ELPS 432- Multiculturalism for Social Justice in Higher Education  
Fall 2015  
Loyola University Chicago  

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Class Time and Location: Thursdays, 4:15-6:45PM, School of Communications 013  

Course Description: Ample research supports the important role diversity and multiculturalism play both in shaping educational outcomes as well as enhancing society. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students’ multicultural awareness, knowledge, and skills in the context of professional school psychology practice. Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of traditionally marginalized social groups; and 3) examining critical dimensions to the design and delivery of multicultural education programs. The course addresses each topic across three levels: important philosophical and/or historic considerations, contemporary interpretations, and considerations in the context of school psychology practice. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students’ personal identities shape experiences related to multiculturalism and social justice. This provides an essential foundation for the consideration of these issues in future course work and applied experiences.  

Course Objectives: Upon completion of this course, students will be able to:  
1. Understand conceptual foundations associated with social justice.  
2. Understand various ways in which oppression influences individuals, institutions, and the broader society.  
3. Articulate deeper levels of personal awareness regarding the ways in which their positionality shapes how they experience social interactions.  
4. Speak to the personal lessons learned from their service learning experiences through the lens of both their personal growth and their professional growth as an aspiring school psychologist.  
5. Create an original contribution (to be implemented by April 1, 2016) for their service learning site.  

Course Outline and Structure: This course is divided into three primary sections. The first section, spanning approximately the first three class meetings, focuses on conceptual
foundations vis-à-vis social justice and service learning. Your first assignment (photoelicitation and personal biography, see description in this syllabus) serves as the primary assessment linked with this section of the course. The second section of this course, which spans from approximately the fourth class meeting to the eleventh class meeting, focuses on expanding this foundational knowledge through the prism of various elements of diversity. While each topic will be viewed as an important element of diversity in its own right, it is understood that in reality individuals experience an intersection of elements, making one’s personal perspective and story unique. For example, one’s gender identity typically is not developed or experienced completely separately from one’s religious, racial/ethnic, and/or socio-economic identity. Similarly, this portion of the class overlaps with the time period where all students will be engaged in their service learning experience (see description in this syllabus). As such, during most classes we will devote time for reflection of your service learning experience using various modalities.

While the bulk of the weekly readings and planned classroom activities contain sections related to bringing social justice ideas into practice, the third course section (approximately the final four class meetings) focuses on synthesizing lessons learned in the course towards this purpose. First, we will examine lessons learned through the prism of school psychology practice, and then we shift to a more personal examination of lessons learned and next steps, including the sharing of your final “personal reflection” essay (see description in this syllabus).

**Conceptual Framework:** The conceptual framework of Loyola’s School of Education is Professionalism in the Service of Social Justice. This course has specifically been designed to reflect this framework. To wit, the overarching objective is for students to emerge with a clearer sense of social justice both conceptually and in practice. The conceptual foundations will come primarily through readings and in class activities. The applied learning will come primarily through students engaging in two projects—one centered around self-reflection as relates to social justice the other focused on engaging in service learning. Through this work and related work in other courses, it is hoped that social justice will become a lens through which future courses and applied experiences (the current enrollment in this section of this course consists of students in their first year of graduate education in school psychology at Loyola) will be filtered as you develop your professional identity as a school psychologist. Loyola University’s School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others.

**IDEA Objectives:** As part of the course evaluation process, utilizing a system labeled “IDEA” all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or
important to this course are bolded. All non-bolded learning objectives are considered of
minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
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 (writing, inventing, designing, 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 and use resources for answering questions or solving
problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of
view
12. Acquiring an interest in learning more by asking questions and seeking answers

**Universal School of Education Syllabus Statements:** There is content related to
academic honesty, accessibility, the SOE’s Conceptual Framework, EthicsLine Reporting
Hotline, and Electronic Communication Policies and Guidelines that is universal for all
courses in the School of Education. I strongly urge you to read this information, which
can be found at: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**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, fairness and/or the belief that all
students can learn. The descriptions for the expected behaviors for the disposition(s) can
be found on the rubric posted in LiveText for this course.

**Required Text:**

**Optional Text:**

All other course readings are posted in Sakai in the “Course Documents” section.
Core Assignments:

1) Class Participation- 15%

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion is valued. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. Students will receive a mid-semester participation grade (non-binding, meant to be an indicator) as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMPTNESS</td>
<td>Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early</td>
<td>Demonstrates a pattern of lateness or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, and/or leaves class early</td>
</tr>
<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td>SIGNIFICANCE OF CONTRIBUTIONS</td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
</tbody>
</table>
**General Engagement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
</tr>
<tr>
<td>2</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and / or discussions</td>
</tr>
<tr>
<td>3</td>
<td>Minimal contributions are offered in either the small or large group; Appears disengaged from activities and / or discussions; Addresses core issues in activities and / or discussions quickly and shifts to personal conversations or off-topic material</td>
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<tr>
<td>4</td>
<td>No contributions are offered</td>
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</tbody>
</table>

**Gate-Keeping**

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<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
</tr>
<tr>
<td>2</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
</tr>
<tr>
<td>3</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
</tr>
<tr>
<td>4</td>
<td>No or minimal contributions</td>
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</table>

**Listening/Attending Skills**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
</tr>
<tr>
<td>2</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
</tr>
<tr>
<td>3</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Display a lack of interest; Does not actively support peers’ learning processes</td>
</tr>
<tr>
<td>4</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
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**Attendance**

This course meets once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. **However, the expectation is that you will be present for the full class session each week.** Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers and your classroom participation grade will be affected. **Please notify the instructor via email prior to the start of class should you need to be absent.**

**Student Use of Technology in the Classroom**

I understand that we are in a digital age in which many of us prefer to have lots of technological devices at our side during class. For example, personally, when I am attending lectures or seminars, I much prefer to take notes on my laptop than by hand. As such, I understand the desire among many of you to bring computers to the classroom and in some ways I encourage this through by posting class powerpoints on Sakai ahead of each class meeting.

However, with this privilege comes responsibility, particularly given that all students in this course are preparing to be professional school psychologists and are evaluated on their professional dispositions by the school psychology program faculty (see course syllabus section on “Dispositions”). As such, while you are permitted to bring whatever technology you wish with you to class, it is understood that these devices are **ONLY** to be used for legitimate classroom purposes. I view this as a matter of respect and professionalism. I do not wish to go around the classroom monitoring whether you
are really taking class notes or just hanging around on Twitter, Instagram, etc. when you have your computer screens up and/or cell phones/PDAs open, and I would appreciate not being put in the position of being a classroom monitor. I will start off with the assumption that all of you will act professionally in this regard, but I reserve the right to make changes to my policies regarding student use of technology in the classroom—and to your course grade—should this trust be broken.

Civil Discourse
As future school psychologists, it is our expectation that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. There may well be times in this course where you feel pushed out of your comfort zone, say something that later on you wish you would have rephrased, and/or observe or hear things that do not fit with your personal values and worldview. Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, we firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with children, families, and educators. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

2) Service Learning- 40%

As reflected by the weight assigned to your service learning work in terms of your final grade, your service learning work provides a critical learning fulcrum for this course. The completion of 75 hours of service learning by April 1, 2016 is a program requirement. The specifics of this requirement—which can also be found in the student handbook—is appended to this syllabus. During this course, a list of approved service learning sites will be provided. This list will be updated as appropriate throughout the course of the semester. We have also extended an invitation for representatives from each of these sites to come to class on September 4 to describe their site and the service learning opportunities. In addition to your work at these sites, there are four primary evaluative components vis-à-vis your service learning experience. These components are:

a. Service Learning Agreement- 10 points

All students need to have a “primary” service site (described in the next section) by September 17th and a Service Learning Agreement (see appended) signed by the student, field supervisor, service learning coordinator, and course instructor by October 1st. This agreement will spell out the basic expectations of your service learning experience at your primary site, as well as a few core goals and mechanism for evaluating these goals.
b. Hours- 10 points

As described in Appendix A of this syllabus, as a graduate student in the school psychology program you are required to complete 75 service learning hours by April 1, 2016. As you will read in one of your required course readings, this class was created as a direct response to students reporting that these service learning hours were critical towards developing their social justice knowledge and skillset, but that they would benefit from having a class in which to process their experiences. As such, a significant amount of class time will be dedicated to reflecting on your service learning experience through the prism of developing your applied social justice skills. This can only take place if you are actively involved in service learning throughout the semester. You will be provided with a list of potential service learning sites very early on in the semester and representative from most of these sites (all have been invited) will come to class on September 3rd. As such, it is expected that all students will be connected to a “primary” service learning site by September 17th. A “primary” site refers to a service learning placement that you intend to spend at least 40 hours working with by April 1, 2016. The use of the language “primary” is purposeful in that it is expected that many students will volunteer for shorter periods of time at other sites so as to best meet community needs (e.g., we have many requests for one day of volunteering) and also to broaden your experience.

You are to track your service learning hours using the log provided in Appendix C of this syllabus. In order to ensure that all students are spending meaningful time in service learning during the duration of this course, students are expected to bring updated logs to class either in hard copy form or accessible via your laptop. You will also be expected to turn in your logs via Sakai on October 29th (check in purposes only) and on December 3rd (for grading purposes). There may be other times when your logs are requested by the course instructor or by one of the course TA’s. While the target is to have at least forty hours completed by December 3rd, we recognize that different service learning sites are on different schedules in terms of the potential for you to log any particular number of hours in a given week. As such, the expectation is that you are actively engaged at your site (meaning you are there at least once a week) and that you do not miss any dates when you are expected to be there short of an emergency.

c. Weekly Service Learning Blog- 50 points

Given the class goals and content, journaling is an essential learning tool in this course. In addition to in-class activities in which we may ask you to jot down your thoughts, you also, beginning with your first visit to your primary site, are required to complete a short blog entry (3-5 sentences would be the norm, although longer entries are encouraged) after each day of service learning. The content of these entries is up to the individual student (see below for evaluation criteria), with the general guideline that these entries be an outlet for tracking your personal and professional development vis-à-vis social justice. Thus, after each visit to your service learning site, you should be updating your hour log and writing a blog entry. Additionally, during the semester at times the class may be broken into four discussion groups (lead by the course instructor and TA’s) to talk about service learning. Once these groups have been established, while you are
encouraged to read and respond to every student in the class’s blog, you are specifically expected to stay up to date on the blog entries of the students in your small discussion group so that you enter each discussion up to date.

As the reflective essay due at the end of the semester (see description in this syllabus) offers an essential opportunity to reflect on both your experiences as well as course content in a structured manner, the blog entries provide another important outlet for reflection in a different format. The blogging assignment is designed to foster continuous and immediate reflection on the meaning of your experiences in an environment where you can exercise your personal creativity and style. You should consider your blog entries an opportunity to express both your feelings and reflections of your experiences as well as your concerns and questions. **Note: in order to preserve the immediacy of your reflections, we require that you complete blog entries relatively soon (within 24 hours) after your on-site experiences.**

**Blogging Assignment Logistics**

1. To complete blog entries, enter your Sakai account for this course and click on “Student Homepages.” From there, click the link to create a personal page. You will then use this personal page to post your weekly blog postings.
2. As blogging is a means of presenting your unique style, please feel free to add photos, video clips, or audio clips as a means of enhancing your blog (and possibly your grade). If you choose to include such items, make sure you discuss their importance as part of your entry.
3. In order to respect the privacy and confidentiality of those whom you encounter at your school or agency, please change names when referencing children, families, clients or agency staff in your blog.

**Blogging Assignment Format**

There is no required length for entries and there is reasonable flexibility in formatting. However, please refer to the questions below and ensure proper grammar and spelling. Please consider these a guide, as the focus of your entries should be on your personal interpretation and reflection of what your experiences mean for you and those you serve.

**Description** of your experience [i.e. the “What?”]: Tell me what happened in your experience, focusing on how it made you feel, your initial reactions, and your excitements or concerns.

**Analysis** of your experience [i.e. the “So What?”]: Ask yourself what your experience means to you. How does this experience influence your understanding of yourself as well as your role within the organization? How is your own personal context influencing your experiences and feelings?

**Critical reflection** beyond your experience [i.e. the “Now What?”]: How will you continue to grow in this experience? How can you continue to serve with purpose? What do you hope to learn about yourself and the agency in the future? What questions or concerns are arising for you?

**Blogging Assessment**: Upon completion of the term, your entire blog will be assigned a number grade (50 points is the maximum grade). While we will not grade every blog
posting, we will be giving you feedback on your blog entries throughout the semester and, particularly if your entries are falling significantly short of the mark, you will receive this feedback well ahead of the close of the semester. In determining your grade in this area, we will be evaluating the entirety of your postings based on the following dimensions:

**Rubric to Assess Blog Entries**

<table>
<thead>
<tr>
<th>DESCRIPTION OF EXPERIENCE</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student describes activities/events and offers little to no basic insight into personal experience.</td>
<td>Student provides evocative and personal description of activities/events, providing insight into feelings and reactions.</td>
<td>Student provides a rich description conveying the complete story of the personal experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS OF EXPERIENCE</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student expresses limited understanding of the connection between oneself and the reactions to the experience.</td>
<td>Student demonstrates a clear understanding of the relationship between oneself and the feelings had towards the experience.</td>
<td>Student recognizes the role of his or her larger context and how one’s background is influencing the interpretation and meaning of the experience.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITICAL REFLECTION</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student expresses limited connection to the future hopes or needs of the continued role at the agency.</td>
<td>Student demonstrates an understanding of the process and individual journey developing throughout the experience.</td>
<td>Student fully articulates and develops an actionable and meaningful purpose of continued work at the agency and how this affects his or her personal development.</td>
<td></td>
</tr>
</tbody>
</table>

Additional considerations: *The blog entries are a unique opportunity to develop a personal and flexible means of reflection; however, please ensure you are remaining appropriate and professional at all times.*

*d. Original Contribution- 30 points*

One component of your service learning experience is the expectation that during the course of the Fall semester you will develop and/or complete (it may be that you don’t complete the project until the spring semester) an “original contribution” to your site. An “original contribution” is defined as a task that would not ordinarily be a part of your service learning experience, but rather is an addition to the service that you are providing. For example, you and others at your service learning site might engage in a small evaluation study to examine the effectiveness of the work done by you and other volunteers. Or you might provide an educational session to students, families, and/or educators on a topic of need and interest to your service learning site. The topic and parameters of these original contributions are to be arranged by you and your field supervisor, to be ultimately sent for approval by the course instructor or a course TA. One you have decided on a plan, please send myself, the course TA’s and your field supervisor a short email indicating that your plan for the original contribution. A short
description of your plan, including the rationale for its development and intended outcomes, is due at the start of class on December 3rd.

3) Photoelicitation and Personal Biography Project- 30%

This assignment is comprised of two parts—a photoelicitation project and a written personal biography.

Photoelicitation Project
For this assignment, which is due on September 10th, you are to take photographs representing major conceptual foundations related to the course and document (via a written summary) why these pictures are reflective of the concepts. Specifically, you should turn in (via Sakai) a set of photos with at least a 1-2 paragraph description of each photo and its particular significance, along with a summary narrative describing how the photos fit together as an integrated whole. It is crucial that these photographs are tied in a clear way to your personal experiences and viewpoints. All pictures must be taken sometime between the first class meeting and the assignment due date. You can include older pictures to elaborate your points, but these will be considered “extras” and not a replacement for the new pictures that you must take for this assignment. It is the new pictures and your analysis of these pictures that will be graded.

Personal Biography
Along with the photojournal described above, on September 10th students will be required to turn in (via Sakai) a personal biography reflecting the conceptual foundations of this course. This biography is intended as a reflective piece vis-à-vis your personal understanding and experiences regarding these topics. Since each of us (including the course instructor and course TA’s) are at different places regarding our personal journeys, this assignment will not be graded based on participants achieving a personal “level” of awareness and experience. Nor is this assignment a referendum on whether you agree with the ideas laid out in your course readings or by the course instructor and course TA’s. Rather, as seen in the evaluative criteria below, the goal of this assignment is for you to think critically about your personal stance and experiences related to course topics, and where you would like to head moving forward.

Learning Outcomes and Evaluation Criteria
Learning outcomes for both the photoelicitation and personal biography assignments include:

- An increased understanding of conceptual foundations associated with social justice;
- An enhanced understanding of how one’s personal worldview informs their understanding of privilege, power, oppression and social justice;
- The ability to activate a personal philosophy that integrates personal experiences and academic knowledge
Each project component will be graded out of 50 points. Each assignment will be graded based on the criteria below.

<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
</tr>
<tr>
<td>Complexity of Thought &amp; Creativity</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not completed or lacks complexity of thoughts required for graduate-level work</td>
</tr>
<tr>
<td>Depth of Critical Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/or meaningful interpretations</td>
<td>Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</td>
</tr>
<tr>
<td>Appropriate Structure and Grammar</td>
<td>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and style errors</td>
<td>The final product suffers from problems associated with organization and structure and/or grammatical and style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors</td>
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</tbody>
</table>

4) **Personal Reflection Paper- 15%**

As a culminating assignment, at the start of the last class meeting (December 3rd), you are to turn in (via Sakai) a personal reflection paper that traces back to the two primary goals of your service learning experience. These goals (which we will emphasize over and over in class) are:

1) To maximize your positive impact at your service learning site (simply put, to do as much “good work” as possible)
2) To maximize your personal and professional growth as relates to your development as an agent of social justice

In order to explore these two goals, your paper should have three primary sections. The first section of this paper requires you to critically examine your service learning
work. Did you achieve your goals? Was your positive impact maximized? Why or why not? If you could go back in time at any point in this semester and change something that you did or did not do in order to maximize positive impact, would you do so and, if so, why? Finally, while it is neither necessary nor desired that you restate the contents of each of your blog posts, it is expected in this paper that you will reread these posts and provide commentary on how these posts strike you now that the semester is completed. Some of your reaction to these posts may also be relevant to the second section of your paper.

The second section relates to your personal journey during this semester as an agent of social justice. While, as with your blog posts, it is neither expected nor desired for you to go over your personal biography paper (turned in September 10th) line by line, it is expected that you will refer back to this paper as part of your analysis of your personal growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not?

Additionally, as you look at your blog posts, are there any lessons to be learned in terms of your personal and/or professional growth? The overall purpose of this section of your paper is to provide critical reflection on your personal growth during the term as you have grappled with challenging topics in your readings and in class and with challenging real-world situations through service learning.

The final section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should close by describing an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). You might choose to describe a way that you can make a positive impact at your primary service learning site (e.g., through your original contribution) or please feel free to describe a project that has no direct connection to this course. In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.

**Rubric to Assess Reflective Essays**

<table>
<thead>
<tr>
<th>DESCRIPTION OF EXPERIENCE</th>
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<tbody>
<tr>
<td><strong>NOVICE (UNACCEPTABLE)</strong></td>
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<tr>
<td>Student demonstrates limited ability to describe experience. Does not go beyond basic logging of activities/events.</td>
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<tr>
<td><strong>APPRENTICE (ACCEPTABLE)</strong></td>
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<tr>
<td>Student adequately describes activities/events and offers basic insight into personal experience.</td>
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<tr>
<td><strong>PROFICIENT (ACCEPTABLE)</strong></td>
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<tr>
<td>Student provides evocative and personal description of activities/events, with attunement to interpersonal dimension.</td>
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<tr>
<td><strong>DISTINGUISHED (TARGET)</strong></td>
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<tr>
<td>Student provides rich description of experience with its personal and interpersonal dimensions.</td>
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<tr>
<th>APPLICATION OF COURSE CONCEPTS TO EXPERIENCE</th>
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<tbody>
<tr>
<td><strong>NOVICE (UNACCEPTABLE)</strong></td>
</tr>
<tr>
<td><strong>APPRENTICE (ACCEPTABLE)</strong></td>
</tr>
<tr>
<td><strong>PROFICIENT (ACCEPTABLE)</strong></td>
</tr>
<tr>
<td><strong>DISTINGUISHED (TARGET)</strong></td>
</tr>
<tr>
<td>IMPACT ON STUDENT'S PERSONAL LIFE</td>
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<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>NOVICE (UNACCEPTABLE)</td>
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<tr>
<td>Student expresses a limited connection between experience and personal growth. Demonstrates little or no reflection on personal attitudes, perspectives, beliefs or behavior.</td>
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<tr>
<th>RESPONSIBILITY TO COMMUNITY</th>
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<tbody>
<tr>
<td>NOVICE (UNACCEPTABLE)</td>
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<tr>
<td>Student demonstrates limited awareness of personal responsibility to community.</td>
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<tr>
<th>CRITICAL THINKING</th>
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<tbody>
<tr>
<td>NOVICE (UNACCEPTABLE)</td>
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<tr>
<td>Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.</td>
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**Additional modifications:** Once a content grade has been assigned, your final score may still be modified based on poor grammar/spelling, poor editing/structure, inadequate length, and timeliness.

**Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor’s discretion):**

**August 27 - Introduction**

**Sept 3 - Partner Visits, Service Learning as an Outlet of Social Justice**
Guest speakers will include field supervisors and former Loyola school psychology service learning students from many partner service learning sites throughout metro Chicago.

Readings:
2) Britt, L. L. (2012). Why we use service-learning: A report outlining a typology of three approaches to this form of communication pedagogy. Communication Education, 61, 80-88. [Sakai]

Sept 10 - Conceptual Foundation: The Importance of Diversity and Personal Identity
Readings:
1) Section 1, RFDSJ
2) Shriberg, Song, Miranda, & Radliff- Chapters 1

Photoelicitation Project Due/ Personal Biography Due

Sep 17 - Ableism, Adultism, and Ageism
Readings:
1) Sections 8 and 9, RFDSJ
2) “UN Convention on the Rights of the Child (1989)” [Sakai]

Primary Service Learning sites selected

Sept 24 - Heterosexism and Transgendered Oppression
Readings:
1) Sections 6 and 7, RFDSJ

Service learning log check in

Oct 1 - Sexism
Guest Speakers: Jaime A. Gill, International Faith Director, Promoting Awareness Victim Empowerment (PAVE); Gina Bartucci, Loyola School Psychology Ph.D. alum and Purdue University Calumet Staff Therapist & Psychological Assessment Specialist
Reading: Section 5, RFDSJ

Service learning agreements due

Oct 8 - Religious Oppression
Reading: Section 4, RFDSJ

Oct 15 - Racism
Guest Speaker: David Stovall, Associate Professor of African-American Studies and Educational Policy Studies, University of Illinois-Chicago

Readings:
1) Section 2, RFDSJ

Oct 22- Classism

Readings:
1) Section 3, RFDSJ

Oct 29- Community Advocacy and Social Movements

Guest Speaker: Tanya Cabrera, Esq., Chair, Illinois Dream Fund

Nov 5- Working Towards Social Justice: School Psychology Perspectives Part I

Readings:

Nov 12- Working Towards Social Justice: School Psychology Perspectives Part II

Readings:
1) Shriberg, Song, Miranda & Radliff: Chapters 16, 17 [Sakai]

Nov 19- Working Towards Social Justice: Visions and Strategies for Change

Reading: Section 10, RFDSJ

Nov 26- No Class- Thanksgiving

Dec 3- Synthesis and Evaluation

Personal Reflection Paper Due
Service Learning: Documentation of at least 40 hours done
Original Contribution Due
Appendix A: Service-Learning Externship (non-credit)

Candidates in their first year of study must complete 75 hours of service prior to the completion of the M.Ed. Portfolio. The goal of these hours is to support candidates in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage candidates to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

The hours completed must involve service with children in an approved school setting or community agency. Please complete your hours at one of the sites listed in the service-learning packet you will receive when you start the program or seek approval for a different school setting or community agency from faculty via the service-learning coordinator. The hours must be verified by certified school or community agency staff. See the School Psychology website under “Forms” for appropriate documentation and time sheet forms.

Students must successfully complete a criminal background check (including fingerprinting) prior to serving in any school setting. The 75 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading. These 75 hours are also a prerequisite for beginning the Practicum in the second year of the program.
Appendix B: Service-Learning Agreement
(Student is responsible for filling out ENTIRE FORM and retrieving required signatures. Please PRINT CLEARLY.)

Student Name: ___________________ Phone: ___________________ LUC E-mail: ___________________ 
Course and Section: ___________________ Instructor: ___________________ Semester: ___________________
Site/ Organization: ___________________ 
Department/Program: ___________________ Position: ___________________ 
Supervisor Name: ___________________ Supervisor Title: ___________________ 
Supervisor E-mail: ___________________ Supervisor Phone: ___________________ 
Starting Date: __________ Ending Date: __________ Projected Total Hours of Service: __________

| LEARNING OBJECTIVES (see the course objectives in your syllabus; discuss with site supervisor also) |
| What do you hope to learn about the community, the organization, social issues, as related to your course? |
| 1. ____________________________________________________________________________ |
| 2. ____________________________________________________________________________ |
| 3. ____________________________________________________________________________ |

Student Agreement: In my service-learning commitment to the above named organization, I agree to:
  a) Attend an orientation or training, and serve my scheduled hours, as agreed upon with my site supervisor;
  b) Contact my site if I am unable to make my normal scheduled hours;
  c) Act in a professional manner, serving as a member of Loyola University Chicago and the community;
  d) Complete all required paperwork and assignments related to this service-learning project;
  e) Notify my site supervisor if there are any problems I am having at my site;
  d) Keep track of my hours and complete the required number of service hours for the course.

_________________________________________  ____________________________
Student Signature  Date

Site Supervisor Agreement: As a community partner of Loyola University Chicago, I agree to:
  a) Acknowledges service work is being done for course credit and discuss learning objectives with the student;
  b) Provide the normal training and supervision provided for any volunteer service;
  c) Place students in service work that is complementary to their course work;
  d) Be available to discuss problems and communicate agency information;
  e) Keep in contact with Loyola staff / faculty member and provide feedback on student performance.

_________________________________________  ____________________________
Site Supervisor Signature  Date

Faculty Agreement: As the faculty member utilizing service-learning at Loyola University Chicago, I agree to:
  a) Provide guidance to help students relate service work with course work;
  b) Provide reflection opportunities and assignments to allow students critical reflection on community issues;
  c) Communicate with students regarding service work on an on-going basis;
  d) Keep in contact with Center for Experiential Learning staff to discuss any problems or issues.

_________________________________________  ____________________________
Faculty Signature  Date
Appendix C: Service-Learning Log Sheet

Name: _________________________________

Service-Learning Log

*Please enter the responsibilities and duties you have performed during your service-learning experiences on the lines provided. Pay close attention to what you have accomplished and what you have learned during your service experience.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Work Completed</th>
<th>Site Supervisor signature</th>
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