ELPS 409
Fundamentals of Instructional Coaching
Loyola University Chicago
Fall 2020 Online
Social Action Through Education

Fall 2020 Dates
August 24 – December 7, 2020 Online

Instructor Information
Michelle Lia, EdD
mlia@luc.edu
P 312-915-6925 M 773-680-6363

Virtual Office Hours:
Monday-Thursday 4:00-5:00 pm central time (zoom ID: 455 429 7503) or use this link

Responsiveness:
I will respond to emails within 4 hours of contact on weekdays from 6:00am-9:00pm and within 12 hours on weekends.

Synchronous Meetings via Zoom:
October 5 and November 17; time 5:00-6:00 central

Required Texts:
*Teaching Channel subscription Sept 15-Nov 15 is also required.

Other required or choice readings are on Sakai both within the modules and in Resources in module folders.
School of Education Commitment to COVID-19:
Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.
ELPS 409 Course Outcomes:
Participants of ELPS 409 will...
1. Explain the role of an instructional coach.
2. Describe and demonstrate how to develop supportive, confidential, and trustworthy interpersonal relationships with teachers as a coach, not as an evaluator.
3. Identify essential practices regarding professional learning and collaborating with administration.
4. Describe and delineate the impact of instructional coaching and teacher leadership on schools, teachers, and students.
5. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.

Instructional Coaching CERTIFICATE Description
Instructional coaches are teacher leaders. Teacher leaders are crucial to the success of the entire school. The goal of this four-course certificate is to empower teacher leaders to support and guide their colleagues to improve teaching and learning through instruction, curriculum, and using information and data. This certificate will also focus on effective methods of leading professional learning.

ELPS 409 COURSE Description
This course will introduce teacher leaders to the fundamentals of instructional coaching: how coaching can transform a school, what a coach does all day, how a coach works with teachers, how a coach works with administration – and all of the questions in between.

Course Essential Questions:
1. What is the job of an instructional coach?
2. How does an instructional coach communicate with different stakeholders?
3. What are the roles of an instructional coach in a school?
4. What impact does an instructional coach have on a school, on a teacher, on students?
Standards for Professional Learning *(Learning Forward)*

Professional learning that increases educator effectiveness and results for all students…

- Occurs within **learning communities** committed to continuous improvement, collective responsibility, and goal alignment.
- Requires skillful **leaders** who develop capacity, advocate, and create support systems for professional learning.
- Requires prioritizing, monitoring, and coordinating **resources** for educator learning.
- Uses a variety of sources and types of student, educator, and system **data** to plan, assess, and evaluate professional learning.
- Integrate theories, research, and models of human learning to achieve intended outcomes. (learning designs)
- Applies research on change and sustains support for **implementation** for professional learning for long-term change.
- Aligns its **outcomes** with educator performance and student curriculum standards.

For Educators in Catholic Schools:

**National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS)**

**Standard 6:** An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

**Standard 8:** An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

**School Of Education Conceptual Framework**

Teacher leaders are the backbone of any school. Through their instructional leadership, teaching and learning improve. Loyola is Chicago’s Jesuit Catholic University, and instructional coaches must embody the **cura personalis**, or care for the entire person, a hallmark of Ignatian spirituality. Ignatian Spirituality also dictates that each of us is a
person for and with others. Being a person for and with others means that we advocate for equity for all.

**School Of Education Conceptual Framework Standards (CFS)**

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

**Attendance and Late Work/Make-up Policy**

Illness, caring for a loved one, required school attendance are all valid reasons to need some time. The online setting allows for a lot of flexibility.

Please email me to let me know that you need some time, and we will work out together what that will look like - that will be how we form the policy. Fall 2020 will be unique, so we will form the policy as we go. If at all possible, don’t ghost me so I can help you or someone else at Loyola can help.

**Online Participation**

For this asynchronous course, you are asked to do the following:

- Check the Sakai site Forums and your Loyola email every 48 hours.
- Be an active participant in the online Forums.
  - By active, think about the preparation of “coming to class” prepared: having read the material, watched the video, listened to the podcast, etc. and reflected and thought about what you have learned, what questions you have.
  - REFLECTION is really important! It’s a cornerstone of Ignatian Pedagogy, but we also know as educators that reflection followed by action is what causes improvement.
  - Please remember that your regular participation benefits you as well as your classmates.
- Be proactive. Ask questions. Please don’t wallow in worry! Contact the instructor for any questions.

FYI - Most students spend approximately 7-12 hours each week on online, asynchronous courses at Loyola. A participation grade will be posted in Sakai at the end of every module. This will include your participation throughout that module.
PLEASE consult the School of Education’s Netiquette Guidelines for tips on online participation.

School of Education Dispositions
Throughout the semester, you are asked to exhibit the following dispositions:

- Professionalism
- Inquiry
- Social Justice

Please review the rubric.

You will be graded at the end of the semester using LiveText. The LiveText code will be sent by Aug 31. Also, feedback will be shared on Forums and Blogs in regard to how you are exhibiting these dispositions.

Loyola University Smart Course Evaluation
At the end of the semester, you will be asked to evaluate the course. You will be considering the following outcomes:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing ethical reasoning and/or ethical decision making
5. Learning to analyze and critically evaluate ideas, arguments, and points of view
6. Learning to apply knowledge and skills to benefit others or serve the public good

*FYI - You will receive the course evaluation via email from the Office of Institutional Effectiveness. Thank you in advance for completing the course evaluation in the window given. This is a big part of how I am evaluated for my job - it’s my Danielson!
# Tentative Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module and Topic</th>
<th>Assignments/ Due Dates</th>
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| 8/24 to 8/31 | Module #1: Welcome to Loyola! Getting Started (1 week)                            | **Module #1 ends Sept 2:**  
  *Create a VoiceThread to introduce yourself  
  *Watch the Panopto video about the syllabus  
  *Complete the Scavenger Hunt on this [Google form](#)  
  *Cannonball Forum  
  *Social Justice Forum  
  *Read “Ten Roles for Teacher Leaders”  
  *Write a forum about the article  
  *In Blogs, write your GOALS for course and certificate  
  **YOU DON'T NEED TO DO THESE LAST THREE THINGS - my error** |
| 9/1 - 9/14  | Module #2: Why coaching? Why teacher leadership? (2 weeks)                        | **Module #2 ends Sept 14** |
| 9/15-10/12  | Module #3: What is instructional coaching? Who makes a good coach? (4 weeks)      | **Module #3 ends October 13** |
| Oct 3       | The Presidential Election is in one month. Are you registered to vote?           |                        |
| 10/5        | Synchronous Class @5:00-6:00  
  Guiding questions for this one-hour Zoom:  
  Go to Zoom Room 455 429 7503 (no password) or [this link](#) |
| 10/13-11/2  | Module #4: Models of coaching (3 weeks)                                           | **Module #4 ends November 2 COMPLETE “MID-TERM”** |
| Nov 3       | ELECTION DAY - don't forget to vote in the Presidential Election!                 |                        |
| 11/3-11/23  | Module #5: How do I get started? What might this look like? (3 weeks)             | **Module #5 December 7** |
| 11/17       | Synchronous Zoom @ 5:00-6:00  
  For this one-hour Zoom, be prepared to talk with a partner in a breakout room about your job description, weekly schedule, and/or job proposal.  
  Go to Zoom Room 455 429 7503 (no password) or [this link](#) |
| Oct 31      | Register for spring 2021: ELPS 471 001 with Dr. Sandria Morten course # TBD      |                        |
| 11/23-11/29 | no classwork - be good to yourself and your loved ones                           |                        |
| 11/30-12/7  | complete summative assessment                                                    | All assignments due December 7 at midnight |
| 12/7        | all assignments due at midnight                                                  |                        |
Loyola’s School of Education Grading Scale

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
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<tr>
<td>83% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 82%</td>
<td>B-</td>
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<td>77% - 79%</td>
<td>C+</td>
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<td>73% - 76%</td>
<td>C</td>
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<td>70% - 72%</td>
<td>C-</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
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<tr>
<td>63% - 66%</td>
<td>D</td>
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<tr>
<td>62% and Below</td>
<td>F</td>
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</tbody>
</table>

TOTAL POINTS POSSIBLE for ALL ASSIGNMENTS: 235 points

An Important Note ABOUT GRADING and PARTICIPATION:
The goal of the assignments is that you learn something. If you don’t feel like the assignment works for you in your setting or you have really wanted to investigate or analyze something else, let’s talk about it. If I know you will have the opportunity to do that investigation or analysis in a later course, we can discuss another assignment that works better for this course. I am open and flexible to make sure you are learning.

Please use the rubrics to guide you so the quality of your work shines through. Ask questions. Extensions are given based on the instructor’s discretion. Illness, family emergencies or extenuating circumstances will certainly be honored. Please don’t take advantage of the instructor’s kind nature. ☺
Main Assignments

Participation will be graded each module using [this rubric](#), (25 points per module)

1. **Somebody Wanted But So And** (10 pts)
   What school initiatives would have benefitted from having a coach? OR What current or future initiative will benefit from a coach? [Here is an example](#). You can make a copy and use the template.

   #1 Completion Checklist:
   - Consult [the rubric](#).
   - Complete the template.
   - Submit Sakai>>Assignments>>Somebody Wanted But So And
   - Due September 14

   Why do you think instructional coaching is important? Basically, what made you interested in this certificate program? Why is coaching for equity important?

   What do coaching and teacher leadership have to do with one another? What do you think teacher leadership looks like? Is teacher leadership important? Explain how equity is connected to leadership in schools.

   #2 Completion Checklist:
   - Review [the rubric](#).
   - Reflect on the prompts above. Then respond to them. You can write a reflection using headings for each prompt or theme, you could use a Google [doc like this](#), or you can create a format that works best for you. Feel free to use the article “[Ten Roles for Teacher Leaders](#)” to guide your thinking.
   - Due September 21

3. **Feedback Cycle/Coaching Cycle on VoiceThread** (25 pts)
   Have a discussion with a trusted colleague. Share the feedback cycle with them, explaining it to them and possibly showing videos to demonstrate. Then get their feedback on the feedback cycle: how will this work? What might be possible roadblocks? How will you measure success? After you collect their thoughts and
reaction about the feedback cycle, record a VoiceThread sharing your conclusions about the discussion.

#3 Feedback Cycle/Coaching Cycle on VoiceThread Completion Checklist:
+ Consult the rubric
+ talk with a trusted colleague
+ record your conclusions on VoiceThread
+ Submit to Sakai>>VoiceThread

[You can choose to record yourself using your smart phone or Zoom and submit the recording to Sakai>>Assignments>>Feedback Cycle]
+ Due October 12 at midnight

4. Choose one: Coaching Job Description plus Weekly Schedule OR Proposal plus Weekly Schedule OR YOU CREATE TWO (25 pts) Write a job description for an instructional coach at your school and create a weekly schedule that includes all of your professional responsibilities. OR write a proposal to your principal, proposing that you become an instructional coach for your building, including a proposed weekly schedule for the coach’s work. See an example here.

OR choose something that will benefit your teachers, school, and students.

#4 Completion Checklist:
+ review the rubric
+ write a narrative job description 2-3 pages, double spaced
+ for the weekly schedule, create a table to list what the coach does, when, with whom, etc. (Use a design that works for you - it could be a weekly calendar, a bulleted list, a flowchart, an infographic, or whatever works)
+ Submit to Sakai>>Assignments>>Coaching Job

OR

+ review the rubric
+ write a proposal to your principal/admin team - this could be in a letter or memo form. 2-3 pages.
+ for the weekly schedule, create a table to list what the coach does, when, with whom, etc. (Use a design that works for you - it could be a weekly calendar, a bulleted list, a flowchart, an infographic, or whatever works)
+ Submit to Sakai>>Assignments>>Coaching Job
+ due November 12th at midnight
5. My Next Steps & Final Reflection
What you have learned this semester? Review your goals from the early blog post. What would you like to see changed at your school in terms of instruction, curriculum, assessment/use of data? What would you like to see changed at your school in terms of equity, racism, access, privilege? You may find that your goals overlap. For example, you may notice that your school’s language arts curriculum is not culturally relevant.

#5 Completion Checklist:
✦ Review the rubric for My Next Steps and the rubric for final reflection.
✦ For My Next Steps, this can be a table, chart, bulleted list or whatever works. 3-5 pages
✦ Review the rubric for final reflection.
✦ For the Final Reflection, you can use a SUMI Protocol or the “I used to think...now I think..” prompt or write a 2-3 page reflection using headings to identify the main theme of your reflection.
✦ DUE to Sakai in Blogs

Total Points Possible: 235
A Brief Look at the Five Modules

Full information is on Sakai in each module (use the tabs on the left side). Note that I will open each module a few days before it begins. I will close the module on the close date. After I grade for participation, I will reopen the module if you want access to the conversations.

Module #1: Welcome to Loyola!

Guiding Questions:
- Who was St. Ignatius of Loyola, Loyola University’s namesake?
- What is social justice and Social Justice?
- What is cura personalis?
- How do we be a person for others?
- What are the five key elements of Ignatian Pedagogy?

Module #1 Assignments are explained in Sakai.
- Create a VoiceThread to introduce yourself
- Watch the Panopto video about the syllabus
- Complete the scavenger hunt on a Google form

Reflect on the following:
- What was your cannonball moment?
- What is your definition of social justice?
- Choose one of the five key elements of Ignatian Pedagogy and explain how you use the element consistently and with success in your classroom.

Module #2: Why coaching? Why teacher leadership?

Module #2 Guiding Questions:
- How can coaching transform your school?
- How do you define teacher leadership?
- Where does social justice fit into teacher leadership and coaching?

Module #2 Main Assignments:
- Reflection: Why? assignment (due September 21)
- Somebody Wanted But So And (due September 14)
Module #3: What is instructional coaching?  
Who makes a good coach?

Module #3 Guiding Questions:
- What IS instructional coaching?
- Who makes a good coach?
- What does a good coach do?
- What needs to be in place in a school in order for good coaching to occur?

Module #3 Main Assignment: Feedback Cycle on VoiceThread

Module #4: Models of Coaching

Module #4 Guiding Questions:
- What are some different models of coaching?
- What models do you think suit you best?
- How will you choose what model(s) works best for you?

Module #4 Main Assignment: Choose one: Coaching Job Description plus Weekly Schedule OR Proposal plus Weekly Schedule OR YOU CREATE TWO

Module #5: How do I get started?

Module #5 Guiding Questions:
- How do I get started with instructional coaching?
- What might coaching look like in my current context?

Module #5 Main Assignment: My Next Steps and Final Reflection

TOTAL POINTS POSSIBLE for ALL ASSIGNMENTS: 205 points

After you respond in Forums, be sure to read your classmates’ comments and respond to them.
Policies and Guidelines

Loyola University Chicago - School of Education Policies…………….page 15-20
Cyberbullying Policy …............................................................ page 17-18
Netiquette Guidelines............................................................. pages 19-20

NOTE: Please consult the syllabus and the rubric when you have a question. If you can’t find the answer, please ask! That’s my job. 😊
Additional ONLINE Course Policies

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*

October 5 and November 17, time TBD
These sessions will be recorded only for the purpose of students to review the discussion as needed. The recording will be discarded at the end of the semester.

Student Participation
From page 5 of this agenda.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.
Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/
School of Education Cyberbullying Policy

STATEMENT OF POLICY:
Loyola University Chicago School of Education recognizes the importance of information technology to the mission of a modern university. These electronic resources provide vital communication links among faculty, students and staff. They are infused into the curriculum and provide expanded opportunities for accessing instruction and information. These resources facilitate research and scholarly endeavors, and they aid collaboration within and beyond the borders of the campus. At the same time, these platforms present opportunities for misuse and for people to harm others when the technology is used without regard to consequences and without respect for one another. A safe and civil environment in the Loyola University Chicago School of Education is necessary for pupils to learn and achieve high academic standards.

DEFINITION:
Cyber Bullying is defined as any activity that deliberately threatens, harasses, intimidates an individual, places an individual in reasonable fear of harm to the individual or damage to the individual’s property; or has the effect of substantially disrupting the orderly operation of the individual’s daily life via the use of electronic information and communication devices, to include but not be limited to: e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, social media cites, internet chat rooms, internet postings.

PROHIBITIONS:
Cyber bullying by a member of the LUC SOE community directed towards another is prohibited. It includes, but is not limited to:

▪ Sending mean, threatening or harassing messages to another person through texts, e-mail, web pages, or instant messaging.
▪ Spreading lies and rumors about victims through the internet or text messages.
▪ Posting pictures without the consent of the individual.
▪ Tricking someone into revealing their personal information and sending it to others.
• Creating websites, polls, or blogs about the individual that are meant to embarrass or hurt the person.
• Recording conversations or videos without the individual's consent and then posting it online.

The university may suspend network privileges for as long as necessary in order to protect the university's computing resources for violations of this policy. In addition, any violation of this policy is "misconduct" and subject to disciplinary action, up to and including dismissal for employees and expulsion for students, in accordance with the applicable disciplinary process. Additional sanctions may also include civil and/or criminal actions.
School of Education Netiquette Guidelines

1. **Electronic communications can be challenging. Be respectful and mindful that words matter.**
   - Respect others and their opinions. Do not add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude.
   - Be conscious of who will be reading your post, email or response by tailoring the message to your audience.
   - Approach communications positively. If you must make a constructive criticism balance it with complimentary feedback as well.
   - Maintain an academic level of communication - avoid colloquial language, acronyms and emoticons to ensure all readers can accurately interpret your meaning.
   - Avoid humor and sarcasm. Without facial expressions or tone of voice cues, this language may be misinterpreted.
   - Using all capital letters comes across as angry, as if YOU ARE YELLING. Use capitalization appropriately.
   - Do not forward jokes, chain letters, or unimportant email or communications to others without their permission.
   - Long emails may be left unread. Keep emails short and to the point.
   - Maintain academic integrity. Do not plagiarize.
   - Proofread before you send, post, or publish. Tools such as spell-check are useful.

2. **Subject headings are critically important.**
   - Appropriate and relevant headings in the subject line help the reader understand and prioritize their responses.
   - When forwarding or replying to an email, blog post or other electronic communication, consider amending the subject heading if you want to emphasize a slightly different point; it will signal the different emphasis.
   - An email without a subject heading may well be ignored

3. **Emails, instant messages, blog posts, tweets and most other forms of electronic communication are public documents. They are documents that may be retrieved at any time for legal purposes.**
   - Only put in an email what you would not mind reading on the front page of the news.
   - Ask permission before you forward someone’s email messages to third parties.
- Avoid sharing personal data. Never put any social security, credit card, etc. information in an email.

4. **Be conscious of your and others’ intentions at all times.**
   - Mean what you say and say what you mean. Your voice should remain authentic, clear and honest.
   - Contributions to a discussion should stick to the subject. Do not waste others' time by going off on irrelevant tangents.
   - Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may have been unintended and can best be cleared up by the instructor.

**School of Education Syllabus Statement**

**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](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf).

**Policies:**

- [Acceptable Use Policy for Electronic University Resources](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [Rights and Responsibilities When Using Electronic University Resources](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [Acceptable Use Policy for University Computing Labs](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [Online Harassment](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [Access and Responsible Use of University Electronic Mail Systems](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [Access and Responsible Use of University Electronic Mail Systems for Electronic Mass Communications](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)