Organization & Governance in Higher Education
ELPS 459 – Fall 2017 – Wednesday 7:00 PM-9:30 PM
Corboy Law Center, Room 901, Water Tower Campus

Instructor: Demetri L. Morgan, Ph.D.
Email: dmorgan6@luc.edu
Office Location: Lewis Towers, 111 E Pearson St, – 1134
Office Hours: By appointment: https://dmorgan6.youcanbook.me/

COURSE DESCRIPTION

Given all the challenges and scrutiny that higher education institutions are grappling with, the ability to understand, navigate, and lead organizational change efforts is a critical skill-set for educators working in higher education. This course illuminates issues related to organizational change by exploring aspects of organizational theory and academic governance that influence the ways in which colleges and universities operate.

At its core, organizational change is about power, mission, and culture. Thus, course content will unpack how various constituents (e.g., board of trustee members, presidents, deans, faculty, staff, and students) gain access to power; enact or detract from institutional aims, and how these components are shaped by the institutional culture while also reshaping the culture. Furthermore, the course will investigate how competing interpretations of an institution’s mission, structure (both physical and organizational), and policies (e.g., academic freedom) also influence organizational change efforts. Throughout the course we will also consider the role of globalization, federal and state governments, and the non-profit/philanthropic sector as these forces relate to issues of organizations and academic governance.

Readings for the course will serve as the foundation for rich in class discussion and exercises intended to help unearth key concepts and illuminate practical applications of course content. Course assignments are intended to reinforce concepts and spur creativity in the application of theoretical material and perspectives. Additionally, course assignments are meant to bolster student’s abilities to analyze and synthesize academic and popular data sources as well as to strengthen professional and academic writing and oral communication skills.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:
- Identify and explain how fundamental issues of shared governance in college and university settings influence institutional change
- Describe and evaluate how different institutional stakeholders contend with issues of power, mission, and culture
- Contrast and classify variations in shared governance across institutional type (e.g., size, region, etc.), institutional control (e.g. public vs private), and mission (e.g., broad access, community college, etc.).
- Integrate and utilize organizational theory, literature, and experiential knowledge to develop stances and proposals for and against organizational change efforts.
- Articulate and substantiate assessments of shared governance issues relevant to various communities within an institution both verbally and in written form
Policies

School of Education Conceptual Framework: Social Action through Education

The School of Education at Loyola espouses a guiding framework that is the “foundation to the School of Education Conceptual Framework Standards”. You can read more about the framework here: http://www.luc.edu/education/mission/. Given this course’s emphasis on understanding social justice in higher education through critically exploring governance and organizational challenges that perpetuate oppression this course promotes and coincides with the SOE’s conceptual framework particularly as it pertains to diversity given the learning outcomes of the course stated above.

Professional Dispositions

As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include Professionalism, Inquiry, and Social Justice. These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. Specifically, this course takes up issues of social justice and professionalism through course topics and discussions about how to operate as a stakeholder in higher education environments. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. 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. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

*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: (http://www.luc.edu/education/admission/tuition/course-management-fee/).

IDEA Objectives for This Course

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page. The related objectives for this course are:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing skill in expressing oneself orally or in writing

Email/Sakai

Email will be the primary means of communication between you and I and your classmates outside of class time. Please be prompt in responding to emails – no more than 48 hours should lapse before emails are returned or acknowledged. Also, the Sakai site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like Sakai please peruse the following website to help acquaint yourself: http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml

Cell Phones / Technology
It is my expectation and initial assumption that if you are using a cell phone, laptop, or other tech device that you are doing so in the service of helping you engage more fully in the class. That being said, if these devices become a distraction and begin to detract from the learning environment, this policy may be revised.

**Writing Expectations/APA Style**

The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, I hope that you hone your ability to write in different styles and to different audiences while in this program. For this course, the expectation is that all papers (are):

- Typed
- Submitted in APA 6th Edition format for in-text citations and reference section
- Use 12 point Times New Roman Font
- Double-spaced
- Have one-inch margins
- Assignment Naming Convention: “TitleofAssignment_LastNameFirstName”

If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading please visit: [http://www.luc.edu/writing/](http://www.luc.edu/writing/)

**Syllabus Addendum**

The information below can also be found here: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Information found on the link supersedes the information below as it may be updated or changed during the course of the semester. However, I include the information below so that you have access to the spirit of this important information without the use of a computer.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity ([http://www.luc.edu/education/resources/academic-policies/academic-integrity/](http://www.luc.edu/education/resources/academic-policies/academic-integrity/)) Additional Academic Policies and Procedures ([http://www.luc.edu/education/resources/academic-policies/](http://www.luc.edu/education/resources/academic-policies/))

**Accessibility**

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

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)
The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. EthicsLine Reporting Hotline (https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- School of Education Cyberbullying Policy (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- School of Education Netiquette Guidelines (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- University Policies and Guidelines (http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

READING MATERIALS
You are expected to complete all of the assigned reading before class each week. Please take notes or highlight meaningful passages and come to class with questions and reflections that you can contribute to the class discussion.

Required Texts

Recommended Texts

Additional Readings
Additional readings in the form of book chapters, articles, etc., will be posted on Sakai in corresponding weeks. You are not expected to print these readings for each class but you are expected to read them and take notes.

COURSE ESSENTIALS & EXPECTATIONS
ELPS 459 – Fall 2017
Classroom Engagement
Engagement in class is defined as having completed the readings and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class.

Attendance
Class attendance is essential to your learning and development, so you are expected to be on-time to every class session this semester. If you know you have to miss class, please let me know via email with as much advance notice as possible. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make me aware of those days and I will work with you to accommodate your needs.

Late Assignments
All assignments should be submitted on announced dates by the announced time. Late assignments will not be accepted unless arrangements have been made with me well in advance.

COURSE ASSIGNMENTS

Discussion Leader
For each class session, one student will be responsible for developing an oral summary and presentation, a brief written summary (no more than 2 pages), and three-to-four discussion questions that reach across all of the readings. The purpose of this assignment is to help facilitate thoughtful discussion of topics. Your summaries and reflection questions should foster deep understanding of the central themes (power, mission, and cultural) and critical issues highlighted by the readings.

You should post your written summary to Sakai on or before 1:00 PM the day you are responsible for the readings. There will be a dedicated folder in the resources section. The discussion questions should be written in the appropriate Sakai forums section and posted before class begins. We will begin these presentations on the third week of class. Date sign-ups will happen during our first class session.

Governance Memo
The purpose of this assignment is for you to practice integrating research and theory while assessing and responding to governance issues within an institutional setting where 1) you do not have all the information, 2) time is limited, and 3) there are competing demands. You will submit two of these memos either during week 5/6 or week 11/12. Your task is to:

- Imagine you are a higher education consultant with expertise in higher education governance issues.
- Find a governance issue described in an article from the Chronicle of Higher Education, Inside Higher Education, or similar publication (please append a link or copy of the article to your memo).
- Write a memorandum to a key institutional stakeholder (e.g., faculty senate president) that:
  - Describes the governance issue at play including how the issues are viewed from different vantage points and integrating research or theory to ground your analysis.
Using relevant research, argues for a particular response or policy that clearly addresses and ideally advances the interest of the stakeholder you are writing to
- Suggests and outlines actionable steps for implementation of your policy
- Provides and addresses critiques of your recommendation

- Format the memo in a way that accentuates important information and allows the reader to move through it quickly (i.e. use bullet points, italics, bolding, and other formatting tools). This should not read like a typical class paper.
- No longer than 5 pages
- Due: Week 5/6 & Week 11/12 (Sign-Up for your due dates on the Wiki page in Sakai)

**Final Assignment - Create Your Own Case Study (CYOCS)**

The purpose of this assignment is to hone your ability to assess an administrative or academic unit, apply theory to practice, and write in a clear and convincing fashion. For this assignment you will research, create, and then write up a case study that you then respond to.

- In light of your academic/career goals, select at least three people to interview that work in an administrative or academic unit of interest to you.
- Use the interviews to ascertain an organizational challenge that the administrative or academic unit is facing.
- Write a case narrative describing all of the relevant issues in the case. This should include:
  - Background/historical information significant to the unit
    - Purpose of the unit
    - Mission / values / strategic plan
    - Budgets or funding strategies
    - Relevant macro-policies
  - Institutional context
    - Key stakeholders
      - Personnel
      - Competing units
      - Complementary Units
    - Organizational structure
    - Prevailing culture of the unit
    - Relevant policies and procedures
  - Identify and narrate critical decision points and tensions, providing evidence in the narrative that might help a reader (i.e., you) reach a resolution.
  - Provide 10-12 annotated references (academic books or peer reviewed journal) that might be useful in helping someone (i.e., you) respond to the case.
- Following the format and instructions of the governance memo, choose a stakeholder from your case and write a memo that responds to the issues you identified. Be sure to think about what organizational theories or literature might be useful for helping someone think through the complexities of your case and how to resolve the tensions or challenges.
- Write a reflective essay about what you learned from putting the case together. Also, include issues that challenged you and areas you would like to explore further and how you will go about doing that. Essentially answer how you will be a life-long learner about organization and governance issues in higher education.
- 20-25 pages
- I encourage you to meet with me during the 2nd or 3rd week of class to discuss this assignment. This is an assignment that you should be working on throughout the semester, **do not put this off**.
Due: Friday December 8, 2017 – by 5:00 PM

**Assignment Points**
Classroom Engagement: 10
Governance Memo 1: 15
Governance Memo 2: 15
Discussion Leader: 20
Create Your Own Case Study: 40
Total: 100

*A note about grades: An “A” denotes the combination of the *extraordinary and on time* completion of submitted assignments, demonstrated engagement during class sessions, and evidence of growth and development on the stated learning outcomes. *High-quality*, professional, reflective and timely work/engagement in class is *expected* and will merit grades in the “B” range. This is done to reward students who choose to go above and beyond my and their expectations on course assignments and in the classroom. Since this class is highly driven by your effort and organization you will have numerous opportunities to evaluate yourself and dialogue with me about the grades you receive.

### Course Outline & Weekly Readings
*Indicates reading is found on Sakai

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<tr>
<th>DATE</th>
<th>Topic &amp; Guiding Questions</th>
<th>Readings</th>
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| **Week 1: August 30** | • Course Introduction  
• Building a Learning Community  
• Organizational Theory (Org):  
  o What makes higher education a unique organization?  
  o Why should we study organizational theory?  
  o How does organizational theory relate (or not) to power, mission, and culture? | • Boleman & Deal: Chapters 1 & 2  
• Bastedo (2012): Chapter 1 & 2  
• *Weick (1976)* |
| **Week 2: September 6** | • Academic Governance (Gov):  
  o Who is in charge here and why?  
  o Is higher education’s mission still relevant?  
  o How does academic governance relate (or not) to power, mission, and culture? | • *AAUP Statement*  
• Birnbaum: Chapter 1&2  
• *Kezar & Eckel (2004)*  
• *Lohmann (2004)*  
• *Marginson (2011)*  
• Pierce: Chapter 1 |
| **Week 3: September 13** | • Org:  
  o How are institutions like factories/machines? | • Bastedo: Chapter 6  
• Birnbaum: Chapters 3 & 5 |
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<th>Topic &amp; Guiding Questions</th>
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<td>o What is the bridge between organizational theory and academic governance?</td>
<td>● Boleman &amp; Deal: Chapters 3-5</td>
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<td>o How are you located within the organizational?</td>
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<td>o What is institutional culture?</td>
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<td>o Who has power in this frame?</td>
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<td>o How is mission influenced?</td>
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<td>o How is culture shaped?</td>
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**Week 4: September 20**  
**Guest Speaker:** Dr. Felecia Commodore, Assistant Professor, Old Dominion University

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<th>Gov:</th>
<th>Pierce: Chapter 2, 4, &amp; 7</th>
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<td>o What macro issues/forces influence academic governance?</td>
<td>*Eckel &amp; Trower (2016)</td>
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<td>o Who are boards of trustees and what do they really do?</td>
<td>*Governance for a New Era (2014)</td>
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<td>o Why are boards not more diverse?</td>
<td>*Hillman, Cannella, &amp; Harris (2002)</td>
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**Week 5: September 27**

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<th>Org:</th>
<th>Bastedo: Chapter 5</th>
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<td>o How are institutions similar to families?</td>
<td>Birnbaum: Chapter 4</td>
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<td>o Who has power in this frame?</td>
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<td>o How is mission influenced?</td>
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<td>o How is culture shaped?</td>
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**Week 6: October 4**  
**Guest Speaker:** President Michael Schneider, McPherson College

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<td>o Who are college presidents and what do they really do?</td>
<td>*Neumann &amp; Bensimon (1990)</td>
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<td>*Birnbaum &amp; Umbach (2001)</td>
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<td>*Kubala (1999)</td>
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<td>*June, A. W. (2007, February 16)</td>
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**Week 7: October 11**  
**Guest Speaker:** David Slavsky, Interim Dean of the School of Education and Assistant Provost and Director of the Office of Institutional Effectiveness

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<th>Gov</th>
<th>Bastedo: Chapter 4</th>
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<tr>
<td></td>
<td>o Who are institutional middle managers</td>
<td>*Rosser, Johnsrud, &amp; Heck (2003)</td>
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<td>o How does data shape organizations?</td>
<td>*Daniel (2014)</td>
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| **Week 8: October 18** | • Org: Political  
  o How are institutions like jungles?  
  o Who has power in this frame?  
  o How is mission influenced?  
  o How is culture shaped? | • Bastedo:  
  Chapters 7 & 8  
  • Birnbaum:  
  Chapter 6  
  • Bolman & Deal:  
  Chapters 9-11 |
| **Week 9: October 25** | • Org: Symbolic Frame  
  o How are institutions like similar to temples and carnivals?  
  o Who has power in this frame?  
  o How is mission influenced?  
  o How is culture shaped? | • Bastedo: Chapter 9 & 11  
  • Birnbaum:  
  Chapter 7  
  • Bolman & Deal:  
  Chapters 12-14 |
| **Week 10: November 1** | • Gov: Faculty I  
  o Roles & Responsibilities – “The Academic Trinity”: Teaching Research, and Service  
  o Is tenure still needed and relevant?  
  o What role should academic freedom play in a university? | • Bastedo: Chapter 10  
  • *Park (1996)  
  • *McKenzie (1996)  
  • *Van Alstyne (1971)  
  • *Altbach (2009)  
  • *Stensaker & Vabø (2013)  
  • *Kezar & Sam (2011)  
  • *Kezar, Lester, & Anderson (2006) |
| **Week 11: November 8 (ASHE)** | • Gov: Faculty II  
  o Shared Governance  
  o Contingent Faculty  
  ▪ What role should contingent faculty play in governance?  
  ▪ Is shared governance effective and/or efficient? | • *Ashworth, Boyne, & Delbridge (2009)  
  • *Lane (2007)  
  • *DiMaggio & Powell (1983)  
  • *Bracco, Richardson, Callan & Finney (1999)  
  • *Slaughter & Leslie (2001) |
| **Week 12: November 15** | • Academic Governance and Organizational Change I  
  o How do institutions change?  
  ▪ External Levers | • *Ashworth, Boyne, & Delbridge (2009)  
  • *Lane (2007)  
  • *DiMaggio & Powell (1983)  
  • *Bracco, Richardson, Callan & Finney (1999)  
  • *Slaughter & Leslie (2001) |
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<td><strong>Week 13: November 22 (NO CLASS – THANKSGIVING BREAK)</strong></td>
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| **Week 14: November 29** | • Academic Governance and Organizational Change II  
  o How do institutions change?  
    ▪ Internal Levers | • Bastedo: Chapter 9  
  • Birnbaum:  
    Chapter 8  
  • Bolman & Deal:  
    Chapters 15 & 18  
  • Hartley (2003) |
| | • Diversity, Equity, and Academic Governance  
  o What is the intersection between academic governance and equity efforts on campuses?  
  o How do equity efforts fit into organizational structures?  
  o How can/should an equity frame critique org theory and governance? | • Bastedo: Chapter 8  
  • Archer (2007)  
  • Kezar (2008)  
  • Kondra & Hinings (1998)  
  • Minor & Tierney (2005) |
<p>| School of Education Dispositions Rubric |
|-----------------|----------------|----------------|
| <strong>Professionalism</strong> | <strong>Target</strong> | <strong>Acceptable</strong> | <strong>Unacceptable</strong> |
| | Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings | Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback | Student fails to demonstrate professional behavior in the academic or work setting |
| | Student meets all deadlines | | |
| | Student attends class and is punctual for all professional obligations | | |
| | Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days) | | |
| | Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers | | |
| | Student is able to work effectively with peers on assignments | | |
| | Student demonstrates ethical behavior in all professional and graduate student work | | |
| | Student adequately addresses feedback provided on coursework | | |</p>
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<th>(e.g., grammar, APA style, content)</th>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</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>
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<td><strong>Fairness</strong></td>
<td>Student fails to consider the situation of others in making professional decisions and acts 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 listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<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>
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<td>Student is sensitive to cultural differences</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social</td>
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<td>justice in decision making</td>
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IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
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. 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.

Syllabus Addendum Link

- 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.