



LOYOLA
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CIEP 548: Family, School, and Community
Collaboration
Loyola University Chicago
Spring 2018

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Office Hours: By appointment either via zoom online meeting, or face-to-face on Lakeshore Campus.

Email correspondence: Email is the best way to reach me. I will make every effort to get back to you within 24 hours on week days and 48 hours on weekends. If you have general questions about the course, please post them in the HELP forum in Sakai so I can address the issue for the entire class. Technology issues should go to Loyola's HelpDesk. Personal issues should, of course, come directly to me. You may reach me via email, or call me at my office number Monday-Thursday between 8:30 AM-5 PM; Friday 9AM-11 AM, or via cell phone in the event of an after-hours emergency. You're also welcome to set up an appointment to meet with me in-person if you're going to be on the Lakeshore Campus.

Course Description: This online 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.

There will be a combination of brief online lectures. A combination of approaches will be used to highlight specific issues of importance, examine the weekly readings, audiovisual materials, to encourage interaction between the instructor and students, and to encourage communication between peers:

- **VoiceThread Discussions** VoiceThread will be used for introductions, and to share supplemental materials, or for the instructor to address questions posed by students.
- **Asynchronous Classes:** The class will be asynchronous (i.e., delivered entirely online) and will utilize a mixture of reading and audiovisual materials.

Brief asynchronous lectures with PowerPoint slides will be provided to describe specific issues of importance.

- **Small Group Discussion Forums** Students are required to contribute to online discussion forums. Some topics may be explored by small groups of 4-5 students.

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.

Course Outcomes:

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 objectives listed below are important to this course.

1. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Learning to apply knowledge and skills to benefit others or serve the public good.

Learning Outcomes:

The National Association of School Psychology (NASP) lists 10 practice domains describing the knowledge and skills related to competent practice within the field of school psychology. Domain 7 (Family-School Collaboration Services) and Domain 8 (Diversity in Development and Learning) are most relevant to this course and directly influenced development of the learning outcomes for this course. Students in this course will be able to:

1. Demonstrate their knowledge of best practices in family engagement through an appraisal of current practices in their schools/districts for collaborating with and engaging with all parents in decision making about their children.
2. Describe how their cultural identities, as shaped by experiences in their families of origin, influence their current beliefs about respecting cultural and linguistic differences.
3. Demonstrate their knowledge of best practices in creating links among schools, families, and service providers through creation of a resource guide.

4. Identify the best practices in promoting fairness and social justice in school policies and programs via critique of the current research in written reflections and online discussions.

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/.

This course directly addresses the following concepts: 1. Applying culturally responsive practices that engage diverse communities; 2. Engaging with local and/or global communities in ethical and socially just practices.

These concepts will be evident throughout this course, particularly given that all students in this course are practicing school psychologists. A major focus of this course will be to expose students to "best practices" research on this topic and to a host of outstanding authors who write eloquently on the need for effective parent engagement. However, this course is designed to help students translate research into practice, especially as it relates to practice that supports those families who have been marginalized. How to apply culturally responsive practices and 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 included! —and thus we will all work towards this goal.

Assignments Policy:

Your online work must be posted in Sekai by 11:59 PM on Sunday evenings. Late assignments will be accepted but a grade penalty will be assessed at 3% grade deduction for each day the assignment is late. Again, if there is an unavoidable problem getting an assignment in on time, please notify me.

I request that participants reply to course-related emails in a timely manner (within three days). This includes requests from fellow classmates and me. A timely response is a courtesy important in online teaching and learning.

It is expected that assignments are completed on time and in a professional manner (i.e., use standard written English and avoid texting/social media abbreviations, or language). Assignments should incorporate the principle of Ignatian reflection: reflection in the Ignatian paradigm requires students to make personal meaning of what they are learning and consider how they will apply what they have learned to personal action. Your action statement need not be detailed but should address how you might incorporate what you have learned in your reading into practice (e.g., explain how what you have read has changed your view of yourself and the world around you.)

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.

Diversity Statement:

I believe that in order to be effective agents for social justice, it is important to be open to investigating the experiences of persons whose experiences differ from our own. During the course of learning about families from diverse backgrounds, we must be aware of how our own experiences shape the way in which we view the world so as not to impose our own values (and biases) upon others. There may be occasions when we feel uncomfortable discussing certain topics (e.g., race, class, gender/sexual orientation) as it relates to families. However, I encourage everyone (the instructor included) to use these moments to reflect and explore how not understanding and accepting people who are different from us contributes to marginalizing families and is antithetical to social justice, and derails opportunities for collaboration, and family engagement.

Course Assignments:

Online assignments are a critical component of this course especially since we are not meeting face-to-face. I consider assignments (especially your reflections on the weekly readings) to be a critical component of building a classroom 'community' where you become linked with the content, the instructor, and your fellow students.

1. VoiceThread introduction (20 points):

Since we won't be meeting in-person, we will be introducing ourselves using VoiceThread. In the "Introduce Yourself: Using VoiceThread" activity, please complete a brief (no more than **three minutes**) introduction. Your VoiceThread should include the following elements:

- A photo of yourself, or an illustration of something that you feel represents your personality (however, please do not use an avatar.)
- A brief description of what your current profession (e.g., I'm a school psychologist in a middle school located in the southwest suburbs of Chicago. I've been in my current position for three years.)
- An example of one approach, or technique that you use to connect with families in an authentic manner.

You will post your voice thread in Sakai under "Voice Thread Introduction Assignment". Please complete your VoiceThread for this course by 11:59 PM on January 28th, 2018. Please comment on your classmates' VoiceThreads by 11:59 PM on February 4th, 2018.

2. Class participation, online response (195 total points):

The blog and forums tools found on the menu bar located on the left side of the webpage will be used to help facilitate our online community. Each week, I will select one of the

following exercises as the specific format for your weekly reflections on the readings, or brief online lectures that I will post.

- The “One Minute Paper”: I will pose a question (e.g., “What is one approach that Bilingual/bicultural parents can use to develop more democratic schools that would be effective in your school, or district?”) The purpose of the “one minute” paper is to provide an opportunity for you to share your reactions to the materials with the instructor and other students. Please give yourself a maximum of five minutes of writing time.
- The “Affective Response”: After completing the weekly reading assignment, please describe an “aha moment” that you experienced about the process of family engagement. Explain why it was significant to you (e.g., how did this week’s reading change your ideas about engaging families) and how would you apply it into personal action.
- The “Fish Bowl”: After completing the weekly reading assignment, write down one question that you have about the material (including online lectures). Your questions can include queries about implementation, or application of concepts presented in the readings. I will randomly select up to three questions to answer and share with the group.

The following rubric is provided as a guideline for grading of online responses:

	1	2	3
Development of ideas	Incomplete ideas, little evidence of attention to course content and materials.	Developed ideas, evidence of attention to course content and materials.	Well-developed ideas that show clear evidence of attention to course content and materials.
Evidence of critical thinking	Little evidence of higher level thinking.	Some evidence of higher level thinking, good use of course content and materials to support arguments.	Clear evidence of higher level thinking including application, analysis, synthesis and evaluation; well-supported arguments and originality.
Replies to other students and instructor	Required replies to other students and instructor posted.	Required replies to other students and instructor posted, evidence that discussion thread for original post is	Required replies to other students and instructor posted; evidence that discussion thread for original post is monitored and responded to as

		monitored and responded to as appropriate.	appropriate; additional replies ensure a meaningful class discussion.
Timeliness	Late post.	Post made at deadline.	Posts made at least one day in advance of the deadline.
Mechanics	Significant grammatical errors.	Few grammatical errors.	No grammatical errors.

You should strive to have a consistent class presence, this means that you are expected to be actively engaged with this class online every week. The best way to demonstrate your online presence is to consistently provide respectful and thought-provoking comments and responses to our online community. You are not expected to respond to every posting. However, you are expected to consistently make at least a few responses to my posts and the posts of your classmates each week in addition to the mandatory postings.

3. Family of Origin Analysis (100 points):

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 required length is 8-12 double-spaced, typewritten pages. Please use 12-point type (Arial, or Times New Roman font) and 1" margins.

Your paper must address four core questions:

- a) What are the core family values and/or experiences that are most important to you?
- b) How have your family values and/or experiences contributed to your current approach to the process of family engagement especially as it relates to families who differ from your family of origin?
- 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 due to working on this paper, or any other component of this course? If not, why not and if so, how?

The following section provides some guiding questions for the development of your paper. The questions in this guide 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 described in the guide, or even most 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.

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?

Your paper is to be posted on Sekai by 11:59 PM on Sunday, February 18th.

Evaluation criteria:

	1	2	3	4
Description of Core Family Values/and or experiences. Influence of past experiences on family engagement practices 40%	Core family values/and or experiences are not described/and or there is not a clear description of how past experience has shaped current practice regarding family engagement.	Some description of core family values/and or experiences. There is a brief description of how past experience has shaped present practice regarding family engagement.	Description identifies key family values/and or experiences. There is an adequate description of the link between past experience and current practice regarding family	Description of core family values and/or experiences is well-detailed. The link between past experience and current practice regarding family engagement is clearly-explained and highly-reflective.

			engagement including appropriate supporting evidence.	
Description of how views have changed since entering the field of school psychology/taking this course/working on this paper 40%	Description is incomplete.	Brief description of how views have changed since entering the field of school psychology/taking this course/working on this paper.	Sufficient description of how views have changed since entering the field of school psychology/taking this course/working on this paper.	Critical, thorough description of how views have changed since entering the field of school psychology/taking this course/working on this paper.
Writing/Mechanics 20%	Writing is not clear or organized. There are numerous typos, spelling/grammar/punctuation errors; improper citation form used.	Writing clarity and organization is inconsistent. There are frequent typos, spelling/grammar/punctuation errors; inconsistent citation form used.	Writing is clear and organized. There are occasional errors. Proper citation form is used.	Writing is clear, logically organized, and sophisticated. There are no spelling, grammatical or punctuation errors. Proper citation form is used.

Finally, some words about disclosure and confidentiality. I have never met the person who comes from a “perfect” family 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. 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 me. I will not discuss your paper with anyone. 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. **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 me about this directly. I am open to modifications to this assignment if needed.**

4. Multicultural Critique of Your School/District’s Family/School/Community Collaboration Practices (100 points):

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 paper, 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? Please use 12-point type (Arial, or Times New Roman font) and 1" margins. Expected length of paper is 6-8 pages, double-spaced. Please use the following directions to develop your paper:

- **First section (20 points):** Provide a detailed description of your school's collaboration practices as you see them.
- **Second section (40 points):** Provide a critique of the collaboration practices that you described in the first section. 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?
- **Final section (40 points):** Describe your suggestions for ways that your school can improve. Please reference the readings and your knowledge base as a practitioner in this section.

Your paper is due by 11:59 PM on Sunday, February 25th via Sakai.

Evaluation criteria:

- a) Degree of clarity in describing the school's current practices.
- b) Level of analysis of potential factors underlying current practices including a critical self-examination of your role/contribution to this climate and of other individual and systemic factors.
- c) Proficiency with connecting the analysis and recommendations with core content and readings from this course.
- d) The paper is clear, well organized, free of typos and grammar errors.

5. Development of a Resource(s) in Support of Transformative Family/School/Community Practices (100 points):

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. I am 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 me by 11:59 PM on Sunday, April 15th. This assignment is due by 11:59 PM on Sunday, April 29th.

6. Online Discussion Leadership:

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” during the weeks of February 26-April 8. 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 26-March 4. 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 at least one week ahead of when your class week begins.

The online class leadership activity will be graded on the following dimensions (100 points total):

- 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 knowledge of topic, which is demonstrated through responses/leadership in discussion/reflection **(30 points)**

Assignment Summary

Assignment:**Points:****Due Date:**

VoiceThread Introduction	25	January 28 th (post VoiceThread); February 4 th (post responses to VoiceThreads)
Class Participation	195	January 21-April 15, 2018
Family of Origin Analysis	100	February 18, 2018
Multicultural Critique of Your School/District's Family/School/Community Collaboration Practices	100	February 25, 2018
Development of a Resource(s) in Support of Transformative Family/School/Community Practices	100	Project outline approved: April 15, 2018 Final project: April 29, 2018
Online Discussion Leadership	100	February 26-April 8, 2018
Total Points:	620	

Grades:

- A= 92.5% or more
- A-= 89.5-92.49 % or more
- B+= 87.5-89.49 % or more
- B= 82.5-87.49 % or more
- B- = 80.00 -82.46% or more
- C + =77.5-79.49 % or more
- C=82.5-87.49 % or more
- C-=70.00 -72.46% or more
- D=69.99 -60.00
- F=59.99 and below

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. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be considered 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. In other words, **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.

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](#).

Semester Outline

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

Unit I: Context--Multicultural and Critical Perspective of Family/School/Community Collaboration (Jan 14- Feb 4)

Readings: Olivos et al., Chapters 1-7

Assessment: Family of origin assignment (due Feb 18th)

Unit II: Action Steps--School Psychology Literature (Feb 5- Feb 25)

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
 - BP Systems-Level Services 35 (2014): Best Practices in Facilitating Family- School Meetings
 - McPherson, C., Alves, A., Burns, M., & Diaz, M. (2014). A social justice perspective on family-school-community collaboration. *Communiqué*, 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 25th)

Unit III: Engaging Families Using an Ecological Framework (Feb 26-April 8)

Spring Break: March 5-10

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 9-April 29)

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 15th, assignment due by April 29th)

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**.