

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 514-001: ADVANCED SYSTEM CONSULTATION AND SCHOOL PSYCHOLOGY SUPERVISION
Fall 2021
[Online]**

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SCHOOL OF EDUCATION VISION AND MISSION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

COURSE DESCRIPTION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice. As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students' needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.

REQUIRED TEXTBOOKS

In addition to articles posted on Sakai, students are expected to obtain the following texts for this course:

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press. ISBN: 978-1-61250-791-0 (paperback)

Safir, S. (2017). *The listening leader: Creating the conditions for equitable school transformation*. San Francisco, CA: Jossey Bass. ISBN: 978-1-119-18634-2 (paperback)

Salina, C., Girtz, S., Eppinga, J. (2016). *Powerless to powerful: Leadership for school change*. Salinas, Girtz and Eppinga Publishers. ISBN: 978-1-4758-2235-9 (paperback)

SCHOOL OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

ESSENTIAL COURSE OBJECTIVES

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

NASP DOMAINS

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with the NASP 2020 Domains for Professional Practice to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following domains:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 5: School-Wide Practices to Promote Learning
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice

APA COMPETENCY BENCHMARKS

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 2D Applications based on Individual and Cultural Context
- 6A Scientific Mindedness
- 15A Appraisal of Management and Leadership
- 15B Management
- 15C Administration
- 15D Leadership
- 16A Empowerment
- 16B Systems Change

METHOD OF INSTRUCTION

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that will include assigned readings to inform online discussions and quizzes. The course is divided in to four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Students are also expected to meet at three points in the semester via Zoom in order to explore course content and connect with each other over new learning. These meetings are mandatory and attendance will be monitored. The dates for class-wide meetings are (all meetings will be held at 6pm CST and last 2 hours with the exception of the first meeting, which will last one hour):

Monday, August 30th

Wednesday, October 13th

Wednesday, December 8th

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Students should expect a response from the instructor to any communication within 24-48 hours. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for

checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

DISPOSITIONS

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

In order to be successful in online learning, students will need access to internet and a computer with a built-in video camera or a separate webcam. For further guidance on technology for online learning, please revisit the [Technology Recommendations for Online Learning on the School Psychology Orientation site](#).

In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

LANGUAGE AND IDENTITY

Our use of language as school psychologists can serve as a tool for creating an inclusive community. Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7th

edition for further clarification or the National Inclusion Project for great resources.

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center (SAC) to ensure your needs are being met at Loyola standards. If you would like to learn more about supports that would make this course more accessible, please contact the SAC for assistance by visiting their website at <https://www.luc.edu/sac/>.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

You will be asked to complete an in-depth System Change Project in phases throughout the semester. The purpose of the project is to analyze a system and identify a major system change issue that you would like to address. Examples of topics include (*This is by no means an exhaustive list. It is meant to inspire you!*):

Low attendance rates	Exclusionary discipline practices
Ineffective systems of support for reading and math intervention/instruction	“Achievement” gap in 3 rd grade reading scores
Large number of office referrals for off-task behavior in the classroom	Minimum number of extracurricular offerings
Low family engagement	Disproportionate number of students of color enrolled in AP courses
Low 9th grade Algebra scores	

The project is divided in to four components where you will consequentially add content throughout the semester. The final draft should be a collection of all 4 components. Students will receive feedback on each component, and it will be expected that students incorporate feedback from the instructor into each subsequent component. For a copy of the rubric for this assignment see the end of this syllabus.

The four components of your paper are expected to be well thought out and thorough. Your project should be based on the literature relevant to the topic you plan to target. Each

component needs to show a connection to empirical evidence and best practice. All sources should be cited and at least five sources published in the last five years should be included. Please limit using sources 10 years old or later. Each component of the project is described in further detail below including respective due dates. When completing each component, note the following:

- All papers submitted should be completed as a Word document. No PDFs or RTF files will be accepted. Work that is submitted as a PDF or RTF file will be returned and the student may lose points for not following directions.
- Students should save their work using the following file saving conventions: LastName_CIEP545_assignmentname.doc.
- Work should be uploaded to Sakai in the Assignments tab. No work will be accepted via email.
- Students should use APA format 7th edition to structure papers. This includes using an accepted font type, 12 pt font size, double-spaced, and 1-inch margins.
- Work should be free of significant grammatical, spelling, and typographical errors. Papers submitted that are not legible due to the amount of errors will be returned to the student with a possible failing grade.

Part I. For Part I, you are asked to describe your school setting by identifying critical features, such as demographic composition of students, teachers, and the community. In addition, you will want to consider system factors that will either facilitate or be a possible barrier in enacting system change in the environment, such as the history of the issue that you would like to address, and foundational system-wide features, such as staff, administrative buy-in to examining the system change issue, system level data and reliability and utility of analysis and other relevant system-wide features that you think might pertain to considering the issue. Determine the key stakeholders in your building/district that would need to weigh in and support your system change effort. *Students are expected to use the 5Essentials as a framework for their analysis.* It is suggested that this component be 2-3 pages in length.

Part II. Using the information you presented in Part I, create a problem of practice statement for Part II that clearly describes the issue for systems change and the focus of your project. School or student data and research literature should be used to craft this section. Remember to incorporate the literature and cite your sources. This component should be 2-3 pages in length.

Part III. Develop a research-based needs assessment or adapt a pre-existing assessment for establishing baseline data on a systems issue that could also be used to measure change. Be careful that your assessment is a system-wide assessment and not a screener for intervention. The needs assessment should be a tool that could be used with key stakeholders that you identify as important to be part of the planning and decision-making process as to what to prioritize with the system change issue you would like to address and how to move forward to address it. You will not actually administer the needs assessment tool, but you will develop the

needs assessment tool as part of this class. There is no page requirement for this section of the project.

Part IV. After creating a needs assessment, use the information from Part I to create a tentative plan for how you would conduct the needs assessment, the resources necessary for completion, and the practice for how the data will be used to inform action. List 2-3 priorities for change, which could unfold over a three to five-year period, using the data and research shared in Part II. It is suggested that this component be written in 3-5 pages.

Online Engagement. Each module is comprised of various activities that students can complete at their own pace within a certain time period. The estimated time required to complete each module will be provided at the beginning of each module. Within each module, students will be expected to apply the assigned readings through in depth discussions on the Forum in Sakai. Students are responsible for keeping track of the due dates for completing each module. Failure to complete an activity by the respective due date will result in a deduction of 10 points for each incomplete activity from the online engagement grade.

DEADLINES AND LATE ASSIGNMENTS

Readings are due on the dates indicated in Sakai. Assignments are also due on or before the date on the course schedule and Sakai and must be submitted through Sakai. Please contact the instructor prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact the instructor as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at the instructor's discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on one's collective performance on graded assignments and engagement online with the course. Both reflection papers will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one's grade are as follows:

Assignment	Points Possible
Part I	100
Part II	100
Part III	100
Part IV	100
Online Engagement	100

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

PRIVACY STATEMENT

Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such meetings in which they will be recorded and asked for consent to be recorded. In the case that a meeting is recorded, the recording will not be used outside of this course.

SCHOOL OF EDUCATION COMMITMENT- COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [*Cura Personalis*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any

accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

COURSE OUTLINE

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments*
Week of August 30th	Introduction & Overview	None	Class meeting on August 30 th from 6-7pm CST
Week of September 6th	Module One: Conceptualizing Change (12-16 hours)	Bender Sebring et al. (2006) Kotter (1995) Jones (2019) Duncan-Andrade (2017) [Video] Nice White Parents, Ep. 3 [Podcast]	Systems Change Project Part I due 9/19 before midnight CST*
Week of September 13th			
Week of September 20th	Module Two: Conditions for Enacting Change (24-32 hours)	Safir (2017) Chps. 1 & 2 Goddard et al. (2001) Salina et al. (2016)	Class meeting on October 13 th from 6-8pm CST Systems Change Project Part II due 10/17 before midnight CST*
Week of September 27th			
Week of October 4th			
Week of October 11th			
Week of October 18th	Module Three: Tools for Change (24-32 hours)	Safir (2017) Chps. 4 & 5 Bryk et al. (2015) Bryk (2020) Chps. 2 & 3	Systems Change Project Part III due 11/14 before midnight CST*
Week of October 25th			
Week of November 1st			
Week of November 8th			
Week of November 15th	Module Four: Supervising and Leading Change (24-32 hours)	Augustyniak (2014) NASP Tips for Advocacy Policy Matters [Blog] Simon et al. (2014) Flanagan & Grehan (2011) Ingraham (2015) Eagle et al. (2014) Safir (2017) Chps. 6 & 9	Class meeting on December 8 th from 6-8pm CST Systems Change Project Part IV due 12/12 before midnight CST*
Week of November 22nd			
Week of November 29th			
Week of December 6th			

*All major assignments are highlighted in yellow. This does not include Forum discussions that count towards the Online Engagement grade.

Systems Consultation Project (Parts I-IV) Rubric

CIEP 545 System Change Project Component	Does not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
Analysis of System Contextual Foundational Issues, Setting Demographics	No understanding of key system-level contextual issues and stakeholders	Limited understanding of key system-level contextual issues and stakeholders	Acceptable understanding of key system-level contextual issues and stakeholders	Exceptional understanding of key system-level contextual issues and stakeholders beyond what would be expected for level of training
Operational Definition of System Issue in Measurable Terms	Operational definition of system-level issue is incomplete and/or unclear and not stated in measurable terms	Operational definition of system-level issue is somewhat incomplete and/or unclear and/or not stated in measurable terms	Operational definition of system-level issue is complete, clear, and stated in measurable terms	Operational definition of system-level issue is exceptionally complete, clear, and stated in measurable terms
Needs Assessment Tool	Needs assessment tool is poorly constructed nor aligned with the operational definition of the system issue. It does not adequately serve as a baseline tool to assess the identified system level issue and measure change	Needs assessment tool is either poorly constructed or is not aligned with the operational definition of the system issue. It is a marginal baseline tool to assess the identified system level issue and measure change	Needs assessment tool is adequately constructed and is aligned with the operational definition of the system issue. It adequately serves as a baseline tool to assess the identified system level issue and measure change	Needs assessment tool is exceptionally well constructed and strongly aligned with the operational definition of the system issue. It serves as an exceptionally strong baseline tool to assess the identified system level issue and measure change
Plan for Change	Plan for change is not linked to analysis of the system and needs assessment tool	Plan for change is marginally linked to analysis of the system and needs assessment tool	Plan for change is adequately linked to analysis of the system and needs assessment tool	Plan for change is outstanding and the integration to the analysis of the system-level contextual issues and needs assessment tool is exceptional
Total Assessment	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.
Overall	Does not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText and Digication

All students, *except those who are non-degree*, may have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

***Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Syllabus Addendum Link: <https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.