School of Education Commitment – 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 *Cur a 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](https://luc.zoom.us/j/97057394367) 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.**

**Course Description**

This course is an exploration of multiculturalism and social justice issues, theories, and practices primarily explored through the lens of U.S. higher education. However, we will be moving beyond the notions of structured education (i.e., within a classroom) to think about education more broadly situating the world and experiences as the classroom. There are two overarching goals within this course. One, to participate in self work related to diversity and multiculturalism, and two, to build community together as a class in an effort to create space in which we talk about issues related to social justice and multiculturalism.

We will begin by learning about foundational terminology and theories which can be used throughout the course before diving into learning more about systems of oppression, social identity development, privilege, power, and activism. This course has been designed to cultivate essential knowledge(s), awareness, and skills/capacities for advancing multiculturalism and social justice through educational practice. To move toward understanding how we can contribute to the process of social justice we will engage in asynchronous dialogue, experiential activities, meaning-making exercises, and self-care practices that challenge us to learn and lean in to discomfort while avoiding harm.

**Course Objectives**

My hope is that upon completion of this course, we will be able to:

1. Recall the meaning of key terms and concepts associated with social justice and multiculturalism.
2. Develop an understanding of and use common terms to discuss social justice in higher education.
3. Understand the impact of your positionality and social location in educational spaces.
4. Use knowledge and experiences to make real-world connections to social justice and higher education.
5. Understand and apply social justice lenses and concepts to their personal and professional contexts.
6. Engage in reflective practices with regard to social justice issues.
7. Embrace challenge and conflict as part of the learning process.
8. Demonstrate understanding of written and verbal communication in different formats and contexts.

Note: Your experience in this course will be evaluated electronically at the end of the semester through the SmartEvals system.

Course Expectations
This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another, decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning both inside and outside our virtual classroom. My hope is that you will not merely try to complete the readings and assignments for the sake of completion but that you will take the time to critically read course content, write assignments, and engage in discussions with your peers. I have also made an effort to include non-written forms of media into the syllabus in the form of podcasts, videos, TED Talks, etc. Failure to participate or complete activities in a timely, professional manner will likely hinder your achievement of the objectives for this course.

Preparation
This course is designed using both synchronous and asynchronous, virtual formats in which much of the learning emerges from online, virtual engagement and instructor feedback. As such, preparation through completion of each week’s readings/listenings/watchings as well as thoughtful reflection on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings and multimedia sources have been purposefully selected for their relevance to the given topic and contribution to the overall literature. The philosophy employed in this course design is to carefully select significant and important core readings-multimedia sources and provide sources for additional learning and reflection should students wish to explore the topic further. Additionally, as a graduate-level course, class time will not be directed towards dissecting each individual reading/source, but instead examining themes across readings/sources and conducting critical analyses of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material.

Participation
Given the format of this course, student reading/viewing of texts/videos and participation in discussions via Zoom and Sakai is critical. Participation in the virtual space prioritizes timely and quality contributions. For the purposes of this course, participation in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights, and increase the complexity and richness of the discussion is valued. A portion of the final grade is dedicated to participation, which takes into account the degree to which students engage course materials (class readings, class engagement, forum posts) and the quality of their engagement in course related activities.

**Civil Discourse**

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

**Email/ Sakai**

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University account and check it often. Please also check your Loyola spam mail to ensure course related messages are not misdirected.

Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

Given the emphasis on email and Sakai communications, please make sure you:

- **Check your email** at least 3 times per week (more often is better).
- **Be patient.** Don’t expect an immediate response when sending a message. Generally, two business days is considered a reasonable amount of time to receive a reply.
- **Include “subject” headings** and use something that is descriptive and refers to a particular assignment or topic (ex., Question re: Session 3 Reflection).
- **Be courteous and considerate.** Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in the classroom.
- **Make every effort to be clear.** Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- **Do not use all caps.** This makes the message hard to read and is considered by some as “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
- **Break up large blocks of text** into paragraphs and use a space between paragraphs.
Use greetings and salutations. Not only does this clarify to whom you are addressing messages, they are also good standards of email etiquette used in a range of professional settings.

Note: When sending emails through the Sakai system, please make sure you check the “Send a copy of this message to recipient’s email address.”

APA Style/ Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All formal papers should be submitted in APA 7th Edition format. Should papers have significant errors in APA formatting, they will not be accepted as complete. Quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/writing/).
SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework
Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

This framework is consistent with the design and content of this course. Specifically, the course will increase students’ abilities to apply critical perspectives to their understandings of, experiences with, and enactment of leadership. This is accomplished through the study of leadership theory and development along with their application in educational contexts as means to advance social justice and equity.

Diversity
This course addresses the myriad of ways in which diversity influences the processes of leadership and leadership development in higher education. Particular attention is directed at using critical perspectives to examine more closely the ways in which social location, and in particular social identities, influence how leadership is understood, experienced, and enacted. All of this is done to increase the ability of educators to better serve the needs of an increasingly diverse higher education context.

Conceptual Framework Standards
This course houses a core assessment for the following Conceptual Framework Standard:

CFS3: Candidates demonstrate knowledge of ethics and social justice.
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.

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.

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](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](http://www.luc.edu/education/academics_policies_main.shtml).

Diversity
Loyola’s School of Education is committed to the value of diversity in all of its courses. This course presents and encourages diverse perspectives on evaluation and assessment in higher education, as well as scholarship about how to design evaluation plans that serve diverse groups of stakeholders. In our examination of program evaluation strategies, we will always emphasize the ethics of conducting quantitative and qualitative research. We will also stress the evaluator’s responsibility to engage aspects such as access to technology, religion, gender, class, ability, race and ethnicity, student academic success, funding patterns, among others, that may play an important role in the design and implementation of evaluation research. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.
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
We will be having virtual, synchronous meetings every Thursday from 5:30pm-8:00pm CST unless indicated by the instructor or the syllabus prior to class. We will be using Zoom for our meetings. Please use the following link to access the Zoom meeting room: https://luc.zoom.us/j/97057394367. This same link can also be found at the top of the syllabus and on the calendar on the class Sakai website.

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 me 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.
The link below 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*.

**Syllabus Addendum Link**

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

Additional SOE information and policies are included in a syllabus addendum included as Appendix B of this syllabus.
CLASS RESOURCES, ASSIGNMENTS, AND EVALUATIONS

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will only be granted in rare exceptions. Note that I will not hunt down missing assignments, and it is your responsibility to ensure that they are turned in by the stated deadlines.

If an assignment fails to follow the instructions provided, a grade of zero will be assigned. This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Detailed explanations of assignments are provided in the assignments section of the Sakai site. Students are encouraged to consult with the instructor regarding any questions.

For all assignments focused on writing, students will be provided feedback regarding content, structure, and grammar/ APA style. It is the student’s responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased.

Students should not exceed the length of assignments. Additionally, the length does not include the title page or reference pages.

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned.

**Grading:**

- Total points for an A: 94-100
- Total points for an A-: 90-93
- Total points for a B+: 87-89
- Total points for a B: 84-86
- Total points for a B-: 80-83
- Total points for a C+: 77-79
- Total points for a C: 74-76
- Total points for a C-: 70-73
- Total points for a D: 60-69
- Total points for a F: 0-59
Assignments & Point Distributions

Assignments and point distributions are detailed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (our class)</td>
<td>20</td>
</tr>
<tr>
<td>Participation (cross class)</td>
<td>15</td>
</tr>
<tr>
<td>Community Building Activities</td>
<td>20</td>
</tr>
<tr>
<td>Ripped from the Headlines Analysis #1</td>
<td>15</td>
</tr>
<tr>
<td>Ripped from the Headlines Analysis #2</td>
<td>25</td>
</tr>
<tr>
<td>Final Reflection Video</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Participation
Participation is the foundation of this course. Your participation is based on engagement in class in full and on time, completing course readings/other sources, submitting learning contract goals, and participating in forum discussions when applicable.

You are expected to submit a Learning Contract form via Sakai on Thursday, September 3rd at 5pm. This form requires you to specify personal goals and objectives for this course. Should the learning contract not be submitted by the designated time, 2 points will be deducted from the final participation grade in the course. An additional point reduction will be applied for each 24-hour period after the original time due.

Participation (our class). I will be taking note of your participation in our class. When I say this, I mean that I think about class broadly, participation broadly, and taking note broadly. I will be paying attention to how you show up in class and come prepared to add to the discussion. I realize that people participate in a multitude of ways, and I will take that into account. Participation in class also means things that can be considered “contact hours”. For example, if I assign you to watch a video that I upload prior to class, I will check in on that.

Participation (cross class). This includes your participation in activities and class sessions that we do with the other section of this course: movie, book club, etc. Again, I acknowledge that participation and engagement look different for different people. This will also look different when we combine with a larger group of people who we have not spent the same amount of time with in the context of this course.

Community Building Activities
While your participation may be the foundation, willingness to engage in community building is also integral to the success of this course. Throughout the semester, you will be expected to engage in four different community-building activities (worth 5 points each). These activities include: generating community agreements, bringing a resource to the class and posting it in our class repository, and participating in two conversations with classmates activities.
Community Agreements. They are important aspects of group learning and dialogue. They are “rules” or expectations to which we will all agree to that tell us how we are going to act toward one another over the course of the semester. We will generate these as a class. Each student will be responsible for proposing and/or commenting on a suggestion for the way our class will operate. We will do this in our second class during our class time together. This is a document that can evolve over the semester but will guide how we treat one another and interact with each other.

Class Resources. In addition to learning from the resources that I provide in class, it is important to continuously be looking to the world around you as an educational resource. To that end, we are going to create a compilation of diversity and multicultural resources to take with us after this course. The content of this will depend on each of you. You will each sign up for two class sessions in which you will present to the class a resource to help us think more about diversity and multiculturalism. It can be any type of resource that we can all access—youtube video, podcast, documentary, movie, research study, magazine article, thought piece, blog, etc. You will need to post a way for us to access your chosen resource in the “Class Resources” folder prior to the class in which you are sharing.

Conversations with Classmates. Over the course of the semester there will be two weeks in which you will have the opportunity to have conversations with your classmates. During that week, I will partner you up with one of your classmates, and you will contact them via phone/skype/zoom/etc. (it must be a real-time communication platform). I will generate a few questions to get your conversation started, but feel free to take it to other places related to the course as well. This will serve as an opportunity for you to build in-depth community with two of your classmates. You will complete your first Conversation with Classmates during Week Three of the course. This means that you will need to have completed the activity with your partner before class on September 10. The second Conversation with Classmates will occur during Week Nine, and you and your partner will need to complete the activity before class on October 22. The dates for this activity can also be found on the course schedule.

Ripped from the Headlines Analysis
From week to week in higher education there are often numerous events that happen on different campuses that center many of the topics and themes we will be learning about this semester. These occurrences, while unfortunate, are opportunities for us to learn. These assignments are intended to leverage these instances.

There will be two opportunities for you to engage in this type analysis to application exercise over the course of the semester. The first assignment will be in written format and will be worth 15 points. For the first assignment you will is to find an article that has to do with an issue/issues of social justice on a college campus. You will then write a 5-7 page paper addressing the following:
The issue
• The stakeholders involved
• The system(s) of oppression, privilege, and/or social justice involved (this should be grounded in literature)
• Response of administrators and/or faculty
• Your ideas for how you would respond (this should be grounded in literature)

The second assignment will be completed with a partner or group of three and done in podcast format. You will want to include the same ideas in your podcast: an article/issue, background context, connections to literature, how you think they should’ve responded/how you would’ve responded. The only difference is, for this assignment, you will do this all in a conversational format with a partner. The class will also listen to your podcast as part of our last class of course content.

The first paper is due by Wednesday, September 23 at 11:59pm. The second podcast is due by Wednesday, November 18 at 11:59pm. The papers should be submitted through the assignments tab in Sakai. They are considered scholarly papers. Therefore, you should adhere to APA guidelines. Your paper should use 12 point Times New Roman font with 1” margins. Please single-space after the period. The title page and the references page do not count toward your 5-7 page parameters. You do not need to include an abstract. The podcast will need to uploaded to the appropriate Resources folder.

Final Reflection Video
The purpose of this assignment is to allow you to spend some time critically reflecting on the concept of social justice and to capture your growth over the semester. Each student will create a 7-10 minute video addressing their goals/objectives which they set using the Learning Contract at the beginning of the semester. Students will evaluate themselves on each of their goals. Additionally, you will want address where you plan to go in the future with what you’ve learned in the course. This assignment serves as the final project for this course and is due by 11:59pm on Thursday, December 10.

Course Texts

Required Texts

Recommended Text

Any additional readings outside of the textbook will be available as a PDF on the Sakai course website. While most readings should be immediately available, I may adapt some of the
content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>WORK DUE</th>
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</thead>
</table>
| August 27  | Welcome to Multiculturalism and Social Justice | Watch/Listen  
• Syllabus Video  
Read  
• Syllabus |
| Week 1     |                                            |                                                    |
| September 3| Getting on the same page together          | Read  
• Section 1: Getting Started: Core Concepts for Social Justice Education (pp. 1-64) |
| Week 2     |                                            |                                                    |
| September 10| Vulnerability & Agency                      | Listen (Choose 1)  
• Brene Brown TED Talk: [The power of vulnerability](#)  
• Brene Brown on [Armchair Expert](#)  
Read  
• Yosso, T. J. (2005)  
Due  
• Conversations with Classmates #1 (September 10 @ 5pm) |
| Week 3     |                                            |                                                    |
| September 17| Racism                                     | Listen  
• Michelle Obama Podcast, [Episode 1: President Barack Obama](#)  
• Nice White Parents Podcast, [Episode 1: The Book of Statuses](#)  
Read  
• Section 2: Racism (pp 65-95) |
| Week 4     |                                            |                                                    |
| September 24| Classism                                   | Read  
• Section 3: Classism (pp 163-207)  
Listen |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Read</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Week 6</td>
<td>Religious Oppression</td>
<td>Section 4: Religious Oppression (pp 247-311)</td>
<td>Written Ripped from the Headlines #1 (Wednesday, September 23 @ 11:59pm)</td>
</tr>
<tr>
<td>October 8</td>
<td>Week 7</td>
<td>Sexism, Heterosexism, and Trans*</td>
<td>Section 5: Sexism, Heterosexism, and Trans* Oppression (pp 341-411)</td>
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<td>Oppression</td>
<td>Select 1 from the Voices sub-section</td>
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<td>Select 1 from the Next Steps sub-section</td>
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<tr>
<td>October 15</td>
<td>Week 8</td>
<td>Movie Night (Cross Section Class)*</td>
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<tr>
<td>October 22</td>
<td>Week 9</td>
<td>Ableism</td>
<td>Section 6: Ableism (pp 467-503)</td>
<td>Conversations with Classmates #2 (October 22 @ 5pm)</td>
</tr>
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<td>Select 1 from the Voices sub-section</td>
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<td>Select 1 from the Next Steps sub-section</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Event</td>
<td>Read</td>
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• Museus, S. D. (2014)*  
• ACPA Strategic Imperative for Racial Justice and Decolonization* |                                           |
| November 5      | Week 11 | Book Club                    |                                           |                                          |
| November 12     | Week 12 | Book Club                    |                                           |                                          |
| November 19     | Week 13 | Book Club                    | Due                                      | Podcast Ripped from the Headlines #2 (Wednesday, November 18 @ 11:59pm) |
| November 26     | Week 14 | THANKSGIVING BREAK – NO CLASS |                                           |                                          |
Select 1 from Next Steps sub-section |
| December 10     | Week 16 | NO CLASS FINALS WEEK         | Final Reflection Video Due on Thursday, December 10 by 11:59pm CST. |
## APPENDIX A: Dispositions

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