ELPS 560: Seminar in School Administration:

Leadership Theory and Strategic School Improvement for District Leaders

School of Education

Instructor Information Course Information

Name: M. Lubelfeld Dates: 9/7; 9/21; October Zoom Meetings TBD; 11/02; 12/07; 12/14

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Days: Saturday

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Office Hours: Location: CUNEO @ Lake County

Course Description:

The most promising strategy for sustained, substantive school improvement is the development of future superintendents to function as leaders of collaborative, capacity-building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data-driven action plans, and a strong culture—all factors that are critical to significant school improvement and improved student achievement. The challenge for both aspiring and veteran school leaders is to create a community of shared commitment, responsibility, and accountability designed to serve the learning of the adults and the children in the school—a sustainable, professional learning community. This course is designed for candidates whose ultimate goal is the superintendency or network leadership.

Introduction:

This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes, and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.

In particular, candidates will gain an understanding of:
• Mission-driven leadership
• Systems’ leadership theory
• Change leadership theory
• Adult learning theory and how it affects professional practice
• Creating and Working with Problem Solving Team in School Districts or School Networks

Conceptual Framework:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course is designed for students whose goals are district leader positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study Bolman and Deal’s (1984; 2002; 2003; 2008; 2013) reframing theory, as well as Kotter’s (2012) leadership theory and Shapiro & Stefkovich’s (2011) multiple ethical paradigms to examine positive leadership practices in schools. By applying theory to practice (Spiro, 2011; Watkins 2003), school leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day.

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

- Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field. (CF1)
- Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
- Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

Dispositions:

As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this
course. These dispositions are: 1) Professionalism, 2) Fairness, and, 3) the Belief that all students can learn. These dispositions will be directly assessed in this course and will comprise 11 out of the 100 points possible. The rubric for these dispositions can be found on pages 14-15 of this syllabus.

Outcomes:

Candidates will use multiple data gathering tools to analyze one of their current organization’s core beliefs. From these data, candidates will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization.

Instructor/Course Evaluation

The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

Essential IDEA online course assessment objectives:

- Learning to apply course material to improve thinking, problem-solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Developing a clearer understanding of, and commitment to, personal values.

STANDARDS

Illinois State Board of Education (ISBE 2016)

Standard 1: Vision

Standard 2: Curriculum, Instruction and Assessment

Standard 4: Relationships

Standard 5: Ethical Leadership

Standard 6: Advocacy and Influence

Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

Diversity:

In concert with the conceptual framework for the School of Education, faculty, and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account.
Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

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 can be found at http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to http://www.luc.edu/education/academics_policies_main.shtml

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 http://www.luc.edu/sswd/

Ethics Line 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 here 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.

www.luc.edu/ethicsline

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age, or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment,
discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

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. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Required Texts:

The following books are to be ordered online at the Loyola Bookstore. The web address is: www.luc-wtc.bkstr.com


The following will be provided to you:

1. The syllabus and additional readings/documents can be found on SAKAI.

Things you need to find and bring to class:
1. You will need a copy of your school mission and your school’s SIPPA or CIWP plan.
2. If you are not already, you should become a member (preferably the leader) of a problem-solving team at your school site.
3. You will need to have access to, and be familiar with, SAKAI– Loyola University Chicago’s electronic classroom.
4. Additional readings and class notes can be found on SAKAI. Please print, read, and bring these cases to the assigned class as indicated on the syllabus.
5. A great way to preview or review the leadership theories we discuss in class are through the powerpoint presentations and “quizzes” on the following website: www.prenhall.com/green
6. You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom and you must register your LIVE TEXT account.

Supporting Reference Literature:

See list of references on last page.

Embedded Field Experiences:

1. The candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities and assessments listed in the evaluation section below.
2. Perform a School Improvement Plan analysis, on either literacy or numeracy, and present data findings and recommendations for increased student performance to a School Board with recommendations. (CAEP and ISBE Core Assessment)
3. As a district liaison, work on a school team to prioritize Common Core Curriculum standards and map curriculum in at least one content area across all grade levels of the school.
4. As a district liaison, work with faculty at school team building to implement curriculum that produces gains in student achievement as defined by the mission of the school and district goals and plans for improvement.

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.
ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. A rubric for each assignment is attached to this syllabus.

**Evaluation**

Dispositions, Problems of Practice and Class Participation 11 points

Membership on ILT 5 points

Part 1 Paper 8 points

Part 2 Paper 8 points

Part 3a Paper 15 points

Part 3b Paper 15 points

Part 4 Paper 8 points

Culminating Assessment: Final Paper & Poster Presentation 30 points

Total of 100 points

**Grading Scale**

1. 93 points and above
2. 90 – 92 points

B+ 87 – 89 points

1. 86 – 84 points
1. 83 – 80 points
1. 70 – 79 points

F Below 70 points

**Dispositions, Problems of Practice and Class Discussions 11 points**

Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend a class every day. There will be either entrance or exit slips that will measure daily preparedness. Your
participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

**Membership on Leadership Team 5 points**

**Due:**

The candidate is expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team as a liaison from the district office with the intention of leading and coaching the team from the district office in the future.

**Part 1: An overview of the School Improvement Plan (SIPPA/CIWP) 8 points**

**Due:**

Develop a 4–5-page narrative description of your school of choice within your district and contain appropriate in-text citations and a reference list. Include district context for the school, the history of the school and any shifts in demographics, community and other relevant events in the life of the school. Additional information may include context about the school, community, values, structure of the district leadership team, structure of the school leadership team, etc. District goals, interventions, resources. Describe the challenges that your district and school are both currently facing. Describe district goals, vision for schools and community, state your school’s mission.

Explain your role in your school, including major areas of responsibility or focus for the 2019-20 school year. Apply theory learned in class and readings to the current workings of your school and of your current leadership.

**Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions 8 points**

**Due:**

Select one goal from the school SIPPA/CIWP. For that goal area, analyze the trend and current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data, or community needs assessment data.

1. Display and analyze this data in a user-friendly manner.
2. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

Based on these data, what are the measurable goals and priorities for the 2019-20 school year. Why do these goals matter above other? How do the goals align with district improvement
goals? Be sure to connect your analysis to these data, theories, and goals. The narrative for this paper should be between 2-3 pages long and contain appropriate in-text citations and a reference list.

**Part 3: Involving the Community and the Needs of Diverse Learners**

a) **Readiness Rubrics Paper 15 points**

*Due:*

Using the *SPIRO Readiness Rubric template* (pgs. 31–42) collect data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data from all stakeholders on the *SPIRO Readiness Rubric template*. Based on these aforementioned data, answer the reflection questions (pg. 42) following the *SPIRO Readiness Rubric template*. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro, and Watkins) describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-4 pages long and contain appropriate in-text citations and a reference list.

b) **Resistance Reducer Paper 15 points**

*Due:*

Describe the change strategy (theory of change) under consideration and detail how it is aligned with both the district and school mission. Using the *SPIRO Resistance Reducer template* (pgs. 78–82), collect these data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data on the *SPIRO Resistance Reducer template*. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro, and Watkins), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82–83). The narrative for this paper should be between 3–4 pages long and contain appropriate in-text citations and a reference list.

**Part 4: Professional Development Needs 8 points**

*Due:*

Develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Along with this plan (2–3 pages), develop a timeline that is “publishable” to staff to inform them of the professional development sequence. Indicate on the timeline the benchmarks of success of implementation. Be sure to align the schools goals with the district improvement plan and district goals.

**Culminating Assessment: 30 points**

ELCC SPA Assessment #2 - LIVETEXT
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study

Poster Presentation and Final Compilation/Revisions –

You will use the aforementioned assignments that you have completed throughout the semester (including any additions/revisions you want to make based on new learning and instructor comments) for the creation of the culminating assessment.

As a district instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision-making process is reported annually through the school and district improvement plans. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan with a chosen school building to develop key skills and dispositions necessary to support schools from the district office.

As a district instructional leader, you will be required to present your analyses, ideas and decisions based on data to your colleagues, community stakeholders, school board, community foundations, conferences, teachers and students. To simulate this experience, you will create a poster presentation to showcase your work and be able to present a five minute elevator speech to your classmates on your experience throughout this course.

Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)

1. Describe the context of your chosen school.
2. Describe the challenges that your school is currently facing.
3. State your school’s mission.
4. Now, list two of the major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:
   - Aligned with the school mission; (ELCC 1.1)
   - Reflects the current school context (ELCC 6.1) – Loyola CF 3
   - Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions

Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

1. Display and analyze these data in a user-friendly manner.
2. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.
3. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners

1. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4
2. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)
3. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)

Part 4: Professional Development Needs

1. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.
2. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.
3. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3) – Loyola CF1

Final SIP Analysis

Components: Course Assignments

For each section, answer explicit questions and refer to . . .

Problem of Practice Component for Superintendent Prep at LUC

*Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.* – Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED), 2016 [http://www.cpedinitiative.org/design-concept-definitions](http://www.cpedinitiative.org/design-concept-definitions)
All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in the design. The Problem of Practice component is embedded in each course to facilitate directed research, discussion, and engagement between the candidate and with his/her assigned Cooperating-Expert-Practitioner (CEP) Superintendent. The candidate and her/his CEP Superintendent will work collaboratively to identify a Problem of Practice in the cooperating district for the assigned course.

The LUC Superintendent Endorsement candidate and CEP Superintendent will ensure the identified Problem of Practice is aligned with the course content and course objectives. The LUC cohort-based model enables Superintendent Endorsement candidates to learn from top practitioners and engaged faculty while also establishing the professional networks necessary to succeed in district leadership and community engagement. The Problem of Practice component will facilitate the discussion of current issues challenging our local Chicagoland districts. Superintendents and central-office candidates at LUC will engage more directly in real problems of leadership practice to make their study of school systems more relevant in their practice as educational leaders in schools and school systems.

The Problem of Practice class discussion will take place near the end of every semester and all CEP Superintendents and LUC partners will be invited to that portion of the class. Bringing existing district problems and complex solutions to classroom discussions for Superintendent candidates are required to preserve course relevance and success. Bringing acting Chicagoland superintendents to at least one class per course is an LUC priority. All required coursework demands that candidates engage with the current issues facing district leaders as well as research and trends in the Illinois educational context.

**Understanding and Identifying a Problem of Practice**

Focuses on instructional and/or systemic issues. Instructional or systemic issues are problems that involve the interactions of principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

Is directly observable. A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.

Is actionable. Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.

Connects to a broader strategy of improvement and the school's or system’s action plan. We see problems of practice having a reciprocal relationship with broader improvement plans. District wide improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or system realize its stated goals.
Is high-leverage. Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintended Endorsement program.

The statement of the Problem of Practice should be a description of an issue--a few sentences describing what is happening that is problematic.

References


https://education.ucdavis.edu/general-information/problems-practice-necessary-steps


**Selected References**


Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


Green, T. (2009). *Your first year as a principal: Everything you need to know that they don’t teach you in school.*

Ocala, FL: Atlantic Publishing Group.


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<th>Date</th>
<th>Topic</th>
<th>Readings Assignments</th>
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<td>9/07</td>
<td>Intro; Review of the syllabus; Review of District Leader Standards; Review of Ignition Values; Establish Norms of Engagement;</td>
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<td>9/21</td>
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Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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.