ELPS 468: Problems in Finance and Business Management
Loyola University Chicago
School of Education

Instructor Information

Name: Michael Lubelfeld
2020

Email: mlubelf@luc.edu

Office/ Phone: 847/875-5038

Office Hours: By Appointment

Responsiveness: Email - 24 hour response time, Telephone 24 hour response time, assignments, one week response time

Group or Class Meetings - will be scheduling 3 one hour sessions to complement law class dates TBD

Course Information

Dates: August 24 - December 12, 2020

Days: TBD

Times: TBD

Location: ONLINE

*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 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.

---

**Course Description:** This course is designed for Superintendent Preparation students as well as aspiring Directors of Special Ed district leaders who will examine school finance from various perspectives in PK – 12 districts - historical; governmental (local, state and federal); political; philosophical; and practical. Course assignments will emphasize analysis of school district finances and available data. The course provides for an in-depth study of Illinois school finance including an examination of how school districts make financial decisions. The role of district administrators in financial planning and budgeting will also be discussed.

The course will examine: 1) The essentials of funding of Illinois school districts; 2) Tax caps and finance cycles; 3) Budget preparation and management and school district audits; 4) Strategies school districts use to maximize district revenues and control expenditures; 5) Fiduciary responsibilities; 6) Bidding and purchasing and managing school facilities and resources; 6) Financial projections; 7) Debt financing; 8) Illinois’ retirement systems and tax sheltered investment mechanisms available to school personnel; and, 9) Employee benefit and compensation programs.

Learning activities are designed to focus on practical issues in school finance and topics of interest to SUPT and DOSE preparation students.

**Required readings**


Course Objectives

- Review the historical basis of funding U.S. public education (PK – 12).
- Review federal legislative action.
- Learn how Illinois schools are funded.
- Learn about the Illinois school finance cycles for property taxes, district budgets, and school district levies.
- Learn how school budgets are developed and managed at the district level.
- Learn how to use school audits in conducting financial analysis.
- Learn how to analyze district financial information and create preliminary financial projections.
- Learn how school districts establish employee compensation and benefit programs.
- Develop an understanding of strategies public school administrators employ to maximize revenues and control expenditures.
- Learn how a school district referendum is organized.
- Identify fiduciary responsibilities of school officials and Board Members.
- Examine school district purchasing procedures/issues including the function, purpose, and process of bidding, requests for proposals and qualifications.
- Learn about managing PK - 12 school district facilities, issues, and processes.
- Review Illinois teacher retirement systems and available district tax sheltered investments for teachers and administrators.
- Identify current challenges to public school finance, i.e., voucher plans, charter schools, for-profit schools, etc.
- Learn about school district reorganization as a political and, possibly, financial issue in Illinois.

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. 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.

Course Requirements

1. Attendance, Problems of Practice, and Participation: (10 points per class, 100 total points)

   Attend class on time and actively participate in discussions and activities. The student’s participation score will be based on the student’s attendance pattern as well as contributions to class. Partial attendance results in partial points. Preparation for class includes reading assigned materials, downloading study guides and preparing for in class activities as assigned. For example, students may be asked to bring to class actual
property tax bills, district salary schedules and/or asked to do brief surveys or prepare short explanations on finance issues.

2. Assignments and State Assessments: Prepare three (3) papers. (50 pts each - 150 total pts)

A. Financial Analysis of the Education Fund of a given PK – 12 School District:

(50 points) 5-page minimum

This profile will be prepared using data from the last three audits of the school district, FY20 (2019 – 2020), FY19 (2018 – 2019) and FY18 (2017 – 2018). Explore only the Education Fund. To prepare for this paper we will conduct an in class activity designed to introduce students to a school district audit.

The function of the paper is to develop a coherent understanding of the financial position of a school district’s Education Fund. You should consider yourself as a financial consultant asked by the school district to summarize their financial position. In the paper, analyze the following financial data. After having explained the information, draw a conclusion as to the financial position of the district along with an appropriate analysis. Initially, download the spreadsheet that will be sent to you and place your data into the appropriate tables as follows:

1) Table 1 – Education Fund Revenues, Expenses and Fund Balances "Statement of Cash Receipts, Disbursements and Changes in Fund Balances, Government Funds"

2) Table 2 – Education Fund, Budgeted v Actual "Statement of Cash Receipts, Disbursements and Changes in Fund Balances, Education Fund, Budgeted and Actual"

3) Table 3 - District Debt

4) Table 4 – Tax Rates, Extensions and EAV "Additional Supplementary Information, Schedule of Assessed Valuations, Tax Rates and Tax Extensions"

5) Table 5 – Per capita tuition "Additional Supplementary Information, Schedule of Per Capita Tuition Charge"

Insert these tables and appropriate charts into your paper at the appropriate place in the text.

Please be sure to discuss and/or explore the following:

1) Using the above data, discuss the district’s current financial position. (ELCC 1.2; ELCC 5.4)

2) Then, create four years of projections using revenue and expenditure assumptions. For FY 20-21 use the current budgeted figures. For FY22, FY223 and FY24 create projections based upon increases in revenues and expenditures. Ask the Business Manager/Assistant Superintendent of Business her/his advice for a reasonable percent increase for expenditures over the next years. Explain the assumptions behind the percentage increases. (ELCC 1.3; ELCC 3.2)

3) In the “Notes” and “Management Discussion” section of the audit, identify any possible unique and/or major issues, features or topics facing the district. Review the auditor’s perspective on the district. Did the district’s
auditors pose any questions or concerns in their letter to the Board of Education or elsewhere in the audit? (ELCC 5.4; ELCC 6.2)

4) Prepare your conclusion as to the strengths and/or weaknesses of the financial position of the district? Financially, where is the district at now and where do you predict the district will be in the future? What factors will influence the district’s future financial position? Defend your conclusion by referencing the data. (ELCC 5.4; ELCC 6.2)

B. Answering Key School Finance Questions for the Public

(50 Points) 6-page minimum

Paper: Students will prepare answers to three key school finance questions. The answers will be directed to a public audience, i.e., school board members, community individuals, and others. The goal of this assignment will be to prepare aspiring district leaders to answer real life school finance questions for a public audience. DOSE CANDIDATES – BE SURE TO CALL OUT AND DESCRIBE/ANALYZE TITLE FUNDS, IDEA FUNDS, SPECIAL EDUCATION FINANCIAL INFORMATION

Your paper should demonstrate accurate information using the class text, course discussions and other sources. You will answer each of these questions in no more then two – three pages (for a total of a minimum of six pages plus references). While the paper should follow the APA format for citations and reference, your writing style should be directed to the public. When the paper is due, we will share our "answers" in class. (ELCC 1.3; ELCC 6.2)

C. Interview Case Study: Dealing with a Deficit Case Study

(Long-Range District Financial Planning Case Study)

(50 points) 8 - page minimum

Students will interview a district level administrator (superintendent, assistant superintendent, business manager, TITLE GRANT ADMINISTRATOR (DOSE)) responsible (or sharing in responsibility) to fashion strategic responses to district finances. Each student will prepare her or his own paper based upon an analysis of the interview and the course readings and discussions. Finally, each student will present their findings to the class using a PowerPoint presentation.

The details of the assignment and the rubric are will be handed out in class and can be found in a separate handout titled, “Long-Range School District Financial Planning Case Study.”

GRADES:

Your final grade in the course will be determined as follows:

Problems of Practice/Participation/Attendance: 10 points per class, 10 classes 100

Financial Analysis Paper 50

Answering Key School Finance Questions 50

Dealing with a Deficit Case Study 50
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

All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in 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 evening’s class FOR ONLINE COURSE, DISCUSSION WILL BE SCHEDULED ONLINE SYNCHRONOUS – OR VIA DISCUSSION/VIDEO ASYNCHRONOUS - TBD. 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 Superintendent 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.


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


LiveText

Each syllabus should include LiveText in the required texts and materials section. 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 also include the following hyperlink to offer students additional information about LiveText.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to the following required statements and can be used in place of adding each individual statement to your syllabus. Please insert this link where you would normally reference this content in your syllabus.

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:

www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to:
Course STANDARDS for District Leaders:

**Illinois State Board of Education (ISBE 2016)**

Standard 1: Vision

Standard 3: Management

Standard 5: Ethical Leadership

Standard 6: Advocacy and Influence

**National Educational Leadership Preparation Standards-District Level: (NELP Standards 2018)**

NELP 1.3 (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote continuous, sustainable, and evidence-based school and district improvement.

NELP 6.1 (MANAGING SYSTEMS) Program completers understand and demonstrate the capability to manage the district's systems, including administration, management, governance, finance, and operations.

NELP 6.2 (RESOURCES) Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

NELP 7.3 (LEGAL) Program completers understand and demonstrate the capability to ensure compliance with applicable policy, laws, rules, and regulations.

NELP 7.4 (POLICY ENGAGEMENT) Program completers understand and demonstrate the capability to appropriately respond to local, state, and national decisions.

**ISSLC STANDARDS**

**Standard 1**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Standard 2**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3**
An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Standard 6**

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.


**Reference for Aspiring Director of Special Education Candidates**

The candidate will learn how Illinois Schools are funded. This will include an understanding of tax cycles for property taxes, district budgets, and school district levies. Aspiring DOSE district leaders will learn how to develop a budget and manage them at a district level. They will learn how to do school audits and conduct financial analysis and create financial projections. They will learn how school districts establish employee compensation and benefit programs and how to maximize revenues and control expenditures. They will learn how a referendum is organized and identify fiduciary responsibilities of school officials and Board members. They will examine school districts purchasing procedures including function, purpose and process of bidding.

**DOSE Preparation Program Standards**

ISBE: 29.140(a)(1)(E); 29.140(a)(1)(J); 29.140(a)(2)(K); 29.140(e)(1)(A); 29.140(e)(1)(B); 29.140(e)(1)(C); 29.140(e)(1)(D); 29.140(e)(2)(A); 29.140(f)(1)(D); 29.140(f)(2)(H); 29.140(f)(2)(I)

ISLLC: Standard 9 Standard 10

CEC: SEA.5.S3

**SOE 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.

**Illinois State Board of Education**
Standard 1: Vision

Standard 2: Curriculum, Instruction and Assessment

Standard 4: Relationships

Standard 5: Ethical Leadership

Standard 6: Advocacy and Influence

**Relevant Course Websites**

The following website allow candidates to access and to review Illinois State law and policy:

Illinois State Board of Education: [www.isbe.net](http://www.isbe.net)

U.S. Office of Education Website: [www.ed.gov](http://www.ed.gov/)

National School Board Association: [http://www.nsba.org](http://www.nsba.org) (School Law Resources)

Illinois Association of School Boards: [www.iasb.com](http://www.iasb.com)


**ELPS 468: Problems in Finance and Business Management**

**Assignment Rubric:** Interview Case Study – Dealing with a Deficit Case Study (50 Points)

**Student:**

_____ Paper on time

_____ Content (40 points)

_____ Introduction (Briefly describes the person you interviewed including personal background and experience with school financial planning as well as the demographic characteristics of the district.)

_____ Salient interview issues

_____ Analysis of interview and use of readings and class discussions.

1. The most significant organizational, management, and resource challenges.
2. The primary sources of school district revenue?
3. How do superintendents work effectively?
4. How superintendents engage school boards and other stakeholders.
5. Long range planning techniques.
6. Political, legal, and moral issues.
7. Budgeting processes and fiduciary responsibilities.
8. Strategies to maximize this school district’s revenues and minimize expenditures.

_____ Conclusion: What have you learned from the interview concerning management of district finances?

Class Presentation (5 points): Active participant

PowerPoint Presentation: a) 10 or fewer slides; and b) 4 or fewer lines per slide.

Writing (5 points)

APA Format

1” margins with 12 point type

Title page and running headers

Separate reference page

Text citations

Organization (Introduction, body of paper and conclusion.)

Paragraph structure

Sentence construction

No contractions

Proofreading and editing (Grammar, Punctuation, Acronyms)

Summarizing, paraphrasing and using quotations

Proper comma usage (compound and complex sentences)

Total Points

Comments:

ELPS 468: Problems in Finance and Business Management

Assignment Rubric: Financial Analysis (50 Points)
Paper on time

Content (45 points)

Introduction

Areas of data analysis:

1) Table 1 –Education Fund Revenues, Expenses and Fund Balances
2) Table 2 –Education Fund, Budgeted v Actuals
3) Table 3 –District Debt
4) Table 4 –Tax Rates, Extensions and EAV
5) Table 5 –Per capita tuition
6) Provide a discussion of the district’s finances.
7) Unique and/or major issues, features or topics as found in the “Notes” section of the Audit.
8) Any issue(s) raised by the district’s auditors.
9) Conclusion

Past financial trends in expenditures, revenues or other factors affecting the district.

Projections and assumptions for the projections.

The overall strength/weakness of the financial position of the district as represented by the data you analyzed.

Writing (5 points)

APA Format

1” margins with 12 point type
Title page and running headers
Separate reference page
Text citations
Organization (Introduction, body of paper and conclusion.)
ELPS 468: Problems in Finance and Business Management

Assignment Rubric: Answering Key School Finance Questions for the Public (50 Points)

Student: ____________________________________________________________

_____ Paper on time.

_____ Content (40 points): Answered each question informatively and accurately.
  _____ 1) Question 1
  _____ 2) Question 2
  _____ 3) Question 3

_____ Writing - Style (5 points)
  _____ 1) Spoke to the intended audience.
  _____ 2) Used a straightforward approach that avoided jargon
  _____ 3) Presented answers clearly and persuasively.

_____ Writing - Technical (5 points)
  _____ APA Format
  _____ 1” margins with 12-point type
  _____ Title page and running headers
  _____ Separate reference page
Text citations

Organization (Introduction, body of paper and conclusion.)

Paragraph structure

Sentence construction

No contractions

Proofreading and editing (Grammar, Punctuation, Acronyms)

Summarizing, paraphrasing and using quotations

Proper comma usage (compound and complex sentences)

Total Points

Comments:

Dispositions Rubric

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>Candidate is punctual for meetings within the</td>
<td>Candidate is punctual on a consistent basis</td>
<td>Candidate is punctual for meetings, with a</td>
<td>Candidate is consistently not punctual for</td>
</tr>
<tr>
<td>professional setting (internship)</td>
<td>for meetings within the professional setting. (internship)</td>
<td>few exceptions, within the professional setting. (internship)</td>
<td>meetings within the professional setting. (internship)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
</tbody>
</table>

**Section II:** Integrate the following content into your syllabus.

- Dispositions

1. **Integrate the following content into your syllabus:**
**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 and Conceptual Framework Standards**

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.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**SOE 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.

**Dispositions**

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are*
assessed in the course and direct students to where they can locate the rubric on LiveText. A
description of how we use disposition data in the SOE is included in the SOE syllabus
addendum.

Section III: The addendum for your syllabus.

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional
Effectiveness reminding them to provide feedback on the course. They will receive consistent
reminders throughout the period when the evaluation is open, and the reminders will stop
once they have completed the evaluation.

- 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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge,
   methods, principles, generalizations, theories)

2. Developing knowledge and understanding of diverse perspectives, global awareness,
or other cultures

3. Learning to apply course material (to improve thinking, problem solving, and decisions)

4. Developing specific skills, competencies, and points of view needed by professionals
   in the field most closely related to this course

5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing

9. Learning how to find, evaluate and use resources to explore a topic in depth

10. Developing ethical reasoning and/or ethical decision making

11. Learning to analyze and critically evaluate ideas, arguments, and points of view

12. Learning to apply knowledge and skills to benefit others or serve the public good

13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**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](#).

**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*

[Include information about synchronous meetings, if any. Make sure to state days and times,
what tool will be used (Zoom, for example), and what the requirements are for sessions.]

*Student Participation*

[Insert a policy about student participation expectations. How often should students log in and
check course materials? What is expected of participation throughout the course, in
synchronous sessions, etc.?]

*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/](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](http://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.
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/)