Course Introduction
“Urban education” is both a very accurate term and a misnomer. Urban education is, in plain language, schooling that takes place within urban areas. Still, many associations with the term involve underperforming, underfunded and lawless schools, struggling (or unmotivated) teachers, teacher unions at odds with district administrators and elected officials, dysfunctional districts and disadvantaged students. While these phenomena are definitely part of the world of urban education, they make up only a part of it (also, these phenomena are not limited to urban communities). The sociological perspective on cities, and on city schools, requires us to look broadly at what is involved in urban education now and over time. Such an examination of city schools’ complex ecology must consider the history of schooling in cities, urban demography and politics, and how urban educational policy is developed and implemented. In this context, one can take a more measured approach to understanding contemporary phenomena such as graduation rates that are lower than the nation’s average, the proliferation of charter schools in cities and the increasing emphasis on student test scores as a component of teachers’ performance evaluations. We will consider schooling in a number of American cities including Chicago, a city with a rich and complicated history of school reform and the topic of a number of excellent studies of urban education.


**Essential Questions**
As the instructor, I assume that each student brings her or his own questions to this course and will pursue answers to those questions. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, your own questions. In addition, the following specific questions (to which I refer as “essential questions”) will guide our inquiry this semester:

- How does the urban setting—the “urban” in “urban schools”—impact teaching and learning?
- To what degree do urban educational policies and reform efforts acknowledge, incorporate and address the characteristics of urban schools and their settings?

**School of Education Conceptual Framework**
This course applies the School of Education’s Conceptual Framework—Social Action through Education—in its consideration of how we as educators and educational researchers engage with complex social environments (demographic, political, economic, professional and organizational) with a focus on equity and social justice as we develop, analyze and carry out urban education policy. Our pursuit of this course’s essential questions (listed above) should further develop students’ abilities towards these ends. The School of Education’s conceptual framework is described here in greater detail: www.luc.edu/education/mission/

As part of our CEPS curriculum, you will be assessed on *Conceptual Framework Standard 1: Candidates critically evaluate current bodies of knowledge in their field*. Your knowledge in this area will be evaluated via Assignment 4: Board Meeting Paper, which you will submit via Sakai and Live Text. Students who are not enrolled in a School of Education program will not submit the assignment via Live Text. CFS1 will be evaluated per the following rubric:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
</tbody>
</table>

*CFS1: Candidates critically evaluate current bodies of knowledge in their field.*

- Evaluative measure is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
- Depth of analysis is limited to or generally comprised of identification of strengths and weaknesses of current bodies of knowledge in the field
- Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct current bodies of knowledge in the field
- Depth of analysis reflects exceptional ability to adopt and apply critical perspectives that deconstruct and reconstruct current bodies of knowledge in the field

**Course Goals**
Given this course’s focus and essential questions, my goal as your instructor is to provide you with analytic tools that will help you to study and make sense of urban schools and efforts to influence them. As such, this course’s specific goals are that:

- Students will be able to analyze and critically evaluate ideas, arguments, and points of view related to urban education by placing them in historic, political and demographic
context, and by employing policy analysis skills. (This goal will have students analyzing issues in urban education during class discussions as well as through observational and written assignments.) Students will expand their factual knowledge of contemporary events, issues and movements in urban education. (This goal will have students learning about a variety of relevant events, issues and efforts to impact urban schools and school districts.)

- Students will learn to apply course materials and experiences to improve their thinking, problem-solving and decision making about practice and research in urban education. (This goal will have students identifying an issue of concern to them, and doing independent research resulting in a paper.)
- Students will develop their ability to collect, synthesize and communicate information about urban education. (This goal will have students identifying an issue of concern to them, and doing independent research resulting in a paper, and also going out into the field to observe public education in action and writing about what they see.)

**Diversity**

In support of the SOE Conceptual Framework, this course honors and respects diversity within our class group, in class topics and in class discussion. Class participants are encouraged to engage intersectional social identities (e.g., class, gender, ethnicity, race, sexual and gender identity, and age) through our collective inquiry. As an instructor, I ask that all participants respect the diversity of identities, views and experiences in our class, and agree to engage respectfully of one another at all times. If, at any time, you have concerns about your ability to safely express your social identity, views or experiences in class, please do not hesitate to contact me.

**Assigned Texts**

The following texts are required for this course. All are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson).


Other readings are either available through LUC’s electronic library holdings or as PDF documents posted on LUC’s Sakai website (designated as “Sakai”), and are listed below by the week in which they are assigned, or via the internet (with a link provided on this syllabus). Links sometimes change after the time of the syllabus’ publication; please inform me if a link does not work so that I can provide a correct link to all class members.

Assessments of Learning and Course Grade
This course’s assignments seek to build your practical and analytic understanding of urban schools through a number of channels. Assessments of learning include papers whose topics I select, papers whose topics students select, and observations that inform reflection papers. The assignments and the proportion that they contribute to your final grade are as follows.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Urban Education Autobiography</td>
<td>1/24</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 2: Classroom Observation Paper 1</td>
<td>2/12</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Assignment 3: Policy/Initiative Analysis Paper</td>
<td>2/21 (topic)</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>4/23 (paper)</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 4: Board Meeting Paper</td>
<td>3/26</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Assignment 5: Classroom Observation paper 2</td>
<td>5/2</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Attendance</td>
<td>-</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>-</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
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</table>

Assignments, attendance and participation total to 100 points, and final course grades will be determined using the following scale:

- 93-100     A
- 90-92      A-
- 87-89      B+
- 83-86      B
- 80-82      B-
- 77-79      C+
- 73-76      C
- 70-72      C-
- 67-69      D+
- 63-66      D
- 60-62      D-
- 59 or below F
Assignment descriptions (including grading criteria): 

Assignment 1: Urban education autobiography
See description under materials for second class meeting (1/24). Graded on a credit/no credit basis, with credit given for students who bring the letter to class with them and complete all of the required elements.

Assignment 2: Classroom observation paper 1
For this assignment, you are required to conduct a thorough observation in an urban classroom, located either within Chicago or in another urban district that meets the Council for Great City Schools eligibility criteria. This school can be private, charter or public, and can range from pre-K to 12th grade, and I am glad to help you locate a school. You will be writing two papers based on your single observation, so it is of critical importance that you observe very thoroughly and take meticulous, detailed field notes. Discussion of field note taking will take place early in the semester.

For this first paper, please plan to observe a classroom for 30-45 minutes.

When you go to the school, please make note of everything you see and hear, including what you observe during your approach to the school, entering the school, finding the classroom (via the school office and/or hallways), and leaving the school. While in the classroom, please take notes on the classroom’s physical appearance (including but not limited to the classroom’s arrangement, learning materials, student work on walls and bulletin boards), the individuals present in the classroom, the interactions between students and teachers (including but not limited to instruction). Please also make note of connections to urban demographic trends, connections between what you see and the history of education in urban areas in general and, more specifically, in Chicago. Please answer at least one of the following questions in your paper (so, these are good questions to keep in mind when you are observing):

- What, if anything, makes this classroom urban? (Feel free to approach this question critically, in the spirit of Buendía’s article or other pieces we’ve read on cities and urban schools)
- What evidence of the history of urban education and/or education in Chicago is evident in this classroom? (Connecting to Tyack, Kantor & Brenzel, Cuban, Cucchiara and/or Chicago area readings)

Grading criteria for this paper are:
- Makes clear, thoughtful connections to course readings: 5 points
- Claims are substantiated with evidence from classroom observation: 5 points
- Clarity of written expression, follows conventions of grammar, well-organized: 2.5 points

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1 These criteria are: “School districts eligible for membership must be located in cities with populations over 250,000 and student enrollment over 35,000. School districts located in the largest city of any state are also eligible for membership, based on urban characteristics. If the Board of Education has jurisdiction over areas outside the central city, then the enrollment of those areas may also be included for purposes of eligibility, but the population outside the central city shall not.” Retrieved from http://www.cgcs.org/domain/24.
Your paper should be 2-4 pages in length, and is due at 10:00 p.m. on Sunday, 2/12 via Sakai. Please turn in your transcribed field notes and any sketches of the classroom that you draw. Your assignment will be considered complete when both the paper and field notes are submitted.

Assignment 3: Policy/initiative analysis paper
Topic choice due 2/21 (10 pm), Paper due 4/23, 10 pm via Sakai. There are two options for this paper.

Option 1 (Highly structured): This topic is intended for people who are still learning the art of crafting a longer research paper, who want a semi-guided experience of analyzing an urban education policy’s or initiative’s context and how it influences policy selection and implementation, or who just like the assignment.

Choose a specific educational initiative happening in a specific urban district (using the Council for Great City Schools criteria (see footnote 1 in this syllabus) for selecting a district, or, if you prefer to do research on schooling in a city outside of the U.S., a city that meets these criteria as closely as possible, determined in consultation with me). Your selection may be current or historical, as long as you have sufficient resources to inform your paper. Some examples (which you may use, but which are not intended to limit your choice) include: The movement to return to an elected school board in Chicago, homeless education initiatives in San Diego, resistance to school closures in Newark, NJ, parents’ and students’ organization to contest urban districts’ use of standardized testing, the role of teacher evaluation in teacher union contracts in any number of cities, including Baltimore, Boston and Chicago, or the proliferation of charter schools in Detroit and/or New Orleans, where more than half of the cities’ students attend charter schools.

Please write a 10-15 page paper (double-spaced, 1” margins, 12 point font) in which you address all of the following points:

- Please describe the initiative/policy’s basic characteristics: Who it targets, what it provides, and what its intended outcomes are (15% of grade).
- The initiative’s/policy’s origins (How did it come to be? Who brought it to the city/district? Was its initiation wanted, contested, both?) (15% of grade)
- Assumptions built into this policy (5% of grade)
- Recent historical, political and/or economic contexts that you think are pertinent to the initiative/policy (15% of grade)
- Relevant demographic trends in the city (e.g., population increases, decreases, or proportional shifts relative to race, ethnicity, language or immigrant status) that you think are pertinent to the initiative/policy (10% of grade)
- Given the initiative’s/policy’s basic characteristics (#1), origins (#2), assumptions (#3) and context (#4 and 5), what outcomes do you anticipate? Will the policy be able to unfold as intended? What potential resources or obstacles can you identify? If you are considering a historic case, you can look instead at intended and unintended outcomes, contextual influences, and resources and obstacles. Please make sure that this aspect of your paper connects to your paper’s earlier sections (20% of grade).
- Quality of writing: the degree to which your paper is well-organized (including a thesis paragraph with an identifiable argument, body paragraphs/sections that articulate your
findings, and a summarizing conclusion), clearly written (with accessible language that effectively conveys your findings and points), and error-free. (20% of grade)

Your paper’s grade will be based on how completely you address each of the above points. Your responses will need to be informed both by class readings and by the research you conduct on your chosen topic. Please incorporate at least 6 sources of empirical information on your chosen topic (e.g., journalistic accounts, research literature, census data and/or historic narratives). 2.5% of your course grade (separate from your paper grade) is dedicated to your submitting a 1-2 paragraph email by 5 p.m. on Sunday, 2/21 in which you inform me of your chosen topic and how you plan to study it (e.g. what kinds of resources you will use).

Option 2 (Less structured): This option is intended for students who have specific interests in urban education AND who feel comfortable developing a thesis-driven paper that goes beyond reviewing available literature, making an original argument based on their analysis.

Develop a paper topic of your choice that is clearly connected to urban education (again, using the Council for Great City Schools criteria if you are focusing on a particular city). This project demands more student initiative and independent structuring of the paper, and will require more extensive research and preparation to submit the 1-2 paragraph proposal, in which you inform me of your chosen topic and how you plan to study it (e.g. what kinds of resources you will use), which is due on 2/21 at 10 pm. This paper will be graded according to the following rubric.

<table>
<thead>
<tr>
<th>Content</th>
<th>Possible Points (Out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument clarity and coherence: An original argument (that draws from your research and analysis) is clearly stated and builds throughout the paper in a fashion that is steady, well-developed and easy to follow.</td>
<td>25</td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>20</td>
</tr>
<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence</td>
<td>10</td>
</tr>
<tr>
<td>Topic and resources used connect clearly to the topic of urban education</td>
<td>10</td>
</tr>
<tr>
<td>Quality of writing</td>
<td></td>
</tr>
<tr>
<td>Writing is clear and easy to understand, even if concepts communicated are complex.</td>
<td>15</td>
</tr>
<tr>
<td>Paper is well-organized, and is broken into sections that mirror the procession of the author’s argument.</td>
<td>15</td>
</tr>
<tr>
<td>Conventions of writing are followed (spelling, grammar, sentence structure, punctuation, citations).</td>
<td>5</td>
</tr>
</tbody>
</table>

This paper (option 1 or 2) is due on Sunday, April 23 at 5:00 p.m. All students will have the opportunity to revise this paper (using the track changes function in Microsoft Word); revisions will be due May 5.
Assignment 4: Board meeting paper
For this assignment, students are required to watch (via internet video, accessible at http://www.cpsboe.org/meetings/past-meetings) or attend in person, the February 22 or March 22 Chicago Public Schools Board meeting, which begins at 10:30 am, and will be located at the CPS offices, 42 W. Madison Street (Board Room, Garden level), Chicago. Advance registration to attend (usually available 8 days before meeting, beginning at 8 am) is recommended at www.cpsboe.org. If you attend the meeting in person, please keep notes that make it possible for you to write a brief reflection paper and for you to discuss your impressions in class. This paper should be 2-4 pages in length. Please address at least 3 of the following points in it:

• How did you see forms of urban school governance represented?
• How, if at all, was the distribution of educational resources addressed or otherwise evident?
• How were different constituencies—such as teachers, students, parents, Chicago residents, Chicago businesses—represented?
• How, if at all, was teaching addressed (e.g., instruction, curriculum, teacher performance evaluation)?
• What surprises did you encounter?

Grading criteria for this paper are:
• Makes clear, thoughtful connections between meeting and course readings about urban school governance and urban education policy: 5 points
• Claims are substantiated with evidence from board meeting (direct quotes and/or rich description): 5 points
• Clarity of written expression, follows conventions of grammar, well-organized: 2.5 points

This paper is due on Sunday, 3/26 at 10:00 p.m. (Please submit on Sakai).

Assignment 5: Classroom observation paper 2
Now that you have learned much more about urban education policy, I’d like you to return to your classroom observation and put it more in context. Given this course’s recent class topics (e.g., teaching in the city, urban school governance, school-parent partnerships, school safety and discipline, school choice, charter schools, school turnarounds, school closure), please consider what policy issues were present in the classroom that you observed.

Grading criteria for this paper are:
• Makes clear, thoughtful connections to course readings about urban education policy: 5 points
• Claims are substantiated with evidence from classroom observation: 5 points
• Clarity of written expression, follows conventions of grammar, well-organized: 2.5 points

This paper is due at 7 pm on Tuesday, 5/2 via Sakai.
About written assignments

Paper length
Please adhere to the stated page length requirements (which do not include reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. I reserve the right to return papers that exceed the stated maximum length, requesting revision.

Reference lists and citation
Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA, but if you use another style (such as MLA), that is fine as well.

Submission of assignments
Please submit all written assignments by uploading them to the appropriate link on this course’s Sakai page.

Due dates
As your instructor, I expect timely submission of assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances (medical emergency, health concerns) please contact me before the assignment is due and we will negotiate a workable date. If you do not make arrangements with me before the assignment’s due date, late assignments’ grades will be reduced by one-third of a grade (3%) per day. Written assignments turned in on the due date, but after the due time, will be considered late unless prior arrangements have been made.

Assignment revisions
You are allowed 1 week from when your graded assignment is returned to revise any written assignment (except for the policy/initiative analysis paper, which has a specified revision due date, and observation paper 2, which is due so late in the semester that revisions are not possible given LUC’s final grade due date). Please note that submitting a revision does not guarantee you a higher grade. Please revise your assignments using the track changes function in Microsoft Word, so that I can clearly see where you have revised your original work. If you do not revise in track changes, I will not be able to grade your revision.

Class Attendance
Since this class is discussion-based, your attendance at each session represents a critical part of your learning. Full attendance credit is given for full class attendance (arriving class meetings on time, staying throughout the class, returning promptly from any class breaks), with partial credit awarded for partial attendance. Attendance represents 10% of your course grade, and is calculated based on the percentage of class meetings you attend.

Please notify me in advance if you must miss part or all of any class meeting. You will still be held responsible for all assigned readings, due dates for assignments, and course requirements or
updates discussed in class. Please check in with one of your colleagues if you miss a class meeting to see what you missed. All power points from class will be posted on the class Sakai page.

**Class Participation**
This is a highly interactive course, which makes every student’s participation very important. For this reason, participation is worth 15% of your final grade. Please come on time to class, having read all assigned materials, and ready to discuss them with your colleagues. If you arrive late, leave early or are unprepared, both you and your work partners will have a difficult time fully participating in partnered and small group discussions.

Regarding electronic texts, if you elect not to print a hard copy of these texts, please make sure that texts are accessible to you before class begins, as time spent accessing documents during class takes away from valuable discussion time and may leave both you and your discussion partners in the lurch.

The use of electronic devices (cell phones, computers) is often a necessity of modern life, but interferes with participation in class. Please refrain from using electronic devices if their use does not pertain directly to your participation in our course. If there is an urgent situation that requires you receiving a phone call or text message during class, please let me know, but otherwise, please let it wait until class is over.

**Communication between instructor and students**
In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the LOCUS system. I will assume that if I have sent email updates to you at the address provided on LOCUS, and the email has not bounced back to me, that you have read it. If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.
## Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME AND READINGS</th>
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| 1/17 | What is urban? Urban education autobiography assignment; The 21st century American city; Taking field notes for classroom observation assignments  
*For your reference (not assigned)*  
| 1/24 | History of urban education in the United States  
Please come to this class prepared to share an approximately 1-page, double-spaced (although a longer paper is allowable if needed) urban education autobiography. Please include the following information:  
• Your personal experiences with urban schools (If you have had none, that is of course fine; please note that if that is the case.)  
• Your professional experiences with urban schools (If you have had none, that is also fine; please note that if that is the case.)  
• Questions or concerns that you have about urban education.  
This paper will be graded on a pass/revise basis—you will receive full credit (worth 5% of your course grade) if you meet all of the requests above. If you don’t, you will be asked to revise the paper. I understand that some people’s papers will be longer (or shorter) than others’, and this is fine—all I ask is that you provide the full extent of your experiences with and questions about urban education in this paper.  
Tyack, "From village school to urban system: Bureaucratization in the 19th century,” (p. 28-59), “Functions of schooling” (p. 72-77) and “Inside the system: The character of urban schools, 1890-1940”) (pp.177-255).  
Cucchiara, pages 21-47. |
| 1/31 | Where history meets policy - The case of Austin, TX |
Cuban: pages 1-2, 21 (beginning with “Why pick Austin?”)-53, 73-84, 85-133 and 140-170. (include info on policy analysis)


**2/7**

Chicago: What’s in our peat bog and why does that matter? What can we anticipate as a result?


**2/14**

Putting the school in the city

City and neighborhood characteristics, the geography of opportunity, urban change and public education.


**2/21**

**Distribution of educational resources within cities**


Cucchiara, chapter 4 (65-83)


Bulkley, Chapter 10 (Reckhow, Disseminating and legitimating a new approach: The role of foundations, 277-304).

**2/28**

**Teaching in the city - Conditions of teaching, the teacher workforce, and labor issues**

*For class tonight, please locate a teacher (but not a teacher enrolled in our class) who works in a urban school (any school in a city that meets the council for Great City Schools criteria). Please ask them the following questions and take note on their responses, as you will be required to share this information in class on 3/1. If you need help locating a teacher to interview, please let Dr. Phillippo know by 2/15.*

1. Please describe your working conditions, such as your workspace, available supplies, break time, and professional support for challenging aspects of your practice.
2. What are one or two policies that shape your every day work? How do they shape your work?
3. What do you love most about your job?
4. What do you find most difficult about your job?


Tyack, “Lady labor sluggers and the professional proletariat” (p.255-268, please also read 285-289).


<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/7</td>
<td>NO CLASS - Have a wonderful Spring Break!</td>
</tr>
<tr>
<td>3/14</td>
<td>Urban school governance and mayoral control</td>
</tr>
<tr>
<td>3/21</td>
<td>Recent models of reform: School-parent-community partnerships</td>
</tr>
<tr>
<td></td>
<td>Cucchiara, chapter 6 (137-166)</td>
</tr>
<tr>
<td>3/28</td>
<td>Reform, race and discipline in schools – Part 1</td>
</tr>
<tr>
<td>4/4</td>
<td>Reform, safety and discipline in schools – Part 2</td>
</tr>
<tr>
<td>Date</td>
<td>Recent models of reform: Portfolio models and school choice</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------</td>
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<tr>
<td>4/11</td>
<td>Bulkley, Chapters 1 (Bulkley, Introduction: Portfolio management models in urban school reform, 3-19) and 2 (Henig, Portfolio management models and the political economy of contracting regimes, 27-52).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Recent models of reform: Charter schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Relevant Information</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
</tr>
<tr>
<td>4/25</td>
<td>Recent models of reform: school closures and turnarounds, course summary</td>
</tr>
</tbody>
</table>


Chicago Tribune (2013). School building closings. Please review map, under both “Community areas by change in the population of school-age children” and “Community areas by poverty rate” settings. Accessible online at http://graphics.chicagotribune.com/school_utilization/


| 5/5 | 10 PM: Optional Policy/Issue Analysis Paper revisions due via email (no deadline extensions offered) |
Loyola University Chicago and School of Education Policies  
www.luc.edu/education/syllabus-addendum/

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

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

**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/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**  
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. All students in this course will be assessed for dispositions that the School of Education finds critical to responsible advancement in the field: professionalism, fairness, and the belief that all students can learn. The rubric is accessible via the Cultural and Educational Policy Studies handbook, at [http://www.luc.edu/media/lucedu/education/pdfs/handbk_ceps_2015.1.pdf](http://www.luc.edu/media/lucedu/education/pdfs/handbk_ceps_2015.1.pdf). These dispositions are recorded in Livetext; about which information is available at: [http://www.luc.edu/education/admission/tuition/course-management-fee/](http://www.luc.edu/education/admission/tuition/course-management-fee/)

For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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