Loyola University Chicago
CIEP 518: Partnerships: Theory, Models, and Practices
Spring 2022

Instructor:	Jon Schmidt, EdD
Contact Information:	The best way to contact me is by email: jschmidt12@luc.edu or 773.561-2358
Office/Office Hours:	Lewis Towers, 10th Floor: Office hours are available by appointment.
Course Information:	Course materials are available on Sakai.
Meetings:	Tuesday: 7:00 – 9:30 Courses will meet Online: https://luc.zoom.us/j/84928492410
Responsiveness:	Students can expect to receive responses to email/phone calls with 24 hours. Students can expect to receive grades on assignments within 7-10 days after submission.

Course Description

This course examines theories, models, and practices of partnerships between universities and communities, community organizations, schools, and other educational institutions. Through course readings, discussions, activities and assignments, and a partnership research project, students will consider why and how partnerships emerge and evolve and are, ideally, sustained over time. Students will also consider both the benefits and challenges of partnership work. The course emphasizes the importance of educators understanding that universities are not isolated institutions but exist as formal institutions in communities with self-interest, obligations, and, potentially, values that lend themselves to strengthening themselves and their communities through partnerships.

The course is guided by an essential question: *How can universities engage their communities and to what end?* The course is organized into four areas of inquiry: Organizational purpose and self-interest; Partnership models; Partnerships in practice; and Challenges and opportunities. The course is also developed around our 3 C's (community, culture, curriculum) framework. Our goal in this course is to think more deeply about practice within the context of our community and the cultures that impact or might impact more explicitly our approaches to teaching and learning. The 3 C's framework is intentionally integrated throughout our inquiry.

Within each of our areas of inquiry, we will be guided by the following essential questions:

Section 1: Organizations and Institutions
- What is the purpose and role of the university? What is its self-interest? How does it go about meeting its self-interest? What are its limitations and capacities?
- What is the purpose and role of the school? What is its self-interest? How does it go about meeting its self-interest? What are its limitations and capacities?
- What is the purpose and role of the community organization? What is its self-interest? How does it go about meeting its self-interest? What are its limitations and capacities?

Section 2: Partnership Models
- What is the relationship between the university and its community? What drives that relationship?
- How do universities conceptually situate themselves in relationship to their communities?
- What models of engagement do universities use to enact their relationship with a community?

Section 3: Partnerships in Practice
- What factors are ideally in place in a partnership initiative?
- What constitutes success in a partnership?
- How do we know if partnerships are successful in their collaboration with community organizations and institutions?

Section 4: Challenges, Perils, Pitfalls, Opportunities, Tensions
- How do universities and their partners encounter and navigate potential problems or tensions?

A central element of the course is a small group research experience exploring how a university or college in the Chicago metro region understands and enacts its understanding of relationship to community. This research component is designed to assist students in developing a complex understanding of universities and communities and how interaction and partnership is conceptualized and engaged.

The School of Education's Vision and Conceptual Framework

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

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. Our conceptual framework is described here: http://www.luc.edu/education/mission/

Specifically grounded in the overarching principles of *Social Action through Education*, this sequence focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

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

Student Participation

The expectation for this course is that all students will come to class having completed readings and assignments and are therefore preferred to engage in meaningful discussion about the texts and assignments. Knowing that not all students are always comfortable or in a space to participate fully in whole class settings, I will create opportunities for small group, one-on-one and other means of interaction.

Class Conduct

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

Student Support

Special Circumstances--Receiving Assistance

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

Center for Student Access and Assistance (CSAA)

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

referral on your behalf.

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.***

Loyola University Acknowledgement of Land Occupation
The Loyola community occupies the ancestral homelands of the people of the Council of Three Fires, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The 1833 Treaty of Chicago forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.

Diversity
By focusing on the policy and practice in urban classrooms, this course addresses multiple perspectives on diversity, including but not limited to the diversity in student and teacher backgrounds (i.e., culture, language, ability), classroom, school and community contexts.

Technology
Students will use technology for a variety of purposes in this course. Students will access information from Sakai in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. Students will participate in online Zoom classroom sessions and activities. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.
- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods,   principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or   other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in DIGICATION. *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.

<u>Digication</u>

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Important University Policies and Information

<u>Academic Honesty</u>
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty.

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

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

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We

strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

On-Campus COVID-19 Testing: Everyone in our community is **strongly encouraged** to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Harassment
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf. If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Ethics Line Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. For more detailed information/resources: www.luc.edu/ethicsline

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

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

Course Objectives
- Explain how universities, schools, and community organizations articulate and live into their diverse understandings of purpose, mission, and values.
- Examine and apply models of university-community partnerships.
- Discuss why and how universities choose to engage with surrounding communities.
- Conduct a research project and demonstrate a complex understanding of partnership philosophy, scholarship, and practice.
- Reflect on experiences related to discerning and articulating how universities construe and live out their relationship with community partners.
- Construct an understanding of how one might approach partnerships with communities.
- Articulate the implications of partnership for university-community engagement, teaching and learning, and epistemic and social justice.
- Conduct a review of research literature on an issue germane to university-community partnership work.
- Demonstrate a commitment to learning about how universities can effectively interact with their communities.

IDEA Evaluation Objectives
To facilitate the process for online course evaluations, these are the core course objectives that your faculty have rated as critical to your course:
- Learn fundamental principles, generalizations, or theories
- Learn to apply course material (to improve thinking, problem solving, and decisions)
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Develop a clearer understanding of, and commitment to, personal values

Texts and Resources
Required Texts
- Chandler, P. and Barron, L. (2021). *Rethinking school-university partnerships: A new way forward.* Charlotte, NC: Information Age Publishing. (Available online through LUC Libraries at

(https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6644724)
- Hodges, R. and Dubb, S. (2012). *The road half traveled: University engagement at a crossroads*. East Lansing: Michigan State University Press.
- Yamamura, E. and Koth, K. (2018). *Placed Based Community Engagement in Higher Education: A strategy to transform universities and communities*. Sterling VA: Stylus Publishing.

Other Texts (Available on Sakai)
- Aleman, E., Freire, J., McKinney, A., & Bernal, D. (2017). School-university-community pathways to higher education: Teacher perceptions, school culture and partnership building. *Urban Review*, 49, 852-873.
- Benson, L., Harkavy, I., Johanek, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, 33(2), 22-47.
- Benson, L. & Harkavy, I. Higher education's third revolution: The emergence of the democratic cosmopolitan civic university. *Cityscape*, 5(1), 47-57.
- Bernay, R., et al. (2020). Three Models of Effective School University Partnerships. *New Zealand Journal of Educational Studies*, 55(1), 133-148.
- Boyer, E. (1996). The scholarship of engagement. *Bulletin of the Academic of Arts and Sciences*, 18-33.
- Brint, S. (2017). *Schools and societies (3rd Edition)*. Stanford University Press.
- Bryk, A. & Schneider, B. (2003). Trust in schools: A core resource for school reform. ASCD, 60(6), 40-45.
- Butcher, J., Bezzina, M., & Moran, W. (2010). Transformational partnerships: A new agenda for higher education. *Innovations in Higher Education*, 36, 29-40.
- Christens, B. & Speer, P. (2015). Community organizing: Practice, research, and policy implications. *Social Issues and Policy Review*, 9(1), 193-222.
- Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education, 76*(2), 9-29.
- Davis, J., Hartoonian, M., Van Scotter, R, & White, W. (2012). Restoring civic purpose in schools. *Education Week*.
- Dewey, J. (1900). *The school and society*: *The school and social progress*. University of Chicago Press. (https://brocku.ca/MeadProject/Dewey/Dewey_1907/Dewey_1907a.html).
- Edens, R. & Gilsinan, J. (2005). Rethinking school partnerships. *Education and Urban Society*, 37(2), 123-138.
- Eisner, E. (2001). What does it mean to say a school is doing well? *Phi Delta Kappan*, 82(5), 367-372.
- Hedges, S. (2021). Social justice is now the fourth purpose of public schools and all four are in conflict. *Discourse*.
- Heineke, A. & Ryan, A. (2019). Teaching, learning, and learning with schools and communities: Field-based teacher education. New York: Routledge. Chapter 1
- Holt, M. (1994). Dewey and the "cult of efficiency": Competing ideologies in collaborative pedagogies of the 1920s. *Journal of Advanced Composition*, 14(1), 73-92.
- Hong, G. (2008). The future of our worlds: Black feminism and the politics of knowledge in the university under globalization. *Meridians*, 8(2), 95-115.
- Kania, J. & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review,* Winter, 35-41.
- Ledoux, M. & McHenry. N. (2010). Pitfalls of school-university partnerships. *The Clearing House*, 81(4), 155-160.
- Mtawa, N., Fongwa, S., & Wangenge-Ouma, G. (2015). The scholarship of university-community engagement: Interrogating Boyer's model. *International Journal of Educational Development*, 49, 126-133.
- Morettini, B., Tulino, D., & Zion, S. (2021). Exploring the myth of school-university partnerships: Untangling district resistance and academic capitalism. *Taboo: The Journal of Culture and Education,* Summer, 136-163.
- Munn-Giddings, C. (2006). Links between Kropotkin theory of mutual aid and the values and practices of action research. *Educational Action Research*, 9(1), 149-158.
- Nichols, S. (2014). Museums, universities, and pre-service teachers. *The Journal of Museum Education*, 39(1), 3-9.
- Rogers, M. (1990). *Cold anger: A story of faith and power in politics*. University of North Texas Press.
- Rorty, R. (1999). Education as socialization and as individualization. *Philosophy and Social Hope*, 114-126.

- Skoglund, K. (2020). Social interaction of leaders in partnerships between schools and universities: Tenions as support and counterbalance. *International Journal of Leadership in Education*,
- Smith, J., Pelco, L., & Rooke, A. (2017). The emerging role of universities in collective impact initiatives for community benefit. VCU Commonwealth University.
- Spencer, J. & Maynard, S. (2014). Education in informal settings: A key element of teacher training. The Journal of Museum Education, 39(1), 54-66.
- Stewart, T. & Alrutz, M. (2012). Meaningful relationships: Cruxes of university-community partnerships for sustainable and happy engagement. *Journal of Community Engagement and Scholarship*, 5(1), 1-12.
- Strier, R. (2014). Fields of paradox: University-community partnerships. *Higher Education*, 68, 155-165.
- Swick, D., Powers, J., & Cherry, J. (2021). University-school partnerships: Ten lessons learned over the past ten years. *Journal of Community Engagement and Scholarship,* 14(1), 1-8.
- Walsh, M. & Backe. S. (2013). School-university partnerships: Reflections and opportunities. *Peabody Journal of Education*, 88(5), 594-607.
- Wolff, et al. (2016). Collaborating for equity and justice: Moving beyond collective impact. *The Nonprofit Quarterly*, 42-53.

Required Media
- Sakai: www.sakai.luc.edu
- Citation Style Guide: http://library.duke.edu/research/citing/

Evaluation and Assignments

In addition to the general criteria listed, work needs to address assignment specific criteria. Rubrics with these criteria are available on Sakai for each assignment. Assignments themselves are posted on Sakai.
- Assignments submitted after the due date will receive a lower grade unless prior agreement with the instructor has been reached concerning extenuating circumstances.
- Assignments need to be typed double-spaced with 1" margins in 12-point font.
- Include appropriate identifying information.
- Students are expected to use APA style (7th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- **Submit all assignments using Sakai unless otherwise noted.**

Participation (10 points) - In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent.

Reflective Journal (20 points) – Students will write four reflections (one per section) of 900-1000 words. Journal entries should focus on and cite course topics, readings, discussions, and field experiences. Students can choose to respond to prompts given in class or generate one in response to a topic that is compelling for the student. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Journals are due each week beginning on the second of class and continuing through the twelfth week. All entries must be submitted in order to be considered complete. **Submit in Sakai.** Feel free to submit more than the required number for extra credit.

Research Review (20 points) – Summarize and review three research articles on a particular topic in university partnerships. This should be a topic that is interesting to and relevant for you. You may explore a partnership theory, model or practice. Include complete citations for the articles. Use APA 7th edition for formatting and citations. **Submit in Sakai.**

This assignment expects that you will:
- identify and introduce a particular topic of importance in university partnership literature;
- provide a concise summary and review of *three* research studies on this topic;
- assess the implications these studies have for university-community engagement; and
- explain how these studies contribute to your understanding of this topic in higher education.

Partnership Meeting/Presentation/Event (10 points) – Students will submit a report from a regularly scheduled meeting of a university-community partnership. Some possibilities include an Advisory Council meeting of a

community school partnership, attending an online presentation of a network, volunteering for or attending a partnership project. Students will report on the logistics of the meeting/event (attendees, agenda, etc.), substantive discussion of the meeting or intent of the project, and provide some analysis of the meeting/event. **Submit in Sakai.**

University Partnership Analysis (40 points)
Part I: Students will choose a Chicago area university and develop a 10-12 page analysis of how that university conceptualizes, plans, enacts, and evaluates its relationship with the community. Your analysis must include a minimum of three interviews with university administration, faculty, staff and at least two interviews with community partners. Your analysis should draw on, reflect and respond to extant scholarship on university/community or university/school partnerships. In your analysis, consider the mission and values of the university and how they are or are not enacted in the university's relationship with the community. Universities may include: Loyola, DePaul, University of Chicago, University of Illinois/Chicago, North Park University, Northeastern Illinois University, Chicago State, Roosevelt University, National Louis, Northwestern University, Columbia College, Chicago Community Colleges (8). Be advised that this will take some digging around universities/colleges to locate where the principal partnerships are generated and sustained.

Part II: Students will prepare and deliver a 10" presentation of their analysis. Students will prepare a one-page infographic handout with background information on the institution along with appropriate descriptors and data of partnership efforts in addition to a map of the universities partnership efforts. **Submit in Sakai and bring paper copy of one-pager to class.**

Course Grades

Grade	Percent	Points
A	94%	94-100
A-	90%	90-93
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-64
D-	60%	60-62
F	59% and Below	59 and Below

Course Schedule

The following is a schedule of topics with required readings and assignment due dates for the course. Those readings available electronically can be accessed through the course's Sakai site or Loyola's library.

Week 1	Institutions & Organizations
Date	January 18, 2022
Topic	The University: Purpose and Self Interest

Readings	Boyer, E. (1996). The scholarship of engagement. *Bulletin of the Academy of Arts and Science*s, 18-33.
	Mtawa, N., Fongwa, S., & Wangenge-Ouma, G. (2015). The scholarship of university-community engagement: Interrogating Boyer's model. *International Journal of Educational Development*, 49, 126-133.
	Rorty, R. (1999). Education as socialization and as individualization. *Philosophy and Social Hope,* 114-126.
	Hong, G. (2008). The future of our worlds: Black feminism and the politics of knowledge in the university under globalization. *Meridians*, 8(2), 95-115.
	Benson, L. & Harkavy, I. Higher education's third revolution: The emergence of the democratic cosmopolitan civic university. *Cityscape*, 5(1), 47-57.
Assignment(s) Due	N/A
Week 2	
Date	January 25, 2022
Topic	The School: Purpose and Self Interest
Readings	Dewey, J. (1900). The school and society: The school and social progress. University of Chicago Press.
	Holt, M. (1994). Dewey and the "cult of efficiency": Competing ideologies in collaborative pedagogies of the 1920s. *Journal of Advanced Composition*, 14(1), 73-92.
	Eisner, E. (2001). What does it mean to say a school is doing well? *Phi Delta Kappan*, 82(5), 367-372.
	Davis, J., Hartoonian, M., Van Scotter, R, & White, W. (2012). Restoring civic purpose in schools. *Education Week*.
	Optional: Brint, S. (2017). Schools and societies, 3rd edition. Stanford University Press. (Chapters 5&6).
Assignment(s) Due	
Week 3	
Date	February 1, 2022
Topic	The Community Organization: Purpose and Self Interest
	Guest Speaker: Jennifer Ritter
Readings	Munn-Giddings, C. (2006). Links between Kropotkin theory of mutual aid and the values and practices of action research. *Educational Action Research*, 9(1), 149-158.
	Christens, B. & Speer, P. (2015). Community organizing: Practice, research, and policy implications. Social Issues and Policy Review, 9(1), 193-222.
	Rogers, M. (1990). Cold anger: A story of faith and power politics. *University of North Texas Press*. (pp. i-17).
Assignment(s) Due	Reflection #1: Due Friday, February 4.
Week 4	**Partnership Models**
Date	February 8, 2022
Topic	Place Based University Engagement
	Guest Speaker: Kent Koth
Readings	Yamamura & Koth. (2018). *Place-Based Community Engagement in Higher Educatio*n. Chapters 1-3.
	Stewart, T. & Alrutz, M. (2012). Meaningful relationships: Cruxes of university-community partnerships for sustainable and happy engagement. *Journal of Community Engagement and Scholarship*, 5(1), 1-12.
Assignment(s) Due	
Week 5	
Date	February 15
Topic	University as Anchor Institution
	Guest Speaker: Rita Hodges
Readings	Hodges & Dubb (2012). *The road half traveled: University engagement at a crossroads*. Michigan State University Press. Chapters 1-4.
Assignment(s) Due	

Week 6	
Date	February 22
Topic	Collective Impact
Readings	Kania, J. & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, Winter, 35-41. Ledoux, Wolff, et al. (2016). Collaborating for equity and justice: Moving beyond collective impact. *The Nonprofit Quarterly*, 42-53. Collective impact case study: Opportunity Chicago. FSG. Smith, J., Pelco, L., & Rooke, A. (2017). The emerging role of universities in collective impact initiatives for community benefit. VCU Commonwealth University.
Assignment(s) Due	Reflection #2: Due Friday, February 25
Week 7	**Partnerships in Practice**
Date	March 1
Topic	School-University Partnerships
Readings	Heineke, A. & Ryan, A. (2019). Teaching, learning, and learning with schools and communities: Field-based teacher education. New York: Routledge. Chapter 1. Swick, D., Powers, J., & Cherry, J. (2021). University-school partnerships: Ten lessons learned over the past ten years. *Journal of Community Engagement and Scholarship,* 14(1), 1-8. Butcher, et al. (2010). Transformational partnerships: A new agenda for higher education. *Innovations in Higher Education*, 36, 29-40. Chandler, P. and Barron, L. (2021). *Rethinking school-university partnerships: A new way forward*. Charlotte, NC: Information Age Publishing. (Available online through LUC Libraries at https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6644724
Assignment(s) Due	

Week 8	
Date	March 15
Topic	Community Schools/CSI
Readings	Benson, L., Harkavy, I., Johanek, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, 33(2), 22-47. Dryfoos, J. (2005). Full-service community schools: A strategy—not a program. *New directions for Youth Development*. 107, 7-14.
Assignment(s) Due	
Week 9	
Date	March 22
Topic	Museum Partnerships Guest Speaker: Dave Ensminger
Readings	Heineke, A. & Ryan, A. (2019). *Teaching, learning, and learning with schools and communities: Field-based teacher education.* Chapter 6. New York: Routledge. Nichols, S. Museums, universities, and pre-service teachers. *The Journal of Museum Education,* 39(1), 3-9. Spencer, J. & Maynard, S. (2014). Education in informal settings: A key element of teacher training. *The Journal of Museum Education*, 39(1), 54-66.
Assignment(s) Due	
Week 10	
Date	March 29
Topic	Research Partnerships/CURL Guest Speaker: David Van Zeitveld
Readings	
Assignment(s) Due	Reflection #3: Due Friday, April 1
Week 11	**Opportunities, Tensions, and Perils of Partnerships**
Date	April 5
Topic	Navigating tensions (paradoxes) and pitfalls in university-community partnerships

Readings	Strier, R. (2014). Fields of paradox: University-community partnerships. *Higher Education*, 68, 155-165. Morettini, B., Tulino, D., & Zion, S. (2021). Exploring the myth of school-university partnerships: Untangling district resistance and academic capitalism. *Taboo: The Journal of Culture and Education,* Summer, 136-163. Edens, R. & Gilsinan, J. (2005). Rethinking school partnerships. *Education and Urban Society*, 37(2), 123-138.
Assignment(s) Due	Research Review Report
Week 12	
Date	April 12
Topic	Opportunities and Possibilities of Partnerships: Building effective relationships
Readings	Aleman, E., Freire, J., McKinney, A., & Bernal, D. (2017). School-university-community pathways to higher education: Teacher perceptions, school culture and partnership building. *Urban Review*, 49, 852-873. Walsh, M. & Backe. S. (2013). School-university partnerships: Reflections and opportunities. *Peabody Journal of Education*, 88(5), 594-607. Skoglund, K. (2020). Social interaction of leaders in partnerships between schools and universities: Tensions as support and counterbalance. *International Journal of Leadership in Education*.
Assignment(s) Due	Partnership Meeting/Event Report
Week 13	
Date	April 19
Topic	Towards Sustaining & Institutionalizing Partnerships
Readings	Yamamura & Koth. (2018). Place-based community engagement. Chapters 4-6. Hodges & Dubb. (2012). The road half-traveled. Chapters 9-11. LUC Center for School University Partnership Proposal
Assignment Due	Reflection #4: Due Friday, April 22
Week 14	**Student Presentations**
Date	April 26
Topic	Student Final Presentations
Readings	N/A
Assignment Due	University Partnership Analysis Presentation
Week 15	**No Class/Finals Week**
Date	May 3
Topic	N/A
Readings	N/A
Assignment Due	University Partnership Analysis Project