



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 221: Individualized Assessment and Instruction for Diverse Students

Sequence 3: Policy and Practice in Urban Classrooms

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2020

Instructor Information

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Office hours: Virtual Office Hours following class following our class from 10-11 AM

Module Information

Dates: September 21, 2020-October 16, 2020

Days: Tuesdays

Times: 9-10 AM

Location: Online – both synchronous and asynchronous

Response Time: I try to respond to student emails within 24 hours during the week, and by Monday morning for weekend emails. I will attempt to respond to all online reflections within one week of their posting.

Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. In this way, teacher candidates explicitly focus on the multifaceted nature of students' abilities, strengths, and needs by collecting multiple forms of data on authentic classroom assessments and then making suggestions for instructional planning

to account for students' unique backgrounds, experiences, and needs. Through the use of online modules to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students.

Conceptual Framework and diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. This module assesses the Conceptual Framework Standard #2 Candidates apply culturally responsive practices that engage diverse communities This module focuses on policies and practices at the micro-level that impact the assessment and instruction of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions based on students' strengths and needs and advocating for students. This module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. In this module our focus on diversity will largely center around differences of ethnicity, language, culture, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed through an asset-based lens and in relation to equity, sensitivity, and prosocial practices. In our class discussions and in your writing, please adhere to the recommendations made by TASH, an advocacy group for disability rights regarding the use of person first language.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for an ESL endorsement. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

2.D . Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.

4.A-- Issues of Assessment for ELs– The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations. ^[L]_[SEP]

4.B-- Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs. ^[L]_[SEP]

Module Goals

Essential Questions:

- What are the various ways that students develop and achieve in the classroom?
- How can students' funds of knowledge contribute to achievement at schools?
- How can teachers support students' language and literacy development?
- How can teachers use individualized data to plan instruction?
- How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?

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

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to 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, gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Describe current terminology, technologies, and procedures necessary for conducting, analyzing, interpreting, and monitoring assessment data related to student progress. (7D, 7F, 7G, 7H, 7I) (IB)
- Identify information about students' individual experiences, families, cultures, languages, and communities that can be used to create meaningful learning opportunities and enrich instruction for all students. (1L, 1C) (IB)
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (2E, 2H) (IB)
- Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers and schools. (1A, 3C) (IB)
- Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
- Use assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 7J)

- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use a range of alternative forms of assessment. (7K, 7Q) (IB)
- Access and use a wide range of information and instructional technologies to gather and use data to enhance a student's ongoing growth and achievement. (3N, 5P, 7O) (IB)
- Use data about the influences of students' individual experiences, families, cultures, languages and communities to create learning opportunities inside and outside of the classroom and school. (1L) (IB)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1A, 1H, 2M, 2E, 3Q, 5M) (IB)
- Create and conduct assessments to understand the cultural, linguistic, and familial practices and discern the unique backgrounds of students. (1L, 3K) (IB)
- Utilize knowledge of second language acquisition to recognize differences between language proficiency and learning exceptionality. (1D) (IB)
- Use data to evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (4L, 4Q, 5J) (IB)

All students are assessed on one or more dispositional areas of growth across all of our programs in relation to the dispositions of: of [Professionalism, Inquiry and Social Justice](#). 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 below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course. In this course, candidates will be assessed on the following TLLSC dispositions: D3, D6, D7, D9, D13, D17. They are defined below:

D3 Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)

D6 Collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)

D7 Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

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.

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.

Accommodations: Any student registered with Student Accessibility Center (SAC) (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. Please log in to Accommodate using this link: <https://luc-accommodate.symplicity.com/>.

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 by clicking on this link: [LiveText](#).

Grading Policy & Scale:

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

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

D-	60%-62%
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Attendance:

Attendance is required. Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please Note the Following Additional Guidelines:

- Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.
- Hand held electronic/communication devices and laptop computers must be used with discrimination and professionally per professor guidelines.
- Dress professionally during school attendance days. This means for example, that no flip-flops, shorts, blue-jeans t-shirts or tank-tops should be worn. Remember that every day that you are in a school is an opportunity to create professional connections for yourself 😊

Module Assignments**Late work:**

- Late work will be accepted at the discretion of the instructor. To earn total points, please submit the materials by the assigned due dates. Should you have any issues with meeting the timelines provided for the course, please contact the instructors in advance of the deadline.

Module participation (25 points): These activities will include, but will not be limited to, online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes), keeping up with weekly reading assignments, and professional dispositions. *Attendance:* Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of

reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

Required Module Completion (25 points): We will collectively focus on online modules from the IRIS Center at Vanderbilt University (<https://iris.peabody.vanderbilt.edu>). Each week, we will have specific modules to complete, along with a reflective task (to be submitted in Sakai) that reflects your understanding of the material. The reflections will not be particularly long but will require you to synthesize your learning. We will focus on areas of developing individualized support plans, functional behavior assessment, and classroom management as it relates to students with disabilities. For example, this will be one of the modules we will focus on as a group <https://iris.peabody.vanderbilt.edu/module/fba/>.

Please respond to the module reflection within one week of the assigned date in Sakai.

Post a question or respond to a post on the Special Needs Network for Educators (SNNE) (15 points): The Special Needs Network for Educators (SNNE) was designed by current students and alumni of Loyola to connect pre-service and in-service educators to support students with special needs. You may either post a question or engage in one question/discussion related to students supporting students with disabilities. For example, you can post a question about an issue you are interested in learning more about, or you can comment on a post, question, or resource that someone else makes within our community. You just need to let me know on this sign-in sheet ([link](#)) when you posted on the site, and which topic you posted about. Your post does not need to be long. Here is a link to the site <https://special-education-network.mn.co> Please also sign up for the Pre-service educator topic on the site.

Final Function Behavior Assessment Review (25 points): As part of the final assessment of your learning, we will complete the final assessment for the functional behavior assessment module. You can work in a group of up to four to complete this assignment.

We will work in small groups - we will begin the final assessment together, Sign Up in Google Docs ([link](#))

Submit the final project in Sakai under the assignment. Please make sure to include your role in the assessment on the document.

If you are absent the day we go over the assessment, you will need to complete the assessment independently, using the Word version of this assessment under Assignments. You will submit this assessment if you are working independently in Sakai under Assignments.

This is a link to the original assessment in IRIS:

https://iris.peabody.vanderbilt.edu/module/fba/cr_assess/#content

○ ***Sequence Summative Assessment: 10% of final grade***

Aligned to the summative evidence in the two modules, the sequence summative assessment will be a “teacher study.” The goal of the assessment is to bring together the case studies done in the modules in the sequence (i.e., policy, students) to demonstrate the connection between the macro- and micro-layers of the educational institution and classroom practice. Candidates will need to bring together the broad findings from each study to explore the central role of the teacher in educational decision-making. This assignment will be submitted in Livetext.

Required Module Texts:

Chandler, L. K., & Dahlquist, C. M. (2014). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (***Special Education Majors and Minors should keep this book for future Sequences***)

EL Focus Additional Readings Reference List

Celic, C. M. (2009). *English language learners day by day, K-6*. Portsmouth, NH: Heinemann
Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*.

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms*.
Toronto, ON: Pippin Publishing.

Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension of immigrant students. *Reading and Writing* 25(8).
doi:10.1007/s11145-010-92907

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education* 57(3)

Klingner, J., & Geisler, D. (2008). Helping classroom reading teachers distinguish between language acquisition and learning disabilities. In J. K. Klingner, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 57-73). Thousand Oaks, CA: Corwin Press.

Lenski, S.D., Ehlers-Zavala, F., Daniel, M.C., & Sun-Irminger, X. (2006). Assessing English language learners in mainstream classrooms. *International Reading Association* (pp. 24–34)]

Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.

Samway, K.D. (2006) *When English language learners write*. New Hampshire: Heinemann

Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading Teacher*.

Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*.

SPED/Behavior Focused Readings List

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers*. 6th. Prentice Hall.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1990). *Functional analysis of problem behavior: A practical assessment guide*. Sycamore Publishing Company.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 351-380.

Date	Topic	Readings	Assignments
Special Education (4 weeks)			
T September 22	Introduction to TLSC 221 & History of Special Education/ Understanding Behavior Conducting the FBA: Gathering Information	Chandler & Dahlquist (2015) Ch. 1-2 Online Modules What Do You See? Perceptions of Disability – Challenge through Wrap Up (approximately 1 hour) https://iris.peabody.vanderbilt.edu/module/da/#content	
T September 29	Conducting the FBA: Interviews Conducting the FBA: Measuring Behavior	Chandler & Dahlquist - Ch. 3-4 Additional Interview tools posted in Sakai Online Modules Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan	Module Reflection Activity Due

		<p>Challenge through Page 8: Identify the Function of the Behavior (approximately 1 hour)</p> <p>https://iris.peabody.vanderbilt.edu/module/fba/#content</p>	
T October 6	Behavioral Assessment of Diverse Learners: Measuring Behavior cont./Analysis & Instructional Recommendations	<p>Chandler and Dahlquist – Ch.5 Online Modules</p> <p>Online Modules Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</p> <p>Page 9: Design a Function-Based Intervention through Wrap Up (approximately 1 hour)</p>	Module Reflection Activity Due
T October 13	Data Analysis & Instructional Recommendations cont. Behavior Intervention Plan	<p>Online Modules</p> <p>Individual Education Plan IEPs: Developing High-Quality Individualized Education Programs</p> <p>Challenge through Page 4: Procedural Requirements: Guidelines & Common Errors (approximately 1 hour)</p> <p>https://iris.peabody.vanderbilt.edu/module/iep01/</p>	<p>Module Reflection Activity Due</p> <p>Final Function Behavior Assessment Review Due Monday, October 19th</p> <p>Have posted on SNNE and completed Google Form by Monday, October 19th</p>

Loyola University Chicago
School of Education
Syllabus Addendum

***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.**

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**

Will be conducted over Zoom. I request you keep your camera on and mic muted unless you are speaking.

***Student Participation**

I ask that student participate in all activities including chats, polls, and other online activities.

***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](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

***Center for Student Access and Assistance (CSAA)**

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

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/