ELPS 425: Student Affairs Profession in Higher Education
Fall 2016 Course Syllabus
Monday, 7-9:30 p.m.
Water Tower Campus – Corboy Law Center 326

Instructor Information

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Course Description

What are you getting your Master’s degree in? Oh, so you’re going to teach?

How do these questions make you feel? How do you answer such questions?
What is Student Affairs? What does this profession entail? Are student affairs professionals institutional administrators or are they educators? How are you constructing your vocational identity in the field of student affairs in higher education?

This course is an introduction to the professional field of student affairs in higher education. It emphasizes the roles that student affairs professionals serve to promote the intellectual, social, moral, ethical, spiritual, emotional, and physical development and well-being of students. Student affairs educators carry out their professional obligations by actively seeking collaborative relationships with each other across units, with students, faculty, and others on and off the campus in order to design, support, maintain, and/or change campus environments to optimally support student learning, wellness, and development. At the same time, dramatic developments in higher education, from an affordability crisis and student loan bubble to MOOCs and for-profit ventures, are challenging the relevance and purpose of the profession.

This course is designed to facilitate an open, scholarly, and self-reflexive exploration of professional identity within the broad and diverse student affairs field. You will be challenged to examine and to personally reflect on the basic "Who, What, Why, When, How and Where" questions that, when taken together, provide a comprehensive portrait of the student affairs profession in higher education. Some of the questions that will guide our explorations include:

- Who are student affairs professionals? Whom do they work with and serve?
- What do student affairs professionals do? What functions do they typically perform on the campus? How might their work vary both from one functional unit to another on the
same campus and from one campus to another? What types of student affairs positions most appeal to you? Why? What do you want to accomplish as a student affairs professional? Why? What is the future of higher education given the changes taking place?

- Why do student affairs professionals strive to do what it is they do? What principles inform and drive their professional practice? What goals, values, beliefs, and assumptions are deeply held? What values and beliefs do you hold that will shape or influence your work with students? What factors have influenced these beliefs? What currently motivates you to consider a career in the field of student affairs administration?

- How do student affairs staff members perform their duties and achieve their goals? What competencies, skills, and dispositions (i.e., values, attitudes, etc.) are needed to effectively advise, counsel, lead, advocate, manage, and educate? What roles are a good fit for you? Why? What "gaps" exist in your own knowledge and skills that you hope to address? How will the student affairs profession respond to changes in higher education?

- Where do student affairs professionals accomplish their important work? With what resources and tools? How can student affairs staff collaborate effectively with each other and with faculty on the campus? What leadership is required? With what groups on campus are you currently most comfortable working? Why? What kinds of institutions of higher learning most attract you? Why?

Guided by these questions, we will construct a richer and fuller appreciation for and understanding of the work of student affairs professionals in higher education, so you can begin articulating your own philosophy of practice in the field. You will be challenged throughout the course to reflect on what professional identity and vocation mean for you. It is important to remember that your past, current, and future experiences will collectively shape your evolving understanding of your professional role. This course will support you in developing and refining the skills, knowledge, and dispositions needed to continuously reflect on your own values and beliefs as they relate to the work of student affairs.

**Outcomes & Objectives**

*Learning Outcomes*

Students will expand their knowledge about the history, philosophy, values, functions, environments, challenges and trends fundamental to the student affairs profession. They will also reflect on and apply principles of social justice, diversity, equity, service, and holistic student development to the exploration and articulation of their own philosophy of student affairs.

Upon completion of this course, students will be able to:

1. Articulate their personal motivations, values, and philosophy in the practice of working with college students and/or research in the field of student affairs.
2. Reflect on and assess their professional competencies for practice.
3. Consider philosophical and ethical values of the student affairs profession.
4. Gain a stronger comprehension of the ways student affairs professionals apply theory and research to practice.
5. Understand the student affairs practice as a potential site for the advancement of social justice.
6. Describe how differences in institutional missions, organizational patterns, funding sources, faculty orientations, student characteristics/goals, and teaching and learning climates can significantly impact the focus, practice, and work of student affairs staff on particular campuses.
7. Be exposed to the range of lifelong learning opportunities, including professional associations, available to student affairs professionals.
8. Consider contemporary financial, organizational, social and other challenges facing the profession.

**IDEA Objectives**
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Acquiring skills in working with others as a member of a team

**School of Education Conceptual Framework**

*Social Action through Education*

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action through Education.” This framework, and its emphasis on the importance of diversity, is consistent with the design and content of this course. Accordingly, this course will challenge students to engage in critical self-reflection about their professional identity and the role that the field of student affairs can play in the advancement of social justice and diversity in higher education.

**Institutional Policies & Philosophies**

*Diversity*

This course will explore the many ways in which the diversity of institutional types, group and individual identities and experiences shape the field and profession of student affairs. Over the last half century, social, political, and economic changes have resulted in an ever-increasing diversity of students, faculty, and administrators within higher education, which is characterized by a complex diversity of institutional types and missions. While enriching the cultural and intellectual environment on campuses, demographic and social changes bring both challenges and opportunities for the field of student affairs and student affairs professionals to address the range of students’ educational and developmental needs. Students in this course will explore and reflect on how diversity and social justice shape their identities as scholars and practitioners.

*Technology*

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool to engage students outside of the classroom setting. Additionally, both course delivery methods and student assignments draw on a range of
technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Readings

Required Texts


Recommended Text


CAS Standards for Student Affairs - [http://www.cas.edu/index.php/standards/](http://www.cas.edu/index.php/standards/)

Additional Resources

www.myacpa.org American College Personnel Association

www.naspa.org National Association of Student Personnel Administrators

www.studentaffairs.com Student Affairs Compass

www.chronicle.com *The Chronicle of Higher Education*

www.insidehighered.com *Inside Higher Education*

http://diverseeducation.com/ *Diverse Issues in Higher Education*

Expectations & Requirements

*Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.*

- Paulo Freire, Pedagogy of the Oppressed

Learning is a shared and communal process of dialogue. As an educator guided by Freirean principles of pedagogy, I will facilitate this class as a learning community. Within this learning community and its spaces (i.e. classroom, Blackboard, email), I expect us all to respect the diversity of knowledge assets – experiential, intellectual, and cultural – present and represented. Accordingly, students are expected to:

- Be fully engaged as collaborators in the progression and development of the class.
- Critically read assigned readings prior to each class.
• Be in attendance at each scheduled class and present for class dialogues.
• Actively engage in small and large group discussions in class and online in a thoughtful, informed, and professional manner.
• Be open to reflect on and learn from other perspectives presented in class especially if they differ from yours.

Other expectations in class are as follows:

Cell Phones/ On Call
If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. Texting and/or instant messaging are not allowed during class as a matter of respect to the learning community. Additionally, taking notes or referring to readings on your cell phone presents a distraction to the class. Please do not use your cell phone for anything other than to receive an emergency call.

Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Laptops and Internet Usage
Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, social network applications, etc., during class communicates disrespect to the rest of the class community, and are not permitted.

Email/Sakai
Email will be used as the primary mode of correspondence for this course. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai may be used as a source to update the class about course material and to distribute notices about class.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. All papers should be submitted in APA 6th edition format. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you wish to improve your writing skills, please consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Assignments
The series of assignments in this course present an opportunity for growth. The assignments are also meant to evaluate your progress along the course objectives.

It is your responsibility to complete and turn in assignments by the time specified in the course syllabus and in the manner specified in the directions provided. Assignments are expected to be turned in on time, so please plan appropriately to avoid unnecessary penalties. **Late assignments will not be accepted.**

Students are expected to submit assignments via Sakai. If you are late in submitting your assignment, the Sakai website will not accept your assignment.

*Please follow the instructions provided for each assignment.* This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor or teaching assistant regarding any questions associated with assignments.

**NOTE:** Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, *the suggested length does not include the title page, abstract, or reference pages.* All papers should be in Times New Roman, 12 point font, double-spaced, with 1-inch margins, unless otherwise specified.

**Evaluation & Grading**
- Class Engagement: 10%
- Engaged Scholarly Discussion: 15%
- Practitioner interview and paper: 25%
- Conference proposal & presentation: 25%
- Final Paper - Professional Philosophy: 25%

*Evaluation rubrics for assignments are available on Sakai.*

**All due dates for assignments are firm. No late assignments will be accepted.**

**Dispositions**
All students in the course will be assessed across the following dispositional areas: Professionalism, Fairness, and the Belief that all students can learn. The rubric can be found in Appendix A of the syllabus and the assessments will be conducted at the end of the semester through LiveText.

**Class Engagement (10%)**
Because your participation and completed assignments are integral to the success of the course, please email the instructor and TA in advance if for some substantial reason you will be unable to attend class. If you miss more than two class sessions, you may only be eligible for a maximum grade of “B-” in the course.

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<tr>
<th>Evaluative Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
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<tbody>
<tr>
<td>Promptness</td>
<td>Arrives on time for class and is prepared to</td>
<td>Occasionally late to class,</td>
<td>Demonstrates a pattern of lateness,</td>
<td>Consistently late to class, does not return</td>
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<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>
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<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>
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<tr>
<td>General Engagement</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or in-class and online discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or in-class and online discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/or in-class and online discussions; Addresses core issues in activities and/or discussions quickly and shifts to personal conversations or off-topic material</td>
<td>No contributions are offered</td>
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<td>Gate-Keeping</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
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<td>Listening/Attending Skills</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</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening;</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
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Engaged scholarly discussion (15%)
During the first class, each student will sign up for a class session where you will be responsible for leading a 60 minute discussion and/or activity related to that day’s assigned readings with at least one other student. As student affairs professionals, you will be expected to be aware of current events and social developments, consider how they may affect learning communities and students’ lives, and engage in reflexive dialogues about them. As such, this assignment is intended to provide you with practice in facilitating and participating in intentional dialogues.

DUE: At least 48 hours prior to the class session. Identify one relevant cultural artifact (e.g. Youtube video, music clip, movie clip, blog post, etc.) OR one article from a reputable news media source (e.g. Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, NY Times, Washington Post, etc.) published within the last year and post it on Sakai.

Along with the artifact/article, include a brief description of why you selected the artifact/article along with 2 or 3 questions related to the topic for the class to consider. Be sure to incorporate the artifact/article you chose into your in-class facilitation.

To post to the class Sakai website, go to “ESD Forums,” click on “Engaged Scholarly Discussion Postings,” and “Start a New Conversation.”

All students are also expected each week to read and respond to the week’s postings on the Sakai site, by 12 noon CST on the day of the respective class meeting. This aspect of the ESD activity is meant to prompt students to engage in the intentional dialogue, apply the assigned readings to peer-selected artifacts and discussion prompts, and demonstrate an understanding of the assigned texts within a specific context.

ESD leaders are highly encouraged to discuss their ideas for their scheduled session with the teaching assistant or instructor.

Practitioner Interview and Paper (25%)
Due: October 17, 7 p.m. on Sakai
Page limit: 10 pages

Together with one other classmate, you are expected to interview a student affairs practitioner/leader (at least mid-level, i.e. director and above) with whom neither of you has worked. The purpose of the interview is to learn about a student affairs educator’s professional journey, various factors that have influenced their career development, and how they may have intentionally shaped their careers.

Based on the interview, and through sharing with each other about your own personal journeys as emerging professionals, write and submit a paper addressing the following:
  • How do student affairs professionals decide to pursue careers in student affairs?
• What are some strategies for persisting and being successful in the field?
• What are some key challenges facing student affairs professionals?
• Compare and contrast your interview subject’s professional journey with your own.
  o In what ways are your experiences similar or different?
  o How might institutional type, positionality, and social identities factor into the similarities or differences between your experiences?
• How might what you have learned from the interview and reflection process inform how you shape your development as a student affairs professional?

These listed questions are not meant to be an outline for the assignment. Successful papers will clearly and intrinsically address the questions raised, but will also be well-organized around a central thesis. They will also present cohesive ideas in a logical flow. Finally, they will integrate ideas from the interview, students’ personal perspectives on their own experiences, and course readings.

In class on September 12 and/or September 19, we will collectively develop ideas for specific interview questions, identify potential interviewees, and discuss interview ethics and approaches.

Conference proposal & presentation (25%)
Due: November 14, 7 p.m. on Sakai

In groups of 3-4, you are required to write a conference proposal addressing a topic/question relevant to emerging student affairs professionals interested in advancing social justice. In drafting your proposal, please follow the ACPA 2017 general program submission worksheet.

You are highly encouraged to ask current practitioners in the field for help in developing ideas for proposal topics. The proposal should be done in a similar fashion to what you would see at a national conference. The guidelines from ACPA and NASPA proposals will be provided to guide the drafting of your proposals and your presentations. They will also be used as the basis for this assignment’s grading rubric.

Each group will also be required to implement a 20-minute class presentation based on their proposal. Although ACPA and NASPA programs are often each allotted approximately 1 hour, we will not have enough time to mirror this time allocation. Therefore, each group will have 20-minutes to present a selected aspect of the program they have outlined in the written proposal.

Good resources for successful program proposal writing:
  • http://www.naspa.org/events/program-submission-guidelines
  • http://convention.myacpa.org/columbus2017/programming-resources/

Sixty percent of the total possible points (25) of the grade will come from the instructor and TA’s evaluation of your written proposal according to the rubric found on Sakai.
The remaining 40% of the grade for this assignment will come from a peer evaluation form that will assess the following:

- Practical value of presented content
- Effective use of visual aids
- Flow of presentation
- Relevant creativity
- Achievement of intended learning objectives

Final Paper: Professional Philosophy (25%)
Due: December 5, 7 p.m. on Sakai
Page guidelines: 8-10 pages

Draft your own Student Affairs philosophy based on course material, personal reflections, discussions with other professionals, activities from the semester, and research of the scholarly literature. The purpose of this culminating assignment is to allow students to demonstrate their development of a personal philosophy in approaching a career in student affairs. The paper should address the following:

- What is the purpose of the student affairs profession?
- What principles will guide your practice, and why?
- How will you strategically shape your student affairs career to advance your ideal principles of student affairs?
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<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments Due</th>
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</table>
| 8.29 | Introduction – Overview of Class  
- Course expectations/overview  
- Importance of communities of praxis – setting up community groups  
- What is student affairs?  
- Why student affairs?  
- Educator or administrator?  
Required reading  
*The strategic guide to shaping your student affairs career* – Chapter 1  
*Contested issues in student affairs: Diverse perspectives and respectful dialogue* – Chapter 1  
**Announce raffle for ACPA registration.** |
| 9.5  | Labor Day – No Class  
Enjoy the holiday, but remember this holiday was brought to you by the U.S. movement for workers’ rights. Don’t forget, educators are workers in an economic system too! |
| 9.12 | Foundations: A Learning and Knowledge Profession  
Required readings  
*Student services: A handbook for the profession* (5th ed.) – Chapters 4 & 5  
*Contested issues in student affairs: Diverse perspectives and respectful dialogue* – Chapters 2-4  
| 9.19 | Praxis: Theory and Practice in the Profession  
Required readings  
*Student services: A handbook for the profession* (5th ed.) – Chapters 8 & 29 |
<p>|  |  | ESD 1 |</p>
<table>
<thead>
<tr>
<th>9.26</th>
<th>Campus Contexts and the Profession</th>
<th>ESD 2</th>
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<tr>
<td><strong>Required readings</strong></td>
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<td><em>Student services: A handbook for the profession (5th ed.)</em> – Chapters 2, 3 &amp; 13</td>
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<th>10.3</th>
<th>Developing Key Competencies in the Profession</th>
<th>ESD 3</th>
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<tbody>
<tr>
<td><strong>Required readings</strong></td>
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<tr>
<td><em>The strategic guide to shaping your student affairs career</em> – Chapters 2 &amp; 6</td>
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<td><em>Student services: A handbook for the profession (5th ed.)</em> – Part V overview &amp; Chapter 27</td>
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<td><em>Contested issues in student affairs: Diverse perspectives and respectful dialogue</em> – Chapters 12 &amp; 20</td>
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<td><strong>Suggested readings</strong></td>
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*Mid-semester course evaluations

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Required readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10.10</td>
<td>Mid-Semester Break</td>
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<td>10.17</td>
<td>Lifelong Learning and Self-care in the Profession</td>
<td><strong>Required readings</strong>&lt;br&gt; <em>Student services: A handbook for the profession</em> (5th ed.) – Chapter 18&lt;br&gt; Self-Study video - <a href="http://videos.myacpa.org/the-different-styles-of-self-study">http://videos.myacpa.org/the-different-styles-of-self-study</a>&lt;br&gt; <em>The strategic guide to shaping your student affairs career</em> – Chapters 4 &amp; 8&lt;br&gt; <em>Contested issues in student affairs: Diverse perspectives and respectful dialogue</em> – Chapters 23 &amp; 24</td>
<td>ESD 4  Due: Practitioner Interview Paper</td>
</tr>
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</table>
| 10.31 | **The Profession, Student Cultures and Challenges**  
(part 2)  

**Required readings**  
*Contested issues in student affairs: Diverse perspectives and respectful dialogue* – Chapters 13, 15-19  

**Suggested readings**  


| 11.7 | **Organizational Cultures, Structures, and Leadership in the Profession**  

**Required readings**  
*Student services: A handbook for the profession* (5th ed.) – Chapters 15 & 16  

*Contested issues in student affairs: Diverse perspectives and respectful dialogue* – Chapters 14, 21, & 22  


<p>| ESD 6 | ESD 7 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Required Readings</th>
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<tr>
<td><strong>11.14</strong></td>
<td>Presentations</td>
<td>Due: Conference Proposal Paper</td>
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</table>
| **11.21** | Case Study and Panel – Technology | Required readings  
Suggested reading  
*Student services: A handbook for the profession* (5th ed.) – Chapter 30 |
| **11.28** | Case Study and Panel – Budget Cuts and Funding | Required readings  
*Student services: A handbook for the profession* (5th ed.) – Chapter 17 |
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<th>12.5</th>
<th>Reflection, Evaluation, Closure</th>
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<td></td>
<td><em>The strategic guide to shaping your student affairs career – Chapter 3</em></td>
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| Due: Final Paper |  |
## Appendix A

### Professional Dispositions

#### Higher Education Program

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (Above average)</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>initiatives, and show leadership qualities in professional settings</td>
<td>deadlines, and being open and responsive to feedback</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student dresses in an appropriate manner</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and act inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active</td>
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<td>listening skills</td>
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<td>Student is able to accept supervision</td>
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<tr>
<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
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<tr>
<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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</table>
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/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://luc.edu/education/syllabus-addendum/).

Syllabus Addendum Link
- [www.luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

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

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