

**CPSY 529: Psychology of Immigration
Spring 2018
Loyola University Chicago**

Day & Time: Tuesday, 10 am – 12:30 pm
Room: CLC 303

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Office Hours: Monday, 2 pm – 4 pm; By appointment

Required Text

See the reading list on pp. 5-12.

All students must have access to **LiveText**

(<http://www.luc.edu/education/admission/tuition/course-management-fee/>).

Course Description and IDEA Objectives

This is a doctoral-level seminar on psychology of immigration. This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations (Black immigrants, Arab immigrants, refugees, undocumented immigrants, and international students). This course focuses on analytic reading, writing a research proposal, and oral presentation.

1. Students gain factual knowledge (terminology, classifications, methods, trends).
2. Students develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students develop skill in expressing themselves orally or in writing.
4. Students learn to analyze and critically evaluate ideas, arguments, and points of view.
5. Students acquire an interest in learning more by asking their own questions and seeking answers.

School of Education Conceptual Framework

The SOE’s Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students’ learning to design an empirical study and write a proposal that promote a social justice mission.

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism*, *inquiry*, and *social justice*. The specific dispositions that students should develop in this class are *inquiry* and *social justice*. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course

Diversity: The Counseling Psychology Program is committed to issues of diversity including but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. In this course students will focus on diversity issues of immigrant and refugee population. Students’ understanding of diversity will be assessed through class presentations, discussion, and writings.

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

Criteria.....Percentage of Final Grade

Class Participation	10%
Weekly Discussion Questions	20%
Class Presentations	30%
Research Proposal: Written Report	30%
Oral Presentation	10%

Course Requirements

Class Participation. Class attendance and participation are critical in doctoral seminars. Thus, you are expected to read the assigned readings and participate actively in class discussions (10% of final grade).

Weekly Discussion Questions. You are expected to read the assigned readings every week, and turn in two discussion questions based on the readings by 12 pm on the day before class meets (email). Each question should be a synthesized question from multiple readings. Your questions should reflect your evaluative understanding of the readings (20% of final grade).

Class Presentations. A seminar is an educational vehicle that is largely student-directed. Thus, you will be asked to make three presentations during the course of the seminar (30% of final grade).

Each student will select three topics (first presentation, #1--#8; second presentation, #9--#16; and third presentation, #17--#24) and lead one-hour class discussion for each topic. The presenter should summarize the major issues on the topic and lead the class in a discussion of these issues. All students should have read the relevant articles. The presenter is expected to read beyond the assigned readings to develop sufficient expertise to lead the class discussion. If the presenter wants students to read additional literature, he/she should give the list of additional readings by Wednesday before the class.

Research proposal. Write a 12-15 page research proposal on a topic related to immigrant and/or refugee issues. The proposal should include introduction (research purpose, literature review, research hypotheses) and methods (participants, procedure, instruments, data analysis). **Due Apr 17**

CLASS SCHEDULE

Date		Topic(s)	Assignments
Jan 16		<ul style="list-style-type: none"> Introduction and overview 	*See the reading list
Jan 23	1	<ul style="list-style-type: none"> APA overview of U.S. immigrants and psychology of immigration Attitudes towards immigrants <ul style="list-style-type: none"> #1 _____ 	
Jan 30	2	<ul style="list-style-type: none"> J. Berry's immigration and acculturation literature <ul style="list-style-type: none"> #2 _____ #3 _____ 	
Feb 06	3	<ul style="list-style-type: none"> Current acculturation theory/conceptualization and relationship of acculturation and mental health <ul style="list-style-type: none"> #4 _____ Intra-immigrant group issues <ul style="list-style-type: none"> #5 _____ 	
Feb 13	4	<ul style="list-style-type: none"> Ethnic identity <ul style="list-style-type: none"> #6 _____ Migratory loss <ul style="list-style-type: none"> #7 _____ 	
Feb 20	5	<ul style="list-style-type: none"> Social anxiety <ul style="list-style-type: none"> #8 _____ Social connectedness <ul style="list-style-type: none"> #9 _____ 	

Feb 27	6	<ul style="list-style-type: none"> • Language issues <ul style="list-style-type: none"> • #10_____ • Language brokering <ul style="list-style-type: none"> • #11_____ • Parent-child relationship <ul style="list-style-type: none"> • #12_____ 	
Mar 6		Spring break: No class	
Mar 13	7	<ul style="list-style-type: none"> • Latino/a general topics <ul style="list-style-type: none"> • #13_____ • Latino/a special topics <ul style="list-style-type: none"> • #14_____ 	
Mar 20	8	<ul style="list-style-type: none"> • Latino/a youth <ul style="list-style-type: none"> • #15_____ • #16_____ 	
Mar 27	9	<ul style="list-style-type: none"> • Asian American general topics <ul style="list-style-type: none"> • #17_____ • Asian American special topics <ul style="list-style-type: none"> • #18_____ 	
Apr 03	10	<ul style="list-style-type: none"> • Black immigrants <ul style="list-style-type: none"> • #19_____ • Arab immigrants <ul style="list-style-type: none"> • #20_____ 	
Apr 10	11	<ul style="list-style-type: none"> • Refugees <ul style="list-style-type: none"> • #21_____ • Undocumented immigrants <ul style="list-style-type: none"> • #22_____ • International students <ul style="list-style-type: none"> • #23_____ 	
Apr 17	12	<ul style="list-style-type: none"> • Remaining topics <ul style="list-style-type: none"> • #24_____ 	Research proposal due
Apr 24		<ul style="list-style-type: none"> • Research proposal presentation 	

READINGS

1. 1/23

<http://www.apa.org/topics/immigration/>
<http://www.apa.org/topics/immigration/immigration-psychology.aspx>
<http://www.apa.org/topics/immigration/report.aspx>
<http://www.apa.org/gradpsych/2012/09/immigration.aspx>
<http://www.apa.org/about/gr/issues/minority/immigration-related-initiatives.aspx>
<https://www.psychologytoday.com/blog/sound-science-sound-policy/201510/the-psychology-immigration>

Yakushko, O. (2009). Xenophobia: Understanding the roots and consequences of negative attitudes toward immigrants. *The Counseling Psychologist, 37*, 36-66.

Armenta, B. E., Lee, R. M., Pituc, S. T., Jung, K. R., Park, I. J. K., Soto, J. A., Kim, S. Y., Schwartz, S. J. (2013). Where are you from? A validation of the Foreigner Objectification Scale and the psychological correlates of foreigner objectification among Asian Americans and Latinos. *Cultural Diversity and Ethnic Minority Psychology, 19*, 131-142.

Murray, K. E., & Marx, D. M. (2013). Attitudes toward unauthorized immigrants, authorized immigrants, and refugees. *Cultural Diversity and Ethnic Minority Psychology, 19*, 332-341.

Reyna, C., Dobria, O., & Wetherell, G. (2013). The complexity and ambivalence of immigration attitudes: Ambivalent stereotypes predict conflicting attitudes toward immigration policies. *Cultural Diversity and Ethnic Minority Psychology, 19*, 342-356.

2. 1/30

Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. *Applied Psychology: An International Review, 55*, 303-332.

Hui, B. P. H., Chen, S. X., Leung, C. M., & Berry, J. W. (2015). Facilitating adaptation and intercultural contact: The role of integration and multicultural ideology in dominant and non-dominant groups. *International Journal of Intercultural Relations, 45*, 70-84.

Berry, J. W., & Sabatier, C. (2011). Variations in the assessment of acculturation attitudes: Their relationships with psychological wellbeing. *International Journal of Intercultural Relations, 35*, 658-669.

Berry, J. W. (2013). Achieving a global psychology. *Canadian Psychology, 54*, 55-61.

Kunst, J. R., Thomsen, L., Sam, D. L., & Berry, J. W. (2015). "We are in this together":

Common group identity predicts majority members' active acculturation efforts to integrate immigrants. *Personality and Social Psychology Bulletin*, 41, 1438-1453.

3. 2/06

Miller, M. J. (2007). A bilinear multidimensional measurement model of Asian American acculturation and enculturation: Implications for counseling interventions. *Journal of Counseling Psychology*, 54, 118-131.

Yoon, E., et al. (2013). A meta-analysis of acculturation/enculturation and mental health. *Journal of Counseling Psychology*, 60, 15-30.

Nguye, A. M. T. D., & Benet-Martinez, V. (2013). Biculturalism and adjustment: A meta-analysis, *Journal of Cross-Cultural Psychology*, 44, 122-159.

Garza, C. F., & Gasquoine, P. G. (2012). Implicit race/ethnic prejudice in Mexican Americans. *Hispanic Journal of Behavioral Sciences*, 35, 121-133.

Castillo, L. G., Conoley, C. W., Brossart, D. F., & Quiros, A. E. (2007). Construction and validation of the Intragroup Marginalization Inventory. *Cultural Diversity and Ethnic Minority Psychology*, 13, 232-240.

Mendez, J. J., Bauman, S., & Guillory, R. M. (2012). Bullying of Mexican immigrant students by Mexican American students: An examination of intracultural bullying. *Hispanic Journal of Behavioral Sciences*, 34, 279-304.

4. 2/13

Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58, 42-60.

Phinney, J. S., Jacoby, B., & Silva, C. (2007). Positive intergroup attitudes: The role of ethnic identity. *International Journal of Behavioral Development*, 31, 478-490.

Gupta, T., & Rogers-Sirin, L. (2014). The role of collective self-esteem on anxious-depressed symptoms for Asian and Latino children of immigrants. *Cultural Diversity and Ethnic Minority Psychology*, 20, 220-230.

Fleischmann, F., & Verkuyten, M. (2016). Dual identity among immigrants: Comparing different conceptualizations, their measurements, and implications. *Cultural Diversity and Ethnic Minority Psychology*, 22, 151-165.

Park-Taylor, J. et al. (2008). What it means to be and feel like a "true" American: Perceptions and experiences of second-generation Americans. *Cultural Diversity and Ethnic Minority Psychology*, 14, 128-137.

*Chang, C. C. T. (2015). *Migratory loss and depression among adult immigrants of Chinese descent* (Unpublished doctoral dissertation). Loyola University Chicago, Chicago.

5. 2/20

Krieg, A., & Xu, Y. (2015). Ethnic differences in social anxiety between individuals of Asian heritage and European heritage: A meta-analytic review. *Asian American Journal of Psychology*, 6, 66-80.

Hsu, L., Woody, S. R., Lee, H. J., Peng, Y., Zhou, X., & Ryder, A. G. (2012). Social anxiety among East Asians in North America: East Asian socialization or the challenge of acculturation? *Cultural Diversity and Ethnic Minority Psychology*, 18, 181-191.

Fang, K., Friedlander, M., & Pieterse, A. L. (2016). Contributions of acculturation, enculturation, discrimination, and personality traits to social anxiety among Chinese immigrants: A context-specific assessment. *Cultural Diversity and Ethnic Minority Psychology*, 22, 58-68.

Yoon, E., Jung, K., Lee, R. M., & Felix-Mora, M. (2012). Validation of Social Connectedness in Mainstream and Ethnic Communities Scales. *Cultural Diversity and Ethnic Minority Psychology*, 18, 64-73.

Yoon, E., Hacker, J., Hewitt, A., Abrams, M., & Cleary, S. (2012). Social connectedness, discrimination, and social status as mediators of acculturation/enculturation and well-being. *Journal of Counseling Psychology*, 59, 86-96.

Tran, A. G. T. T., & Lee, R. M. (2011). Cultural socialization as a moderator of friendships and social competence. *Cultural Diversity and Ethnic Minority Psychology*, 17, 456-461.

6. 2/27

Nguye, A. M. T. D., & Ahmadpanah, S. S. (2014). The interplay between bicultural blending and dual language acquisition. *Journal of Cross-Cultural Psychology*, 45, 1215-1220.

Wei, M., Wang, K. T., & Ku T. Y. (2012). A development and validation of the Perceived Language Discrimination Scale. *Cultural Diversity and Ethnic Minority Psychology*, 18, 340-351.

Morales, A., & Hanson, W. (2005). Language brokering: An integrative review of the literature. *Hispanic Journal of Behavioral Sciences*, 27, 471-503.

Morales, A., Yakushko, O. F., & Castro, A. J. (2012). Language brokering among Mexican-

immigrant families in the Midwest: A multiple case study. *The Counseling Psychologist*, 40, 520-553.

Shen, Y., Kim, S. Y., & Wang, Y., & Chao, R. K. (2014). Language brokering and adjustment among Chinese and Korean American adolescents: A moderated mediation model of perceived maternal sacrifice, respect for the mother, and mother-child open communication. *Asian American Journal of Psychology*, 5, 86-95.

Tsai-Chae, A. H., & Nagata, D. K. (2008). Asian values and perceptions of intergenerational family conflict among Asian American students. *Cultural Diversity and Ethnic Minority Psychology*, 14, 205-214.

Boutakidis, I. P., Chao, R. K., & Rodriguez, J. L. (2011). The role of adolescents' native language fluency on quality of communication and respect for parents in Chinese and Korean immigrant families. *Asian American Journal of Psychology*, 2, 128-139.

Nieri, T. & Bemudez-Parsai, M. (2014). Gap or overlap? Parent-child acculturation differences in Mexican immigrant families. *Hispanic Journal of Behavioral Sciences*, 36, 413-434.

Lui, P. P. (2015). Intergenerational cultural conflict, mental health, and educational outcomes among Asian and Latino/a Americans: Qualitative and meta-analytic review, *Psychological Bulletin*, 141, 404-446.

7. 3/13

Liang, C. T. H., Salcedo, J., Rivera, A. L. Y., & Lopez, M. J. (2009). A content and methodological analysis of 35 years of Latino/a- focused research. *The Counseling Psychologist*, 37, 1116-1146.

Lee, D. L., & Ahn, S. (40). Discrimination against Latina/os: A meta-analysis of individual-level resources and outcomes, *The Counseling Psychologist*, 40, 28-65.

Flores, L. Y., et al. (2011). A qualitative inquiry of Latino immigrants' work experiences in the Midwest. *Journal of Counseling Psychology*, 58, 522-536.

Pardo, Y., Weisfeld, C., Hill, E., & Slatcher, R. B. (2013). Machismo and marital satisfaction in Mexican American couples. *Journal of Cross-Cultural Psychology*, 44, 299-315.

Phinney, J. S., & Flores, J. (2002). "UNPACKAGING" ACCULTURATION: Aspects of acculturation as predictors of traditional sex role attitudes. *Journal of Cross-Cultural Psychology*, 33, 320-331.

Chavez-Korell, S., Benson-Florez, G., Rendon, A. D., & Farias, R. (2014). Examining the

relationships between physical functioning, ethnic identity, acculturation, familismo, and depressive symptoms for Latino older adults. *The Counseling Psychologist*, 42, 255-277.

Carrera, S. G., & Wei, M. (2014). Bicultural competence, acculturative family distancing, and future depression in Latino/a college students: A moderated mediation model. *Journal of Counseling Psychology*, 61, 427-436.

8. 3/20

McWhirter, E. H., Ramos, K., & Medina, C. (2013). ¿Y ahora qué? Anticipated immigration status barriers and Latina/o high school students' future expectations. *Cultural Diversity and Ethnic Minority Psychology*, 19, 288-297.

Caballo, R., Maurizi, L. K., Suarez, G. A., & Aretakis, M. T. (2014). Gift and sacrifice: Parental involvement in Latino adolescents' education. *Cultural Diversity and Ethnic Minority Psychology*, 20, 116-127.

Vera, E. M., et al. (2012). Exploring the educational involvement of parents of English learners. *School Community Journal*, 22, 183-202.

Rivera, G. J. (2014). What high-achieving Latino students need to apply to college: Environmental factors, individual resiliency, or both? *Hispanic Journal of Behavioral Sciences*, 36, 284-300.

Huq, N., Stein, G. L., & Gonzalez, L. M. (2016). Acculturation conflict among Latino youth: Discrimination, ethnic identity, and depressive symptoms. *Cultural Diversity and Ethnic Minority Psychology*, 22, 377-385.

9. 3/27

Hall, G. C. N., & Yee, A. H. (2012). U.S. mental health policy: Addressing the neglect of Asian Americans. *Asian American Journal of Psychology*, 3, 181-193.

Yoo, H. C., Burrola, K. S., & Steger, M. F. (2010). A preliminary report on a new measure: Internalization of the Model Minority Myth Measure (IM-4) and its psychological correlates among Asian American college students. *Journal of Counseling Psychology*, 57, 114-127.

Yoon, E., Lee, D. Y., Koo, Y. R., & Yoo, S. K. (2010). A qualitative investigation of Korean immigrant women's lives. *The Counseling Psychologist*, 38, 523-553.

Yoon, E., Adams, K., Clawson, A., Chang, H., Surya, S., & Jérémie-Brink, G. (2017). East Asian adolescents' ethnic identity development and cultural integration: A qualitative investigation. *Journal of Counseling Psychology*, 64, 65-79.

Saad, C. S., Sue, S., Zane, N., & Cho, Y. I. (2012). The relationship between education and ethnic minority factors in income among Asian Americans. *Asian American Journal of*

Psychology, 3, 66-78.

Choi, J. L., Rogers, J. R., Werth Jr., J. L., (2009). Suicide risk assessment with Asian American college students: A culturally informed perspective. *The Counseling Psychologist*, 37, 186-218.

Lau, A. S. M., Lum, S. K., Chronister, K. M., & Forrest, L. (2006). Asian American college women's body image: A pilot study. *Cultural Diversity and Ethnic Minority Psychology*, 12, 259-274.

Park, Y. S., & Kim, B. S. K. (2008). Asian and European American cultural values and communication styles among Asian American and European American college students. *Cultural Diversity and Ethnic Minority Psychology*, 14, 47-56.

10. 4/03

Obasi, E. M., & Leong, F. T. L. (2009). Psychological distress, acculturation, and mental health-seeking attitudes among people of African descent in the United States: A preliminary investigation. *Journal of Counseling Psychology*, 56, 227-238.

Joseph, N., Watson, N. N., Wang, Z., Case, A. D., & Hunter, C. D. (2013). Rules of engagement: Predictors of Black Caribbean immigrants' engagement with African American culture. *Cultural Diversity and Ethnic Minority Psychology*, 19, 414-423.

Case, A. D., & Hunter, C. D. (2014). Cultural racism-related stress in Black Caribbean immigrants: Examining the predictive roles of length of residence and racial identity. *Journal of Black Psychology*, 40, 410-423.

Coutinho, M. T., & Koinis-Mitchell, D. (2013). Black immigrants and school engagement: Perceptions of discrimination, ethnic identity, and American identity. *Journal of Black Psychology*, 40, 520-538.

Goforth, A. N., Pham, A. V., & Oka, E. R. (2015). Parent-child conflict, acculturation gap, acculturative stress, and behavior problems in Arab American adolescents. *Journal of Cross-Cultural Psychology*, 46, 821-836.

Rasmi, S. Chuang, S. S., & Hennig, K. (2015). The acculturation gap-distress model: Extensions and application to Arab Canadian families. *Cultural Diversity and Ethnic Minority Psychology*, 21, 630-642.

Kumar, R., Seay, N., & Karabenick, S. A. (2015). Immigrant Arab adolescents in ethnic enclaves: Physical and phenomenological contexts of identity negotiation. *Cultural Diversity and Ethnic Minority Psychology*, 21, 201-212.

Awad, G. H. (2010). The impact of acculturation and religious identification on perceived discrimination for Arab/Middle Eastern Americans. *Cultural Diversity and Ethnic Minority Psychology, 16*, 59-67.

11. 4/10

Bartholomew, T. T., Gundel, B. E., & Kantamneni, N. (2015). A dream best forgotten: The phenomenology of Karen refugees' pre-resettlement stressors. *The Counseling Psychologist, 43*, 1114-1134.

Cobb, C. L., Meca, A., Xie, D., Schwartz, S. J., & Moise, R. K. (2017). Perceptions of legal status: Associations with psychological experiences among undocumented Latino/a immigrants, *Journal of Counseling Psychology, 64*, 167-178.

Lim, S. L. (2009). "Loss of connections is death" Transnational family ties among Sudanese refugee families resettling in the United States. *Journal of Cross-Cultural Psychology, 40*, 1028-1040.

Lambert, J. E., & Alhassoon, O. M. (2015). Trauma-focused therapy for refugees: Meta-analytic findings. *Journal of Counseling Psychology, 62*, 28-37.

Ellis, L. M., & Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. *Journal of Cross-Cultural Psychology, 60*, 251-264.

Suarez-Orozco, C., et al. (2015), Undocumented undergraduates on college campuses: Understanding their challenges and assets and what it takes to make an undocufriendly campus. *Harvard Educational Review, 85*, 427-463.

Gonzales, R. G., Suarez-Orozco, C., & Dedius-Sanguinetti, M. C. (2013). No place to belong: Contextualizing concepts of mental health among undocumented immigrant youth in the United States. *American Behavioral Scientist, 57*, 1174-1199.

Du, Y., & Wei, M. (2015). Acculturation, enculturation, social connectedness, and subjective well-being among Chinese international students. *The Counseling Psychologist, 43*, 299-325.

Lin, S. P., & Betz, N. E. (2009). Factors related to the social self-efficacy of Chinese international students. *The Counseling Psychologist, 37*, 451-471.

12. 4/17

Kashima, E. S., & Abu-Rayya, H. M. (2014). Longitudinal associations of cultural distance with

psychological well-being among Australian immigrants from 49 countries. *Journal of Cross-Cultural Psychology*, 45, 587-600.

Koch, J. M., Gin, L., & Knutson, D. *Creating safe and welcoming environments for immigrant children and families*. Retrieved from <https://www.apa.org/pi/families/resources/safe-schools/immigrant-children.pdf>.

Schwartz, S. J., et al. (2010). Communalism, familism, and filial piety: Are they birds of a collectivist feather? *Cultural Diversity and Ethnic Minority Psychology*, 16, 548-560.

Perkins, K., Wiley, S., & Deaux, K. (2014). Through which looking glass? Distinct sources of public regard and self-esteem among first- and second-generation immigrants of color, *Cultural Diversity and Ethnic Minority Psychology*, 20, 213-219.

Godfrey, E. B., & Wolf, S. (2016). Developing critical consciousness or justifying the system? A qualitative analysis of attributions for poverty and wealth among low-income racial/ethnic minority and immigrant women. *Cultural Diversity and Ethnic Minority Psychology*, 22, 93-103.

****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

**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***.