your blog (and possibly your grade). If you choose to include such items, make sure you discuss their importance as part of your entry.
3. In order to respect the privacy and confidentiality of those whom you encounter at your agency, **please change names** when referencing clients or agency staff in your blog.

### **Blogging Assignment Format**

There is no required length for entries and there is reasonable flexibility in formatting. However, please refer to the questions below and ensure proper grammar and spelling.

Please consider these a guide, as the focus of your entries should be on your personal interpretation and reflection of what your experiences mean for you and those you serve.

**Description** of your experience [i.e. the “What?”]: Tell me what happened in your experience, focusing on how it made you feel, your initial reactions, and your excitements or concerns.

**Analysis** of your experience [i.e. the “So What?”]: Ask yourself what your experience means to you. How does this experience influence your understanding of yourself as well as your role within the organization? How is your own personal context influencing your experiences and feelings?

**Critical reflection** beyond your experience [i.e. the “Now What?”]: How will you continue to grow in this experience? How can you continue to serve with purpose? What do you hope to learn about yourself and the agency in the future? What questions or concerns are arising for you?

While not required, it may be helpful to consider the terms outlined in the “Introduction to Theoretical Concepts and Vocabulary” handout (posted to Blackboard and discussed in the third week of class) as a guideline for relevant topics to cover in your blog posts. This is not to say that each of your blog entries should speak to **every** component of this handout. In most cases, only certain components would be relevant to an individual blog entry. Rather, this handout can be helpful in that if you find that your blog entries consistently do not speak to ANY of these concepts, it is likely that you are missing the mark with these entries in terms of the desired content and focus.

**Bloggng Assessment:** Upon completion of the term, your entire blog will be assigned a number grade (50 points is the maximum grade). While we will not grade every blog posting, we will be giving you feedback on your blog entries throughout the semester and, particularly if your entries are falling significantly short of the mark, you will receive this feedback well ahead of the close of the semester. In determining your grade in this area, we will be evaluating the entirety of your postings based on the following dimensions:

**Rubric to Assess Blog Entries**

**DESCRIPTION OF EXPERIENCE**

<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
Student describes activities/events and offers little to no basic insight into personal experience.	Student provides evocative and personal description of activities/events, providing insight into feelings and reactions.	Student provides a rich description conveying the complete story of the personal experience.

**ANALYSIS OF EXPERIENCE**

<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
Student expresses limited understanding of the connection between oneself and the reactions to the experience.	Student demonstrates a clear understanding of the relationship between oneself and the feelings had towards the experience.	Student recognizes the role of his or her larger context and how one’s background is influencing the interpretation and meaning of the experience.

**CRITICAL REFLECTION**

<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
Student expresses limited connection to the future hopes or needs of the continued role at the agency.	Student demonstrates an understanding of the process and individual journey developing throughout the experience.	Student fully articulates and develops an actionable and meaningful purpose of continued work at the agency and how this affects his or her personal development.

*Additional considerations: The blog entries are a unique opportunity to develop a personal and flexible means of reflection; however, please ensure you are remaining appropriate and professional at all times.*

d. Original Contribution- 30 points

One component of your service learning experience is the expectation that during the course of the Fall semester you will develop and/or complete (it may be that you don't complete the project until the spring semester) an "original contribution" to your site. An "original contribution" is defined as a task that would not ordinarily be a part of your service learning experience, but rather is an addition to the service that you are providing. For example, you and others at your service learning site might engage in a small evaluation study to examine the effectiveness of the work done by you and other volunteers. Or you might provide an educational session to students, families, and/or educators on a topic of need and interest to your service learning site. The topic and parameters of these original contributions are to be arranged on a person-by-person and site-by-site visit in consultation with the Service Learning Coordinator (Sofia Flores), your field supervisor, and/or the course instructor. A short description of your plan, including the rationale for its development and intended outcomes, is due at the start of class on December 1<sup>st</sup>.

**3) Photoelicitation and Personal Biography Project- 30%**

This assignment is comprised of two parts—a photoelicitation project and a written personal biography.

*Photoelicitation Project*

At the start of the semester, students will be asked to take photographs representing major conceptual foundations related to the course and document (via a written summary) why these pictures are reflective of the concepts. The photos will be revisited at the end of the term and additional ones added that reflect new interpretations of the conceptual foundations that may have arisen as a result of participation in the course. Specifically, students will be asked to review the original photographs and describe if and how their view of these photos and their selection has changed since the original submission. Students will also be asked to submit new photos that reflect their take on the conceptual foundations of the course as the course comes to a close.

## *Personal Biography*

Along with the photojournal described above, on September 15 students will be required to turn in a personal biography reflecting the conceptual foundations of this course. This biography is intended as a reflective piece vis-à-vis your personal understanding and experiences regarding these topics. Since each of us (including the course instructor and course TA's) are at different places regarding our personal journeys, this assignment will not be graded based on participants achieving a personal "level" of awareness and experience. Nor is this assignment a referendum on whether you agree with the ideas laid out in your course readings or by the course instructor and course TA's. Rather, as seen in the evaluative criteria below, the goal of this assignment is for you to think critically about your personal stance and experiences related to course topics, and where you would like to head moving forward.

Learning outcomes for this assignment include:

- ✓ An increased understanding of conceptual foundations associated with social justice;
- ✓ An enhanced understanding of how one's personal worldview informs their understanding of privilege, power, oppression and social justice;
- ✓ The ability to activate a personal philosophy that integrates personal experiences and academic knowledge

Please note that completion of this project will require students to have access to a digital camera during the first three weeks of class and then again at the end of the course. This course syllabus provides suggestions for students that do not own or have access to a digital camera. Students will need to bring the completed photo elicitation project with them to class on September 15. An electronic copy of the project and the accompanying personal biography should be sent to the instructor and course TA's via email by the start of class on the same date. Similarly, a hard copy of the final version of the project should both be brought to class and emailed to the instructor by the start of class on December 8. Each project component will be graded out of 50 points, with 20% of the total class grade based on the work turned in on September 23 and 10% of the total class grade based on the work (photoelicitation) turned in on December 8. Each assignment will be graded based on the criteria below.

<b>EVALUATIVE DIMENSION</b>	<b>"A" GRADE</b>	<b>"B" GRADE</b>	<b>"C" GRADE</b>	<b>"D/F" GRADE</b>
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes

Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/or style errors

#### **4) *Personal Reflection Paper- 15%***

As a culminating assignment, at the start of the last class meeting (December 8), you are to turn in a personal reflection paper that traces back to the two primary goals of your service learning experience. These goals (which we will emphasize over and over in class) are:

- 1) To maximize your positive impact at your service learning site (simply put, to do as much “good work” as possible)
- 2) To maximize your personal and professional growth as relates to your development as an agent of social justice

In order to explore these two goals, your paper should have three primary sections. The first section of this paper requires you to critically examine your service learning work. Did you achieve your goals? Was your positive impact maximized? Why or why not? If you could go back in time at any point in this semester and change something that you did or did not do in order to maximize positive impact, would you do so and, if so, why? Finally, while it is neither necessary nor desired that you restate the contents of each of your blog posts, it is expected in this paper that you will reread these posts and provide commentary on how these posts strike you now that the semester is completed. Some of your reaction to these posts may also be relevant to the second section of your paper.

The second section relates to your personal journey during this semester as an agent of social justice. While, as with your blog posts, it is neither expected nor desired for you to go over your personal biography paper (turned in September 15) line by line, it is expected that you will refer back to this paper as part of your analysis of your personal

growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not? Additionally, as you look at your blog posts, are there any lessons to be learned in terms of your personal and/or professional growth? The overall purpose of this section of your paper is to provide critical reflection on your personal growth during the term as you have grappled with challenging topics in your readings and in class and with challenging real-world situations through service learning.

The final section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should close by describing an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). You might choose to describe a way that you can make a positive impact at your primary service learning site (e.g., through your original contribution) or please feel free to describe a project that has no direct connection to this course. In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.

### Rubric to Assess Reflective Essays

#### DESCRIPTION OF EXPERIENCE

<i>NOVICE (UNACCEPTABLE)</i>	<i>APPRENTICE (ACCEPTABLE)</i>	<i>PROFICIENT (ACCEPTABLE)</i>	<i>DISTINGUISHED (TARGET)</i>
Student demonstrates limited ability to describe experience. Does not go beyond basic logging of activities/events.	Student adequately describes activities/events and offers basic insight into personal experience.	Student provides evocative and personal description of activities/events, with attunement to interpersonal dimension.	Student provides rich description of experience with its personal and interpersonal dimensions.

#### APPLICATION OF COURSE CONCEPTS TO EXPERIENCE

<i>NOVICE (UNACCEPTABLE)</i>	<i>APPRENTICE (ACCEPTABLE)</i>	<i>PROFICIENT (ACCEPTABLE)</i>	<i>DISTINGUISHED (TARGET)</i>
Student does not apply course concepts, or there is a limited, unclear connection of course concepts to experience.	Student expresses some connection between course concepts and experience.	Student demonstrates a clear understanding of the relationship between course concepts and experience.	Student uses experience to evaluate both course concepts and personal efficacy.

#### IMPACT ON STUDENT'S PERSONAL LIFE

<i>NOVICE (UNACCEPTABLE)</i>	<i>APPRENTICE (ACCEPTABLE)</i>	<i>PROFICIENT (ACCEPTABLE)</i>	<i>DISTINGUISHED (TARGET)</i>
Student expresses a limited connection between experience and personal growth. Demonstrates little or no reflection on personal attitudes, perspectives, beliefs or behavior.	Student expresses connection between experience and personal growth. Demonstrates reflection on personal attitudes, perspectives, beliefs, or understanding of own skills.	Student's reflection indicates changes in perspective that can guide choices and behaviors, but only in areas related to specific experience being discussed.	Student uses changes in perspective to guide choices and behaviors in areas related to specific experience discussed as well as in areas related to other social/personal issues.

**RESPONSIBILITY TO COMMUNITY**

<i>NOVICE (UNACCEPTABLE)</i>	<i>APPRENTICE (ACCEPTABLE)</i>	<i>PROFICIENT (ACCEPTABLE)</i>	<i>DISTINGUISHED (TARGET)</i>
Student demonstrates limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the experience and demonstrates some awareness of personal sense of responsibility.	Student integrates personal sense of responsibility to community regarding issues pertinent to the experience and expresses a commitment to working towards specific solution(s).	Student embodies personal sense of responsibility to community regarding issues pertinent to the experience and actively participates in the collective effort to solve these issues.

**CRITICAL THINKING**

<i>NOVICE (UNACCEPTABLE)</i>	<i>APPRENTICE (ACCEPTABLE)</i>	<i>PROFICIENT (ACCEPTABLE)</i>	<i>DISTINGUISHED (TARGET)</i>
Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.	Student asks questions and shows awareness of multiple perspectives. Opinions are stated with some analysis and support.	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience.	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience. Student links these assessments to own perspectives and opinions on broader issues.

**Additional modifications:** *Once a content grade has been assigned, your final score may still be modified based on poor grammar/spelling, poor editing/structure, inadequate length, and timeliness.*

**Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor’s discretion):**

**Sept 1- Introduction**

**Sept 8- Partner Visits, Service Learning as an Outlet of Social Justice**

**Guest speakers will include field supervisors from many partner service learning sites throughout metro Chicago.**

*Readings:*

- 1) *Chapters 1 (“What is Service-Learning”) and 2 (“Building and Maintaining Community Partnerships”) of Learning through serving: A student guidebook for service-learning across the disciplines (Cress, Collier, Reitenauer, & Associates, 2005) [BB]*
- 2) *Cuban, S., & Anderson, J.B. (2007). Where’s the justice in service learning?: Institutionalizing service learning from a social justice perspective at a Jesuit university. Equity & Excellence in Education, 40, 144-155. [BB]*

**Sept 15- Conceptual Foundation: The Importance of Diversity and Personal Identity**

*Readings: Section 1, RFDSJ*

***Part I of Photoelicitation Project Due/ Personal Biography Due***

## **Sept 22- Ableism, Adultism, and Ageism**

*Readings:*

- 1) *Sections 8 and 9, RFDSJ*
- 2) *“UN Convention on the Rights of the Child” [BB]*  
***Service Learning Sites all set***

## **Sept 29- NO CLASS- Rosh Hashanah**

## **Oct 6- Sexism**

***Guest Speaker: Alissa Briggs, School Psychology Doctoral Candidate, Loyola University Chicago***

*Reading: Section 5, RFDSJ*

***Service Learning agreements due***

## **Oct 13- Heterosexism**

*Readings:*

- 1) *Section 6, RFDSJ*
- 2) *Graybill, E.C., Varjas, K., Meyers, J., & Watson, L.B. (2009). Context-specific strategies to advocate for lesbian, gay, bisexual, and transgender youth: An exploratory study. School Psychology Review, 38, 570-584. [BB]*
- 3) *McCabe, P., & Rubinson, F. (2008). Committing to social justice: The behavioral intention of school psychology and education trainees to advocate for lesbian, gay, bisexual, and transgendered youth. School Psychology Review, 37, 469-486. [BB]*

## **Oct 20- Transgendered Oppression**

*Reading: Section 7, RFDSJ*

## **Oct 27- Classism**

*Reading: Section 3, RFDSJ*

## **Nov 3- Racism**

***Guest Speaker: Carol Robinson-Zañartu, Professor of School Psychology, San Diego State University***

*Reading:*

- 1) *Section 2, RFDSJ*
- 2) *Robinson-Zañartu, C., Butler-Byrd, N., Cook-Morales, V., Dauphinais, P., Charley, E., & Bonner, M. (2011). School psychologists working with Native American youth: Training, competence, and needs. Contemporary School Psychology, 15, 103-115. [BB]*  
***Service Learning: Documentation of at least 25 hours completed due***

## **Nov 10- Religious Oppression**

*Reading: Section 4, RFDSJ*

## **Nov 17- Working Towards Social Justice: Visions and Strategies for Change**

*Reading: Section 10, RFDSJ*

## **Nov 24- Thanksgiving**

## **Dec 1- Working Towards Social Justice: School Psychology Perspectives**

*Readings:*

- 1) Shriberg, D. (2009). *Social justice and school mental health: Evolution and implications for practice*. In J.M. Jones (Ed.), *The psychology of multiculturalism in schools: A primer for practice, training, and research* (pp.49-66). Bethesda, MD: National Association of School Psychologists. [BB]
- 2) Nastasi, B. K. (2008). *Social justice and school psychology*. *School Psychology Review*, 37, 487-492. [BB]
- 3) Rogers, M. R., & O'Bryon, E. C. (2008). *Advocating for social justice: The context for change in school psychology*. *School Psychology Review*, 37, 493-498. [BB]
- 4) Speight, S. L., & Vera, E. M. (2009). *The challenge of social justice for school psychology*. *Journal of Educational & Psychological Consultation*, 19, 82-92. [BB]  
*Service Learning advocacy project summary due*  
*Part II of Photoelicitation Project Due*

## **Dec 8- Synthesis and Evaluation**

*Personal Reflection Paper Due*

*Service Learning: Documentation of at least 40 hours done*

## **Appendix A: Service-Learning Externship (non-credit)**

Candidates in their first year of study must complete 75 hours of service prior to the completion of the M.Ed. Portfolio. The goal of these hours is to support candidates in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage candidates to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

The hours completed must involve service with children in an approved school setting or community agency. Please complete your hours at one of the sites listed in the service-learning packet you will receive when you start the program or seek approval for a different school setting or community agency from faculty via the service-learning coordinator. The hours must be verified by certified school or community agency staff. See the School Psychology website under “Forms” for appropriate documentation and time sheet forms.

Students must successfully complete a criminal background check (including fingerprinting) prior to serving in any school setting. The 75 hours must be completed by April 1<sup>st</sup> when the M.Ed. Portfolio is submitted for grading. These 75 hours are also a prerequisite for beginning the Practicum in the second year of the program.

## Appendix B: Service-Learning Agreement

(Student is responsible for filling out ENTIRE FORM and retrieving required signatures. Please PRINT CLEARLY.)

Student Name: \_\_\_\_\_ Phone: \_\_\_\_\_ LUC E-mail: \_\_\_\_\_

Course and Section: \_\_\_\_\_ Instructor: \_\_\_\_\_ Semester: \_\_\_\_\_

Site/ Organization: \_\_\_\_\_

Department/Program: \_\_\_\_\_ Position: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Title: \_\_\_\_\_

Supervisor E-mail: \_\_\_\_\_ Supervisor Phone: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_ Projected Total Hours of Service: \_\_\_\_\_

LEARNING OBJECTIVES (see the course objectives in your syllabus; discuss with site supervisor also)  
What do you hope to learn about the community, the organization, social issues, as related to your course?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Student Agreement:** In my service-learning commitment to the above named organization, I agree to:

- a) Attend an orientation or training, and serve my scheduled hours, as agreed upon with my site supervisor;
- b) Contact my site if I am unable to make my normal scheduled hours;
- c) Act in a professional manner, serving as a member of Loyola University Chicago and the community;
- d) Complete all required paperwork and assignments related to this service-learning project;
- e) Notify my site supervisor if there are any problems I am having at my site;
- d) Keep track of my hours and complete the required number of service hours for the course.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

**Site Supervisor Agreement:** As a community partner of Loyola University Chicago, I agree to:

- a) Acknowledges service work is being done for course credit and discuss learning objectives with the student;
- b) Provide the normal training and supervision provided for any volunteer service;
- c) Place students in service work that is complementary to their course work;
- d) Be available to discuss problems and communicate agency information;
- e) Keep in contact with Loyola staff / faculty member and provide feedback on student performance.

\_\_\_\_\_  
**Site Supervisor Signature**

\_\_\_\_\_  
**Date**

**Faculty Agreement:** As the faculty member utilizing service-learning at Loyola University Chicago, I agree to:

- a) Provide guidance to help students relate service work with course work;
- b) Provide reflection opportunities and assignments to allow students critical reflection on community issues;
- c) Communicate with students regarding service work on an on-going basis;
- d) Keep in contact with Center for Experiential Learning staff to discuss any problems or issues.

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**

*Student: please return this form to your instructor.*

