



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**TLLSC 370/461: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2020

Instructor Information

Name: Michelle Cohen, Ed.D

Email: mcohen3@luc.edu

Office: Virtual appointments Monday – Saturday to be arranged

Phone: Cell: (773) 203-9686 NO TEXTING PLEASE Home: (773) 878-1617

Office hours: Virtual or phone hours are open.

Module Information

Dates: August 24, 2020 – December 6, 2020

Days: On line synchronous session for bi-weekly meetings (Time/date to be yet determined)

On-Campus Location: On-line-synchronous session for one hour bi-weekly session-ZOOM

School-Site Location: On –line-synchronous

Virtual Office Hours: Open-can be either synchronous or asynchronous depending on need/issue(s)

Responsiveness: All communication (e-mails & phone calls) will be responded to within 24 hours of receipt.

Assignments will be reviewed and either graded or commented on within one week following due date of that assignment.

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 webpage 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 incidents within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their cases 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.

Essential Course Information

Sequence Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. Candidates will work with their Co-teacher two days per week while being supervised by their Internship Coach. Monday night seminars will be held on line and lead by the TLSC 360 instructor. This sequence also prepares candidates for the required edTPA project they will complete during their student teaching in Sequence 8. Candidates will compose a pilot edTPA project. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidates for independent work by also discussing components of the Teacher Performance Assessment (edTPA). Where TLSC 360 will represent the academic content required of candidates, TLSC 370 will guide the fieldwork experience required by that work through virtual observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

- How does my knowledge and understanding of my students impact my assessment development and implementation?
- How do my curriculum and instruction choices impact the classroom environment?
-
- How does my use of data support student success?
- How does my formal and on-going reflection on the impact on my students' learning aid in my development as a professional educator?

As a part of this module, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.
- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' prior knowledge and also address gaps in students' skills required for knowledge attainment. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I)
 - **EU2 S8** Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - **EU4 S7** Maintain student records with appropriate confidentiality. (7P, 9J)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - **EU6 S10** Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB)
 - **EU6 S11** Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
 - **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs.
 - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitor and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families.
 - **EU6 S12** Reflect and analyze past lessons to improve in the future. (9K) (IB)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J)
- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion.
 - **EU9 S6** Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
 - **EU9 S8** Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (5M, 5N, 8I, 8O, 8S, 9K, 9N) (IB)

SmartEvals Course Evaluation for Students

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

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

Dispositions Assessment:

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. 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. The specific disposition or dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- **D8** demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D13** demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

To view the full disposition rubric for this module please go to go to your course in LiveText.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
Below 62%	F

Attendance: THIS SECTION WILL BE MODIFIED TO REFLECT CHANGE TO REMOTE LEARNING (SEE PARTICIPATION BELOW)

- Arrive promptly and maintain excellent attendance records. (See attendance form) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

- Inform your Instructor, Coach and Co-teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
 - Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.
-

Module Assignments

Professionalism and Dispositions: 10%

Candidates will be rated on professionalism and dispositions at the end of the term. Candidates who meet or exceed expectations on the S7 dispositions will receive full points for this portion of professionalism. In Particular, candidates are expected to move beyond requiring supports that have been reduced from earlier Sequences. As candidates, you must:

- *Maintain consistent and timely communication with your coach and classroom teacher. You must take the lead and be both consistent and persistent. Missed due dates or deadlines without reasonable cause AND prior consent from your internship coach could result in a negative disposition rating. If you realize the need for an extension on an assignment, you must contact your coach on a timely basis and request the extension within a reasonable time frame.
- *Actively contribute to a positive, collaborative professional community.
- *Carefully read assignment descriptions and only bring questions up that you have not been able to resolve either independently or by asking peers.
- *Bring with you the knowledge and skills you gained from previous sequences and apply them to your work here. In some cases, you may need to refer to previous resources and texts. Sequences 7 and 8 focus more on the application of what you have previously learned rather than on coaching you as beginners. If you have forgotten critical information or skills, you will need to catch up.
- *Independently seek solutions to issues that arise with peers, coaches, instructors, and mentor teachers.
- *Complete work independently and without repeated submissions and feedback, unless an assignment is specifically designed with this in mind.
- *Show initiative, a drive to succeed and a commitment to doing your best work. During this internship, your decisions, teaching, and professionalism have a direct impact on children, and you will be held responsible for this. Invest in getting as much as you can from S7, so that you can leap into the teaching role in S8. Remember that, despite the events of 2020 and the need to work remotely, you already have many hours of field based learning than candidates do in their entire four years of undergraduate education. There is still a great deal you can do to learn and prepare for teaching. If you decide to enter the field after graduation, you will most likely have a teaching position in a matter of months, perhaps as early as May,

and you will need to be prepared, confident, and effective.

● *Module Participation: 30% of final grade*

- Candidates are expected to consistently and actively participate in all class activities and discussions synchronous or asynchronous. Since much of this module is based on virtual site interactions, candidates are expected to communicate and collaborate professionally with co-teachers and students and will be evaluated by a **participation rubric** by both their internship coach and co-teacher.
- Candidates will work to establish a schedule/responsibilities with their co-teacher based on the expectations for this course and the supports required by the school/teacher/students and fulfill those responsibilities as agreed for the duration of the session. Candidates must document their time using the **Communication &**

Collaborations form provided and submit the form to their University Coach weekly and then to Livetext at the conclusion of their module. The goal is to fulfill 8-10 hours of interactions per week.

Ideas for these interactions can/should include but are not limited to:

- Collaborating on planning and development of curriculum and curricular materials:
 - Virtual planning sessions, team meetings, etc.
 - Weekly calendars
 - E-learning activities/presentations 1-2 per week
 - Traditional in-person lessons the teacher might teach for you in a hybrid format
 - Learning Materials/Resources
 - Creating Assessments
 - Exploring virtual/remote-learning resources

- Observe/Support Virtual Instruction
 - Attend/assist virtual instruction sessions your teacher is providing to students
 - If your school is hybrid, observe/assist in-person instruction by zoom
 - Present 1-2 virtual lessons per week
 - Perhaps host weekly student Q&A/support sessions for 1-2 hours/week
 - Assist with grading and other administrative responsibilities

- **Bi-weekly synchronous discussion sessions** for your TLSC section will build directly on assigned readings/videos and e-teaching experiences; candidates must attend these discussions adequately prepared for that week's focus and participate actively.

Participation that would have reflected attendance at school site will be replaced by participation in/completion of supplemental e-activities/assignments/responsibilities that will be tracked by coaches and included as part of this grade.

- *2 lessons/activities weekly (using modified template)*
- *1 e-learning post/discussion weekly*
- *biweekly group discussion*
- *weekly communication/collaboration logs submission*
- *weekly reflections*

- **Teaching Evaluations: 40% of final grade**

- Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 4 teaching evaluations to take place on an approximately bi-weekly basis. These evaluations will include 2 live virtual lessons observations and 2 virtual lesson conferences. Candidates must submit a written lesson plan analysis (see template) to their Coach and Co-Teacher no later than 72 hours prior to each observation via email **AND** LiveText. Evaluations should be signed by participants and uploaded to LiveText by University Coach.
- **Live Lesson Observations (2)**
Candidates will prepare a full written lesson plan and materials for a virtual lesson presentation/activity. Candidates will coordinate with their coach and co-teacher a date/time so they might observe virtually as the candidate implements the remote learning activity to their students online. **DO NOT RECORD YOUR ZOOM/GOOGLE CLASSROOM AND SEND IT TO YOUR COACH.** Coaches and co-teachers should be invited/present to your virtual presentation to observe your lesson. Lessons, links and materials should be emailed to coaches and co-teachers 72 hours in advance and submitted in Livetext.
- **Lesson Conferences (2)**

Candidates will prepare a full written lesson plan and materials for traditional in-person classroom instruction. Candidates will coordinate with their coach and co-teacher a date/time for a virtual conference to review the lesson and obtain feedback on this work and considerations for future implementation. Lessons, links and materials should be emailed to coaches and co-teachers 72 hours in advance and submitted in Livetext. Candidates will also submit a 1-page conference reflection in Livetext.

- **Weekly Reflections: 20% of final grade**

- Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given in class. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Candidate must submit a screenshot of their Communication/Collaboration log with each reflection submission. Submit via LiveText.

- **Summative Assessment: 10%**

- Candidates will complete and submit the practice edTPA project as outlined by their TLSC **360** instructor. Candidates must work to obtain proper consent at the very start of their experience for the group of students they will work with. Candidates will discuss with their co-teacher immediately as to what content material they should focus on implementing based on the timeline for the assignment and use that discussion as a basis for writing goals and objectives and building assessments. Rubric in LiveText

Module Reference Books

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. &McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Tentative Module Seminar Schedule

Week Seminar Meets	Focus	Readings/Assignments	Assignment Due
August 24 th			<ul style="list-style-type: none"> • Download, Duplicate and Distribute edTPA consent
August 31 st		Discussion Session	<ul style="list-style-type: none"> • Internship Information Form • Reflection
September 7 th	Labor Day- No Seminar		<ul style="list-style-type: none"> • Reflection
September 14 th		Discussion Session	<ul style="list-style-type: none"> • Reflection (All edTPA consents OBTAINED)
September 21 st			<ul style="list-style-type: none"> • Reflection
September 28 th		Discussion Session	<ul style="list-style-type: none"> • Reflection
October 5 th			

October 12 th		Discussion Session	• Reflection
October 19 th			• Reflection
October 26 th		Discussions Session	• Reflection
November 2 nd			• Reflection
November 9 th		Discussion Session	
PLC Nov. 16 th	CONTINUE ON SITE		
PLC Nov. 23 th	CONTINUE ON SITE	Discussion Session	
PLC Nov. 30 th	CONTINUE ON SITE		

School of Education Policies and Information

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the module:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC>

[Conceptual Framework Standards](#)

Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago, School of Education's Conceptual Framework (<http://www.luc.edu/education/mission/>) emphasizes action and impact through education.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

Diversity

This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

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.

SOE Conceptual Framework Standards (CFS)

- *CFS1: Candidates critically evaluate current bodies of knowledge in the field.
 - *CFS2: Candidates apply culturally relevant 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.
-

University Policies and Information

Smart Evaluation

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

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

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 in 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 include student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Student Participation

Students are required to check Loyola e-mail several times daily to assure they are up to date on communication and any revised or modified directives. Additionally, they are expected to respond to any and all e-mails from their coach within a 24 hour time frame during weekdays and 48 hours on weekends. Participation at bi-weekly hourly synchronous sessions with coach & peers is mandatory and will be facilitated by ZOOM. There will also be several Zoom sessions with mentors, interns, and coach. If you need to miss a meeting or virtual internship tasks due to sickness or a family emergency, you are asked to advise Dr. Cohen within a reasonable time frame.

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 or ridicule, and (2) not using profanity or making objectionable (gendered, racial, or ethnic) 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 this 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, know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding 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

- 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***.