

CIEP 548: Family, School, and Community Collaboration
Loyola University Chicago
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Course Description: This blended course provides an overview of family/school/community collaboration. This section has been designed specifically for Ed.D. students in school psychology. As such, this course will be particularly focused on family/school/community collaboration within the context of school psychologists acting as agents of social justice and working on behalf of systemic change.

Course Structure and Format: This course will consist of four primary units and two primary course themes. The first unit and theme, labeled "context", involves looking at family/school/community collaboration from a multicultural/social justice lens. The second three units are under the overall theme of "action steps". The first unit in this theme area focuses on the school psychology literature on effective family/school/community collaboration. The second unit in this theme area focuses on the application of ecological theory to family/school/community practice. The third unit focuses on "transformative parent engagement practices."

While each of the above units and themes will have distinct emphases, there is also a degree of overlap between these sections. For example, you will find that the "best practices" in family/school/community literature in school psychology typically references ecological approaches. As such, as we work through this material you may find myself, Vicky, and/or Yari referencing sections to come and, increasingly, I suspect that you all will be referencing earlier portions of the class as the semester progresses. As the course instructor, I will be keeping the five overarching objectives described in the next section paramount in my thoughts and planning.

Course Objectives: This course has five primary objectives, all of which will relate to work done online and to at least one core assessment. These objectives are:

1. To examine critically your personal lens on the primary nature and roles of families.

Core Assessment: family of origin story

2. To examine the family-school-community relationship in education in a multicultural/critical context.

Core Assessment: critique of your school/district's family/school/community collaboration processes from a multicultural lens (multicultural critique)

3. To investigate existing best practices and current research on family, school, and community systems.

Core Assessment: multicultural critique, student-led online sessions on ecological theory, student-created resource

4. Exposure to the basic principles of ecological theory and their application to family/school collaboration.

Core Assessment: student-led online sessions on ecological theory

5. To develop further students' abilities to enact a model of "socially just family/school/community practices"

Core Assessment: student-created resource

IDEA Course Objectives: Loyola utilizes a faculty evaluation system labeled "IDEA". As part of this system, faculty are asked to identify which of a list of thirteen potential course objectives are most salient to each course. The full listing of IDEA objectives are provided below. Objectives that are bolded are ones that I feel are particularly important to this course.

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

The course evaluation is completed online at the end of the semester. You will receive an email towards the very end of the semester with a link and instructions for how to complete this evaluation. I strongly urge you to complete a course evaluation as this provides critical feedback. To complete your course evaluation, please go to <http://luc.edu/idea/> and click on **Student IDEA Log In**. From there you can access the course evaluation for this course.

Application of SOE's Conceptual Framework to This Course: The School of Education at Loyola University Chicago's Conceptual Framework is *Our Mission is Social Justice, But Our Responsibility Is Social Action Through Education*. The full text of this framework and associated elements of the college's mission can be found at www.luc.edu/education/mission/.

The concept of "social action through education" will be evident throughout this course, particularly given that all students in this course are practicing school psychologists. Indeed, while we will provide exposure to "best practices" research on this topic and to a host of outstanding authors who write eloquently on the need for effective parent engagement, ultimately a primary goal is for everyone in this course to leave with a stronger feeling of confidence and efficacy towards translating this material into practice, particularly practice that supports those families who have been marginalized. HOW to be an effective agent of social justice varies by person and by setting. But we start off this course by assuming that all seek to improve their skills in this area—we are all lifelong learners, the course instructor and TA's included!—and thus we will all work towards this goal.

Diversity Statement: I view a commitment to culturally responsive service delivery as part and parcel to a commitment to social justice. The way that I view this relationship is that social justice is the aspiration (the "why" of what school psychologists do), advocacy, praxis, and the use of up-to-date practice are the typical strategies that support social justice (the "how"), and then issues of cultural diversity provide the context from which much of this work takes place. Thus, for the purposes of this course, my goal is not to frame social justice and family/school/community collaboration as if these topics occur in a vacuum, but rather in terms of how school psychology practice takes place within the real world, with all that entails, including consideration of diversity and justice. My goal is not for you to view the world as I do—indeed there are greater opportunities for learning

when we respectfully disagree—but rather that students emerge from this course with an enhanced understanding of how issues of cultural diversity impact and provide opportunities for enhanced school psychology practice as relates to family/school/community collaboration.

Course Assignments:

1. Class Participation (40%)

All class work that does not fall under the other assignments listed below is considered part of your class participation grade. In general, your grade in this area will be determined by a few overarching criteria. First, most weeks you will have online work due by 11:59pm on Sunday evenings. It is expected that you complete this work on time and in a professional manner. Second, it is expected that you respond professionally and appropriately to comments/feedback provided by myself and your fellow classmates. Let me elaborate a bit by what is meant by responding “professionally and appropriately.” As with many things in life, but this is particularly true in online work, quality counts more than quantity. There are 7 students in this class plus myself as the course instructor and Yari Diaz and Vicky Karahalios as the course TA’s. If each one of us responds to every post that is made, we would be stuck in a never-ending conversational loop that likely would become increasingly boring and inane as it progressed. There will be times when Vicky, Yari or I will indicate that we expect everyone to respond to a particular post or question, but more often you will be working in smaller discussion groups and asked to respond to others in your group at a certain frequency. The point is, aside from incidences where Yari, Vicky, and I explicitly indicate that we expect everyone to respond, it is not mandatory to respond to everything. Similarly, when you do make a post and/or a comment, what I am looking for is your contribution to the class and the classroom community, not whether you agree with Yari, Vicky, me, or anyone else. I would much rather that you make two thoughtful comments that move conversation forward than ten banal comments that don’t add anything to the class. That said, you should strive to be a consistent class presence. If weeks go by and we don’t hear from you beyond mandatory comments, this does not communicate a consistent presence. Also, you are expected to be actively engaged with this class online every week. We will work hard to calibrate things so that it will not become overly onerous for anyone to be a consistent participant and in return I expect that you will consistently provide respectful and thought-provoking comments.

Readings are a critical component of this course. Since we are not meeting face-to-face except at the start, middle, and end of the course and since having a midterm and/or final exam does not make sense given the nature and goals of this course, it is important that we have an ongoing, consistent structure to discuss weekly readings. The nature of these discussions will vary from week to week and Vicky, Yari and I will be giving you directions as to what the expectations and desired topics are for each week as the class progresses. We will always give you advance notice of your group’s weekly topic. Keep in mind that each “week” ends at 11:59PM on Sundays, so you are responsible to be a weekly contributor to your reading group.

2. *Family of Origin Analysis (15%)*

The purpose of this assignment is to reflect on your experiences with your family of origin and ways in which these experiences may impact your practice today. Although there are four required components, you are free to construct your paper in any way you choose. The paper should be approximately 8-12 double-spaced typewritten pages, although longer papers are fine (please don't give us a 25 page treatise. If you are going way over the 8-12 page recommendation you likely are not being as concise as you could be). Please use 12 point type and 1" margins.

Ultimately, your paper should address four core questions:

- a) What are the core family values and/or experiences that you hold most dear?
- b) How have your family values and/or experiences contributed to the school psychologist you are today?
- c) To what extent has your views on families changed since entering school psychology?
- d) Has your thinking about your family and your practice as a school psychologist changed as a result of working on this paper, or any other component of this course? If not, why not and if so, how?

Appendix A provides some potential guiding questions for the development of your paper. Credit for these guidelines, and for the idea of this assignment, goes to Dr. Kathleen Minke of the University of Delaware, who was kind enough to share her syllabus for a similar class with me. This whole assignment is adapted for an assignment that Dr. Minke has used, with Appendix A being particularly closely matched (I made a few minor changes). It is imperative to understand that the questions in this Appendix are intended as suggestions to help you think through key lessons/experiences that you have taken from your family of origin in terms of personal lessons learned and how these lessons may affect your school psychology practice. You are not required to address every one of these elements, or even the majority of these elements (for example, you do not need to create a genogram, but if you are describing a recurring characteristic across many family members, a genogram may be a particularly instructive visual). These are intended as suggestions of the types of areas you might cover in describing your experiences growing up with your family as relates to your work today as a school psychologist. Please note however, that we are not covering all of the content in this Appendix as part of this course, although as psychologists I suspect that much of this content is familiar to you from other courses/experiences.

Your paper is due before midnight on Sunday, February 12th and should be turned in via Sakai. This paper will be graded out of 100 points. The following criteria will be used to evaluate your paper:

- 1) **Construction of a creative, logical, insightful analysis (80 points).** Since I am not you and I did not grow up in your family, you will not be evaluated on whether your analysis is "accurate" in terms of your description and analysis of

your experience. I take it is a given that your conclusions are valid because you are writing about yourself and your feelings. However, it is very important that you do not just explain the conclusions you have formed, but are able to explain clearly to Yari, Vicky, and myself the basis of these conclusions, including providing supporting evidence and covering an appropriate range of topics.

2) Quality of writing (grammar, clarity, conciseness etc. (20 points)

Finally, some words about disclosure and confidentiality. I have never met the person who comes from a “perfect” family (certainly not me, although I love my family dearly) and while my hope is that all of you come from amazing families that loved you and nurtured you, I recognize that some or many of you have had less than ideal family circumstances in key ways. As such, I want to be very clear that you are NOT required to share any elements of your family experience that you do not wish to share with Vicky, Yari or I (who will be the only ones to see this paper. We will not discuss your paper with anyone else except each other). Because I am asking you to talk about more personal information, while of course I would appreciate as much detail as needed to help me as a reader to understand your perspective, I will not penalize you if you make clear that a particular experience was less than ideal and say that you would prefer not to elaborate. In terms of the intended learning outcomes for this assignment is important that YOU know the reasons why you feel or act a certain way, but Yari , Vicky, and I do not need or want to know anything you do not want us to know. To the extent that you are comfortable sharing the specific details behind adverse experiences, that is appreciated, but again no one should feel any pressure to disclose anything that they do not wish to disclose when a general explanation can make the same point. If you have any questions about this, please do not hesitate to talk with Vicky, Yari or myself about this directly. We are open to modifications to this assignment if needed.

3. *Multicultural Critique of Your School/District’s Family/School/Community Collaboration Practices (15%)*

In your readings (the Olivos et al. book) from the first several weeks of this course, there will be heavy emphasis on taking a multicultural perspective on family/school/community collaboration. For this short (6-8 double spaced pages is the suggested range), you are to provide a multicultural critique of the family/community practices that you see in the school that you are most familiar with from your work. What are some of the normative values held by individuals who work at this school, including persons with a lot of power? What characterizes the school culture from a collaboration perspective? What are some of the potential individual and structural explanations for what you have observed, both good and bad, at this school? What is your expected role at your school?

This paper should have a few primary sections. In the first section (worth 20 points), you should provide a detailed description of the school’s collaboration practices as you see them. The second section (worth 40 points) should provide a critique of these practices. While I want you to be as candid as possible, I would also note that “critique”

does not imply only criticisms. If there are positive areas, please evaluate these as well. What does the school do well? What are some encouraging individual or small group examples? For areas that need improvement, what are some of the individual and/or structural factors that may be exacerbating these problems?

The final section (worth 40 points) should provide your initial suggestions for ways that your school can improve, referencing your readings and your knowledge base in collaboration more generally.

Your paper is due before midnight on Sunday, February 26th and should be turned in via Sakai. Key evaluation criteria will be:

- 1) your ability to describe your school's situation clearly
- 2) your ability to provide insight into potential factors underlying what you see, including a critical self-examination of your role/contribution to this climate and of other individual and systemic factors
- 3) the connection of your paper with core content and readings from this course
- 4) paper is clear, well organized, free of typos and grammar errors

4. Weekly Class Leadership (15%)

During the class, you will be divided into five groups—one for each section (microsystem, mesosystem, exosystem, macrosystem, chronosystem) of the text “Preparing Educators to Engage Families: Case Studies Using an Ecological Systems Framework”. Each group will be assigned to lead this class online on this topic. For example, the first group—microsystem—will be charged with leading online activities related to this topic during the week of February 27-March 5. All of the other students will be required to read the pertinent readings on your topic (the chapter on theoretical perspectives and the case studies), but your group will decide how the class is structured during these weeks in terms of how the students grapple with this content.

You need (as a group) to clear your plan for your week with the course instructor and/or TA at least one week ahead of when your class week begins. Your class leadership will be graded on the following dimensions:

- Timeliness of posting of activities and responses to classmates (20 points)
- Activities have the potential to generate in-depth reflection on course material and good discussion (30 points)
- Activities are creative and/or cause the rest of the class to consider the topic in an innovative way (20 points)
- Ability to demonstrate great knowledge of topic, which is demonstrated through responses/leadership in discussion/reflection (30 points)

5. Development of a Resource(s) in Support of Transformative Family/School/Community Practices (15%)

The essence of this assignment is to translate the suggestions you made at the end of your multicultural critique into a functional resource(s) for transformative family/school/community collaboration at a selected school/district. As such, you have some latitude as to the specific nature and format of this assignment. For example, if in your multicultural critique you indicated that a major area for growth in your school is teacher education related to culturally responsive practice with families, you might choose to create a resource guide for teachers on this topic. If you felt that there is a need for greater parent/family education on a particular topic, you might create a training module to be presented to parents in your district. We are flexible as to format, but again the goal is to develop a resource/product that can be utilized towards supporting transformative practices in your school/district.

Ultimately, you should turn in a final assignment with two components. The first component, is a short project description with an explanation of the rationale behind your project, your intended goals, key decisions/considerations in selecting your content, and your plan for disseminating your resource. The second component is the resource itself. 25% of your grade for this assignment will be based on your project description and 75% will be based on the project/resource itself.

All project/resource topic areas and structure must be approved by Dr. Shriberg or one of the course TA's by Sunday, April 16. This assignment is due at 11:59pm on Sunday, April 30.

Required Readings and Materials:

Required Books:

Hong, S. (2011). *A cord of three strands: A new approach to parent engagement in schools*. Cambridge, MA: Harvard University Press.

Olivos, E. M., Jiménez-Castellanos, O. J., & Ochoa, A. M. (2011). *Bicultural parent engagement: Advocacy and empowerment*. New York: Teachers College Press.

Weiss, H. B., Lopez, M. E., Kreider, H. & Chatman-Nelson, C. (2014). *Preparing educators to engage families: Case studies using an ecological systems framework* (3rd ed.). Thousand Oaks, CA: SAGE.

These books are all available at the Loyola bookstore. All other required readings for this course (including some selected chapters from the suggested additional readings below) will be posted into Sakai in the appropriate unit.

Online Etiquette: Regardless of your experience level, with online and blended courses, knowledge of online course etiquette, is extremely important. The paragraphs below are from the University of Wisconsin Colleges Online website on Online Etiquette. Students are expected to adhere to these guidelines and recommendations.

Disembodied Discussions

A key distinguishing feature of online courses is that communication occurs solely via the written word (**Dave Shriberg comment: in this case of this class, it is more accurate to say that *much but not all* of the class will take place via the written word**). Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm (**Dave Shriberg comment: I would hate to have a humorless class, sounds dreadful and dull. We are all professionals here. Therefore, I would amend the previous sentence to say to just be very careful with humor and sarcasm, remembering that we are in a professional program. If you are at all unsure about how your humor and/or sarcasm might come across, then don't write it.**). These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test For Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

Citations and Other Etiquette Sources

Many of the points made here were taken from [The Core Rules of Netiquette](#) excerpted from the book *Netiquette*, by Virginia Shea.

Further information was taken from Arlene H. Rinaldi's [The Net: User Guidelines and Netiquette](#).

Grades: All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 3.85 or greater

A-=3.5-3.84

B+=3.15-3.49

B= 2.85-3.14

B-=2.5-2.84

Etc.

Semester Outline

**Readings, topics, and assignments subject to be modified at the instructor's discretion*

Context

Unit I: Multicultural and Critical Perspective of Family/School/Community Collaboration (Jan 17- Feb 5)

Opening In-Person Class: Tuesday, January 17, 7-9:30, 1050 Lewis Towers

Readings: Olivos et al., Chapters 1-7

Assessment: family of origin assignment (due Feb 12)

Action Steps

Unit II: School Psychology Literature (Feb 6- Feb 26)

Readings (all of these readings have been posted to Sakai):

1) BP Systems-Level Services 14 (2014): Best Practices in School-Community Partnerships

2) BP Systems-Level Services 30 (2014): Best Practices in Promoting Family Engagement in Education

3) BP Systems-Level Services 31 (2014): Best Practices in Systems-level Organization and Support for Effective Family-School Partnerships

4) BP Systems-Level Services 32 (2014): Best Practices in Reducing Barriers to Parent Involvement

5) BP Systems-Level Services 34 (2014): Best Practices in Family-School Collaboration for Multitiered Service Delivery

6) BP Systems-Level Services 35 (2014): Best Practices in Facilitating Family-School Meetings

7) McPherson, C., Alves, A., Burns, M., & Diaz, M. (2014). A social justice perspective on family-school-community collaboration. *Communique*, 43(3). Article can be accessed at: <http://www.nasponline.org/publications/periodicals/communique/issues/volume-43-issue-3/a-social-justice-perspective-on-family-school-community-collaboration>

Assessment: multicultural critique (due February 26)

Unit III: Engaging Families Using an Ecological Framework (Feb 27-April 9)

Midsemester Class- Thursday, March 2, Corboy 305

Spring Break: March 6-11

Readings:

- 1) Gutkin, T., G. (2012). Ecological psychology: Replacing the medical model paradigm for school-based psychological and psychoeducational services. *Journal of Educational and Psychological Consultation*, 22, 1-20. DOI: [10.1080/10474412.2011.649652](https://doi.org/10.1080/10474412.2011.649652)
- 2) Trickett, E. J., & Rowe, H. L. (2012). Emerging ecological approaches to prevention, health promotion, and public health in the school context: Next steps from a community psychology perspective. *Journal of Educational and Psychological Consultation*, 22, 125-140. DOI: 10.1080/10474412.2011.649651.
- 3) Weiss et al. book (one part/section per week)

Assessment: student-led online work (each student group leads a different week of class)

Unit IV: Transformative Parent Engagement (April 10-April 30)

Readings:

- 1) Hong book (all),
- 2) Olivos et al.- Chapters 8-11
- 3) Elizalde-Utnick, G. (2010). Immigrant families: Strategies for school support. *Principal Leadership*, 12-16.

Assessment: Transformative Family/School/Community Collaboration resource (assignment focus and parameters approved by April 16, assignment due by April 30)

Closing Class: Thursday, May 5, 7-9pm, Corboy Law Center 305

Appendix A

Questions to Guide Development of Your Family of Origin Analysis Paper

1. Provide a genogram for your family at the time of your adolescence. Include your generation, your parents' generation, and your grandparents' generation (more if you wish). Include relationship lines and cultural context information. Include as much additional information as feasible (but don't go crazy if there is information that is not accessible to you).
2. Develop a timeline of significant family events beginning, if you can, at the time your parents created your family of origin. This can take the form of a listing of years/dates and a brief description of the event.
3. Choose and describe one effective and one ineffective family interaction sequence in your family of origin. How did the **organizational structure of your family** maintain particular behaviors? Consideration of the following questions will help you with this part. Most or all of these constructs should be cited in explaining the effective and ineffective sequences. Sometimes students find it helpful to describe these elements (a-g) first, and then apply them to the effective and ineffective examples.
 - a) What was the **family shape** during your adolescent years? Who were considered integral members? Who were important extended members?
 - b) What were the typical **roles** of each family member?
 - c) What types of **boundaries** existed within the family and between the family and other systems?
 - d) Who **aligned** with whom and for what purpose? Identify any coalitions.
 - e) Who was **in charge**? How was **power** exercised and maintained?
 - f) What **implicit rules** seemed to guide system interaction? How did these complement or confuse the explicit rules?
 - g) How was conflict managed? What **triangles** occurred to defuse conflict?
4. **Connection:**
 - a) Choose the category of connection that best describes your family (recall that you are describing the family as a whole).
 - b) Describe how family interaction patterns regulated closeness and distance among members.
5. **Change:**
 - a) Describe the rituals and expectations your family used. Did your family provide a stable environment?
 - c) How did your family cope with transitions, both normative and non-normative? Consider your timeline of significant events here.

6. Family Variations:

- a) How did your **family's shape** influence family process?
- b) What was the most predominant **parenting style** used in your family?

7. Culture & Traditions

- a) When and under what circumstances did your family come to the US? How did those experiences shape your family life?
- b) How did your family's ethnic affiliation(s) affect its functioning?
- c) How did privilege and your family's position within the dominant culture affect your family's functioning?
- d) Think about and describe a **family tradition** in your family. Describe how that tradition affected your **family's connectedness** and the family **rules** that were transmitted by that tradition. What happened to that tradition as your family moved through the family life cycle?

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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

All students, *except those who are non-degree*, must 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](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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***.