

[LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION

**CIEP 548-001: Family, School, and Community Collaboration
Spring 2022**

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Office Hours: by appointment

COURSE DESCRIPTION

This course will emphasize using family systems theory and community engagement as a guide to understanding, appreciating and supporting diverse families and developing strategies for collaborating with families and the community. This section has been designed specifically for EdD 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. Furthermore, as a result of the global COVID 19 pandemic we will use the lens of the current historical context, including virtual learning, hybrid learning, as well as returning to in-person schooling during this course.

METHOD OF INSTRUCTION

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that includes some voice-narrated PowerPoint lectures, online discussions, readings, and assignments. The course is divided into four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module Two is dependent on the completion of Module One and Module Three requires completion of Modules One and Two, et cetera. Therefore, modules must be completed consecutively and cannot be released before another is completed.

This course is presented mostly in an asynchronous format. However, students are also expected to meet once in the semester as a whole class via Zoom on the following date to hear a panel discussion from family advocates.

Monday, March 14th from 6:30pm to 8:30pm CST

Additionally, students are required to invite the instructor to their first group discussion in Module I, for a brief introduction and to answer any questions on the syllabus. This group meeting must be completed between **Tuesday, January 18 and Friday, February 11**. See Sakai for instructions on inviting the instructor.

REQUIRED TEXTBOOKS

PRINT FORMAT:

Grant, K. B., & Ray, J. A. (2016). Home, school, and community collaboration: Culturally responsive family engagement (4th Edition). Sage.

Weiss, H. B., Lopez, M. E., Kleider, H., & Chatman-Nelson, C. (2014). *Preparing educators to engage families: Case studies using ecological systems framework* (3rd Edition). Sage.

IN ELECTRONIC FORMAT: (this is available for through the LUC library)

Simon, D. J. (2020). *Problem-solving parent conferences in schools: ecological-behavioral perspectives*. Routledge.

SUGGESTED TEXTBOOKS

IN ELECTRONIC FORMAT: (selected chapters of this book will be linked in Sakai)

Ishimaru, A. M. (2020). *Just schools: Building equitable collaborations with families and communities*. Teachers College Press.

OTHER REQUIRED TEXTS & MEDIA

Bhardwaj, A. (Host). (2018, July 17). *Becoming Indian* [Audio podcast]. The Moth.
<https://themoth.org/stories/becoming-indian>

Brosinsky, L., Georgis, R., Gokiart, R., Mejia, T., & Kirova, A. (2018). Raised between cultures: New resources for working with children of immigrant or refugee background. *Childhood Education, 94*(2), 18–27. <http://dx.doi.org.flagship.luc.edu/10.1080/00094056.2018.1451686>

CADREworks. (2018, January 23). Ann Turnbull keynote: Creating win-win-wins through trusting family-professional partnerships [Video]. YouTube.
<https://www.youtube.com/watch?v=nocydxa2kkl>

Child Trends. (2018, September 16). *Parental involvement in schools*. Child Trends.
<https://www.childtrends.org/indicators/parental-involvement-in-schools>

Civics Commons Ideastream. (2016, November 1). Cleveland Transformation Alliance present: Changing education through innovative partnerships [Video]. YouTube.
https://www.youtube.com/watch?v=GAXy_YN6_DU

Collier, M., Keefe, E. B., & Hirrel, L. A. (2015). Listening to parents' narratives: The value of authentic experiences with children with disabilities and their families. *School Community Journal, 25*(2), 221–242.

Crafter, S., Cline, T., de Abreu, G., & O'Dell, L. (2017). Young peoples' reflections on what teachers think about family obligations that conflict with school: A focus on the non-normative roles of young caring and language brokering. *Childhood, 24*(4), 517–530. doi: 10.1177/0907568217713585

Curry, D. L., Reeves, E., & McIntyre, C. J. (2016). Connecting schools and families: understanding the influence of home literacy practices. *Texas Journal of Literacy Education, 4*(2), 69–77.

Early, J. S. (2017). Escribiendo Juntos: Toward a collaborative model of multiliterate family literacy in English only and anti-immigrant contexts. *Research in the Teaching of English*, 52(2), 156–180.

Egalite, Anna. (2016, February 17). How family background influences student achievement Can schools narrow the gap?. *Education Next*, 16(2). <https://www.educationnext.org/how-family-background-influences-student-achievement/>

Galanes, P (2018, November 20). Table for three: Michelle Obama and Tracee Ellis Ross on the power of woman's stories. *The New York Times*.
<https://www.nytimes.com/2018/11/20/books/michelle-obama-tracee-ellis-ross-interview.html>

Goniodsky, N, & Williams, M. C. (2018, October 29). I needed the military. Now, my son needs me. [Video]. The New York Times.
<https://www.nytimes.com/video/us/100000005890148/fatherhood-parenting-military.html?smid=nytcore-ios-share>

Gunn, A. A., Bennett, S. V., Evans, L. S., Peterson, B. J., & Welsh, J. L. (2013). Autobiographies in Preservice Teacher Education: A Snapshot Tool for Building a Culturally Responsive Pedagogy. *International Journal of Multicultural Education*, 15(1), 1–20. [module 1]

Hartford Foundation. (2017, October 17). Family, school and community partnerships: Supporting student success [Video]. YouTube.
<https://www.youtube.com/watch?v=45F5WfCqD08>

Illinois Safe Schools. (2015, October 9). Homecoming heroes 2015 - ally of the year - Berwyn South SD 100 [Video]. YouTube. <https://www.youtube.com/watch?v=MSr300zUWUk&t=40s>

Jensen, K. L., & Minke, K. M. (2017). Engaging families at the secondary level: An underused resource for student success. *School Community Journal*, 27(2), 167–191.
<http://www.schoolcommunitynetwork.org/SCJ.aspx>

Lowenhaupt, R & Montgomery N. (2018) Family engagement practices as sites of possibility: Supporting immigrant families through a district-university partnership. *Theory Into Practice*, 57:2, 99-108, DOI: 10.1080/00405841.2018.1425814

Ngozi Adichie, C. (2009, July). *The danger of a single story* [Video]. TED Conferences.
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next?language=en&utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Olivos, E.M., Gallagher, R. J., & Aguilar, J. (2010) Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. *Journal of Educational and Psychological Consultation*, 20:1, 28-40, doi: 10.1080/10474410903535372

Rivas, M. (2018, November 12). My parents divorced yet continued to live together: It made me think unhealthy relationships were normal. *The Washington Post*.

<https://www.washingtonpost.com/lifestyle/2018/11/12/my-parents-divorced-yet-continued-live-together-it-made-me-think-unhealthy-relationships-were-normal/>

Schall, J. (2010). Cultural exploration through mapping. *Social Studies*, 101(4), 166–173. doi: 10.1080/00377990903284146

Tan, A. (Host). (2017, December 7). *Remembering Vincent* [Audio podcast]. The Moth. <https://themoth.org/stories/remembering-vincent>

TEDx. (2016, May 11). *Is your identity given or created?: Marcus Lyon* [Video]. YouTube. https://www.youtube.com/watch?v=-tJKGZ_xSZ0

TEDx. (2013, November 13). *Teacher and parent relationships - a crucial ingredient: Cecile Carroll* [Video]. YouTube. <https://www.youtube.com/watch?v=FxJIsZsYKQQ>

Sheppard, M. E. (2017). Frequency and form of team communication from the perspective of parents of preschool children with disabilities: Implications for diverse families. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 17(1), 39–54.

Shim, J. M. (2013). Involving the parents of English language learners in a rural area: Focus on the dynamics of teacher-parent interactions. *Rural Educator*, 34(3), 18–26.

University of Washington College of Education. (2016, September 27). Equitable parent-school collaboration project [Video]. YouTube. <https://www.youtube.com/watch?v=EXIVc2ZYb8s>

LEARNING OUTCOMES AND ESSENTIAL COURSE OBJECTIVES

The student will demonstrate a knowledgebase and skills necessary to:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Express a comprehensive view of the importance of respectful, reciprocal relationships between the families and the educators to enhance children’s success in the schools.
- Demonstrate an understanding of family systems theory and models as a way to understand diverse family and community characteristics.
- Demonstrate an understanding of the influence of family characteristics, such as family structure, race, ethnicity, socioeconomic status, and religion and its impact upon family involvement practices.
- Demonstrate a basic understanding of how to be informed advocates for sound educational practices and policies that affect families and children.

- Describe how to involve the community in children’s learning and development through the use of available community resources.
- Empower families to become leaders and decision makers in their child’s education and school community, including families of children with exceptional needs.

SOE VISION AND MISSION

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

NASP STANDARDS

The National Association of School Psychologists (NASP) lists 10 practice domains describing the knowledge and skills related to competent practice within the field of school psychology. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain 7 (Family-School Collaboration Services) and Domain 8 (Diversity in Development and Learning).

Upon completion students in this course will be able to:

- 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.
- Describe how their cultural identities, as shaped by experiences in their families of origin, influence their current beliefs about respecting cultural and linguistic differences.
- Demonstrate their knowledge of best practices in creating links among schools, families, and service providers through creation of a resource guide.
- 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.

APA COMPETENCY BENCHMARKS

This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of Relationships (Core Competencies of Relational) and Reflective Practice/Self-Assessment/Self Care (Core Competency of Professionalism).

Upon completion students in this course will be able to:

- Demonstrate their knowledge of barriers to collaboration and best practices to

effectively negotiate conflictual, difficult and complex relationships with individuals and groups.

- Describe how their attitudes, values, beliefs, and experiences impact their work within schools, with families, and in the community.

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for ensuring that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

APPLICATION SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. This course directly addresses the following concepts of applying culturally responsive practices that engage diverse communities and 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.

The framework components fulfilled by this course are:

- 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.

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

DIVERSITY

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

LANGUAGE AND IDENTITY

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

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the [Student Accessibility Center](#) to ensure your needs are being met at Loyola standards.

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.

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

COURSE EVALUATION

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

GENERAL COURSE DISCRIPTION

This course is divided into 4 modules. Each module is meant to build upon the previous activities and will provide you the basic building blocks to develop your final project. Your family engagement project should be build using the knowledge you learn about best practices for inclusion of multicultural families and beliefs into a school in order to provide maximum benefit of the educational opportunities for each child and to afford the resources necessary to build a strong community. Each assignment will allow you to develop a strategy which best informs your own personal growth and provides you the necessary knowledge to become a more effective professional.

ASSIGNMENTS

All assignments, with the exception of Forum and Blog posts, are expected to be completed as a Word document and submitted via Sakai. No work will be accepted via email. Assignments should also be written using Times New Roman and 12-point font with 1-inch margins. Assignments that do not comply with this formatting will not be graded. Students are also expected to self-assess their work with each assignment, with the exception of online engagement. Self-assessments are conducted by grading oneself using the rubric provided for the assignment, a sample of these rubrics are at the end of this syllabus, editable forms can be located in Sakai.

Family of Origin Analysis Paper (100 points):

The ultimate purpose of this assignment is one of insight. You are expected to reflect on your experiences with your family of origin and ways in which these experiences may impact your practice today. Although there are four required components, you are free to construct your paper in any way you choose. The paper should be approximately 6-10 double-spaced typewritten pages.

Your submission must address four core components:

1. What are the core family values and/or experiences that are most important to you?
2. 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?
3. To what extent have your views on families changed since entering school psychology?
4. 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?

As this assignment requires you to delve into your personal experiences as well as disclose them to me, I would like to address potential concerns that you may have about your disclosures and confidentiality. First, I have never met the person who comes from a “perfect” family (certainly not me, although I love my family dearly) and while my hope is that all of you come from amazing families that loved you and nurtured you, I recognize that some or many of you have had less than ideal family circumstances. 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. As I am asking you to write about your personal experience and appreciate as much detail as needed to help me 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. Furthermore, if you feel that this assignment may cause a disruption to your mental health, please contact me so that we can discuss an alternative assignment. Lastly, to confidentiality, I will be the only person who reads your essay and I will not discuss your paper with anyone else.

All that said, although this assignment may present you with emotional challenges, depending on the circumstances of your family of origin, I believe the intended learning outcome—self insight—is invaluable. My ultimate goal of this assignment is to provide you with the opportunity to reflect on yourself, something in my opinion we do too infrequently in our profession, and how essentially your whole being affects your practice as a school psychologist. Put another way, my hope is that through reflecting on your experiences as a child, in light of the content of this course, you are better able to see how your good and bad experiences provide you with unique strengths to leverage and barriers to climb in your practice.

Your paper is **before midnight, Sunday February 13,** and should be turned in via Sakai. This paper will be graded out of 100 points. There is a rubric at the end of this syllabus which clearly explains how your paper will be graded.

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

In your readings from the first several weeks of this course, emphasize a multicultural perspective on family/school/community collaboration. For this assignment you will write a 6-to-10 page multicultural critique of the family/community practices that you see in the school/district where you work.

Your submission must address three core components:

1. Provide a detailed description of your school’s collaboration practices as you see them.
2. 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.
3. Describe your suggestions for ways that your school can improve. Please explicitly reference at least three of the readings as well as your knowledge base as a practitioner in this section.

Your paper is **due, before midnight, Sunday March 20,** and should be turned in via Sakai. This paper will be graded out of 100 points. There is a rubric at the end of this syllabus which clearly explains how your paper will be graded.

Development of a Family/School/Community a Resource (100 points):

For this assignment you will write an 8 to 12 page plan of how you intend to implement one of the suggestions for change which you have detailed in your critique of your school's and/or district's family/community practices into a functional resource. Furthermore, this assignment is designed for you to incorporate the insights you made while writing your personal family of origin analysis essay as well as the suggestions you made at the end of your multicultural critique.

Your submission must address four core components:

1. Provide a detail description of what resource you intend to create. As authentic two-way collaboration with families is a major goal of this course, remember your resource should be something you are doing with families and not something you are doing for families. For instance, if in your multicultural critique, you indicated that a major area for growth in your school is teacher education related to culturally responsive practices with families, you might choose to create a resource guide for teachers on this topic. Or 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. As we are still in the midst of the global COVID-19 pandemic you may choose to focus on resources developed specifically for COVID-19 or adapting sound past practices to current mitigation and safety protocols.
2. Provide a detailed rationale behind your resource. This section is intended as an opportunity for you to link what you learned in this course as far as theoretical basis. You should be able to cite at least three concepts from our readings. Also, as the promotion of social justice is the aim of Loyola University Chicago in the section you are required to also link your rationale to how you believe it will promote social justice in your setting.
3. Discuss the barriers to the implementation of your resource as well as strengths of your school/district which you can leverage for your project. This section is intended to provide you with an opportunity to discuss the insights that you have made about both yourself and the community in which you work. As the intention of this course is to promote collaboration you are required to describe how you included the opinions of the stakeholders in your school community on your project. For example, you may describe conversations that you have had with parents about your project or surveys that you have shared with staff.
4. Discuss what your expected outcome will be of your resource as well as how you will know if your resource is working as you expected. Also, include in your discussion a link to your expected outcome of your project on social justice.

Your paper is **due, before midnight, Sunday April 17**, and should be turned in via Sakai. This paper will be graded out of 100 points. There is a rubric at the end of this syllabus which clearly explains how your paper will be graded.

Family Engagement Project and Presentation (100):

This assignment will be completed in two parts. Firstly, you will be required to create your

family/school/community resource(s)! The second portion of the assignment is a brief 10-to-15 minute presentation of your resource.

As you have a great deal of latitude as to the physical form of your resource submission could be tricky. If possible, I would like you to upload your project to Sakai when you submit the final. That said, I want this project to fit the unique needs of your school, so if the nature of your project makes it impossible to upload, please contact me to troubleshoot your submission by **Monday, April 25**.

The second portion of this assignment is to create a 10 to 15 minute VoiceThread presentation of your resource(s).

Your VoiceThread submission must address three core components:

1. Show and/or describe the resource you created. Depending on the nature of your product the format of a presentation may make sharing this way difficult, so please let me know if you are struggling with this and I will help you troubleshoot any issues. For example, if your resource is something like a staff-development presentation, a presentation of a presentation is redundant. So, in such a case you may describe the presentation, providing your audience with details such as how long it was, where you did it, and who attended. However, if your resource was creating a parent information corner in the front office, in my mind at least, sharing this resource with photographs would be fairly easy to do in a presentation.
2. Share your rationale for the resource you created. For this section I want you to focus on three areas: a.) your rationale in the light of the readings from this course, b.) your rationale based on your critique, and c.) discuss how your analysis of the barriers or strengths of your building effected your rationale for the selection of your project.
3. Reflect on the process of selecting, creating, and (hopefully) implementing your resource(s). Discuss what you think went well and share what pitfalls you may avoid next time. In other words, share your self-assessment so your audience can learn from your successes and struggles.

Your presentation is **due, before midnight, Sunday May 1**, and should be turned in via Sakai. This presentation will be graded out of 100 points. There is a rubric at the end of this syllabus which clearly explains how your project will be graded.

Online Engagement (100). Each module is comprised of various activities that students can complete at their own pace within a certain time period. Within each module, students will be expected to demonstrate their understanding of the reading material either through reflection in group work, 1-Minute Papers, blogs, and in forum posts. Students are responsible for keeping track of the due dates for completing each module. Failure to complete a module by the respective due date will result in a deduction of points from the online engagement grade.

POLICIES RELATED TO COVID-19

School of Education Commitment - COVID-19:

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

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

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the 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.

EVALUATION & GRADING PROCEDURES

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

Assignment	Points Possible
CLASS PARTICIPATION / ONLINE ENGAGEMENT	100
FAMILY OF ORIGIN ANALYSIS PAPER	100
MULTICULTURAL CRITIQUE PAPER	100
DEVELOPMENT OF A RESOURCE(S) PAPER	100
FAMILY ENGAGEMENT PROJECT/PRESENTATION	100

Grades will be given using the following scale:

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

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

INTRODUCTION & MODULE I:		
Date	Readings	Assignments
Week of January 17 th	Grant & Ray: chapters 1 & 2	Family of Origin Analysis Essay due, before midnight, February 13
Week of January 24 th	Weiss et al.: chapters 1	
Week of January 31 st	<i>additional articles and media listed in Sakai</i>	
Week of February 7 th		
MODULE II:		
Date	Readings	Assignments
Week of February 14 th	Grant & Ray: chapters 10 & 11	Multicultural Critique Paper due, before midnight, March 20.
Week of February 21 st	Weiss et al.: chapters 3,4, & 7	
Week of February 28 th	Ishimaru: intro., chapters 1, 2, & (p. 161-164)	Class meeting on March 14 from 6:30pm to 8:30pm CST
Week of March 14 th	<i>additional articles and media listed in Sakai</i>	
NOTE: Spring Break March 7 th to March 11 th		
MODULE III:		
Date	Readings	Assignments
Week of March 21 ^{sts}	Grant & Ray: chapters 12 & 13	Development of a Resource(S) Paper due, before midnight, April 17.
Week of March 28 th	Weiss et al.: chapters 4	
Week of April 4 th	Simon: chapters 7 & 8	
Week of April 11 th	<i>additional articles and media listed in Sakai</i>	
MODULE IV:		
Date	Readings	Assignments
Week of April 18 th	Grant & Ray: chapters 9	Family Engagement Project/Presentation due, before midnight, May 1.
Week of April 25 th	<i>additional articles and media listed in Sakai</i>	
Week of May 2 nd		

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

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of Professionalism, Inquiry, and Social Justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the [SOE syllabus addendum](#).

Digication

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.

Syllabus Addendum Link

- <https://www.luc.edu/education/studentlife/resources/syllabi/>

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

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

SAMPLE
FAMILY OF ORIGIN ANALYSIS PAPER

Student Name:
 Points Earned: ___/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
An essay is provided that is 6 to 10 pages long and with minimal errors. 5 points	Yes Not Yet		
The author provides an insightful and clear description of the core family values and/or experiences that were of greatest importance in their family of origin. 20 points	Yes Not Yet		
The author provides an insightful and clear explanation of how their family values and/or experiences contributed to their current approach to the process of family engagement especially as it relates to families who differ from their family of origin. 20 points	Yes Not Yet		
The author provides an insightful and clear explanation to what extent their views on families have changed since entering school psychology. If their views have not undergone change, why not? 20 points	Yes Not Yet		
The author provides an insightful and clear explanation of how their thinking about their family and practice as a school psychologist has changed due to working on this paper? If their views have not undergone change, why not? 25 points	Yes Not Yet		
The author self-assessed by using this rubric. 10 points	Yes Not Yet		

SAMPLE
MULTICULTURAL CRITIQUE PAPER

Student Name:
 Points Earned: ___/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
An essay is provided that is 6 to 10 pages long and with minimal errors. 5 points	Yes Not Yet		
The author provides a provide a detailed description of their school's collaboration practices as they see them. 25 points	Yes Not Yet		
The author provides a detailed critique of the collaboration practices that described in the first section. 30 points	Yes Not Yet		
The author provides a detailed suggestions for ways that their school can improve. The author explicitly <u>referenced</u> at least 3 of the readings as well as their knowledge base as a practitioner to support their suggestions for change. 30 points	Yes Not Yet		
The author self-assessed by using this rubric. 10 points	Yes Not Yet		

SAMPLE
DEVELOPMENT OF A RESOURCE(S)

Student Name:
Points Earned: ___/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
An essay is provided that is 8 to 12 pages long and with minimal errors. 5 points	Yes Not Yet		
The author provides a detailed description of what resource they intend to create. The author incorporated authentic two-way collaboration into this new resource. 20 points	Yes Not Yet		
The author provides a detailed rationale behind their resource. The author explicitly referenced at least 3 of the readings. The author linked their rationale to social justice. 20 points	Yes Not Yet		
The author provides a discussion of the barriers and strengths to implementation. The author included insights that they gained about themselves and those insights gained from conversations with stakeholders. 20 points	Yes Not Yet		
The author provides a discussion of expected outcomes as well as how the resource is intended to increase social justice. 25 points	Yes Not Yet		
The author self-assessed by using this rubric. 10 points	Yes Not Yet		

SAMPLE
FAMILY ENGAGEMENT PROJECT/PRESENTATION

Student Name:

Points Earned: ___/100

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
A presentation is provided that is 10 to 15 minutes long and with minimal errors. 5 points	Yes Not Yet		
The author presents or shares the resource they created with enough detail that the audience has a clear understanding of what the resource is and is not. 25 points	Yes Not Yet		
The author shares their rationale for their project: a.) in the light of the readings from this course, b.) based on their critique, and c.) discussed how barriers or strengths of their building as well as how conversations with other stakeholders shaped the project. 25 points	Yes Not Yet		
The author shares a reflection of the process of selecting, creating, and implementing their resources as well as shares what they think went well and any pitfalls. 35 points	Yes Not Yet		
The author self-assessed by using this rubric. 10 points	Yes Not Yet		