Loyola University Chicago  
CPSY 440-006 – Practicum  
Mondays 5:30 p.m. – 8:00 p.m.  
All classes via zoom

Instructor: Samantha Nieto, M.Ed  
Phone Number: Provided in class  
E-mail: snieto1@luc.edu; snieto15@cps.edu  
Please expect a response within 36 hours  
Office Hours: By appointment

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.

Course Description

This course will provide you with supervision for your direct counseling experience at your respective placement sites. Students will demonstrate case conceptualization and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement. Reflection on practice and competencies for practice in a multicultural world will be developed through class activities and discussions. The following IDEA objectives will be met:

IDEA Objectives Essential to this course
- Learning to apply course material (to improve thinking, decision making and problem solving)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA Objective Important to this course
- Developing knowledge and understanding of diverse perspectives, global awareness or other cultures

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. When you receive an email alerting you that the evaluation is available, complete it promptly. To learn more about IDEA/to access the website directly & complete your course evaluation go to: http://luc.edu/idea/ click STUDENT IDEA LOGIN on the left side of the page.

School of Education Commitment - COVID-19 Information
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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

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. Active and engaged communication with all of your professors is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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.

**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](#).

**Conceptual Framework and Conceptual Framework Standards**

*Professionalism in the Service of Social Justice:* As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work and as such will focus on standards CF2 and CF4. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/) Throughout the term you will be asked to consider how cultural issues impact your work with students, families and other educators and you will be tasked with identifying and applying culturally appropriate and ethical interventions in your work.

**Required Text**

There is no required text for this course. Any articles or readings used or referenced in class will be available on Sakai.

**Technology**

In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. E-mail and Sakai will provide convenient ways for us to communicate with one another in between class meetings. Each week the readings and resources for the following week will be provided to you via email or Sakai.

**Diversity**

Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. This class is designed to facilitate your development as a culturally competent professional who is able to work effectively with diverse clients and communities. Issues of diversity, equity, inclusion and access will be addressed throughout the term and are an important part of the discussion for every topic covered in this class.

**Smart Evaluation**

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- 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.
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**Syllabus Addendum Link** [https://www.luc.edu/education/academics/syllabi/](http://https://www.luc.edu/education/academics/syllabi/)
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Submission of Assignments

All assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and proper formatting are expected for all assignments. All submitted assignments should adhere to APA Style and are due at the beginning of class on the assigned due date. Any missing work will result in a zero; in addition, late work will be accepted for half credit. All assignments are to be submitted and will be graded/commented on electronically in order to reduce the need for passing papers back and forth. All assignments should be submitted to Sakai and should contain your last name and the assignment title. Example: Nieto_ClosingtheGapProject or Nieto_EvidenceofSelfCarePlan

Professional Behavior

When we meet via zoom, please minimize outside distractions and remain present with the class. It is my expectation that your camera will be on throughout the class. If there is a problem which requires you to turn off your camera please be sure to contact me.

Privacy Statement for Online Classes

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 should any class sessions 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.

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 the Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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.
 Attendance and Participation in class and the discussion forum

As much of the learning in this course occurs during our class discussions, your attendance and participation is essential and represents a significant portion of your final grade. This is true for online classes. When we meet online a Zoom meeting link will be available in Sakai. You are expected to attend all class meetings and to actively participate in all class discussions both as a listener and a speaker. If you are running late, or need to leave early, please let me know as soon as possible. Please dedicate this time to your professional development and participate as much as possible in discussions and activities.

Becoming an effective counselor requires exploration of personal values, assumptions and worldviews, while simultaneously learning to understand and respect the values, assumptions and worldviews of others. Thus, in this class students will be expected to discuss their personal views and to be respectful of others’ views as well, thereby ensuring a safe space for meaningful learning.

Course Requirements

A. 350 hours of onsite practicum experiences (minimum)
B. 40% of hours spent in direct service with clients (minimum)
C. Completion of course forms (all forms to be completed via LiveText & are required to receive a final grade)
D. Reflection Posts in Sakai (due: 9/13, 9/27, 10/18, 11/1, 11/22)

Five times throughout this semester you will be required to participate in an online discussion forum through Sakai. Each time you will be required to submit a reflection of your experience as an intern and then you will also be required to respond to at least one of your classmates' posts. Generally speaking your reflection should be 1-2 pages, while your responses to others will be shorter. Please be thoughtful with your responses, as I will not be grading based on meeting the page requirement, but rather about the depth of reflection you put into your posts and responses.

All initial reflections will be due by 6pm on the Friday before the assigned date; responses to reflections will be due before the start of class on the assigned date. This will be noted in the syllabus and in Sakai. Topics for each week’s reflection will be provided in Sakai.

E. Tool Kit Assignments (due October 4 and Nov 8)
1. Build a School Counseling Website: Due Oct 4

For this assignment you must design your own professional school counseling website. For the purpose of this class you can base this on the practices and policies of your internship site. You are free to use any website development software that you choose, though schools sometimes require the use of a specific program (i.e, google sites, weebly, wordpress). Your finished product must include the following:

One page with:
- Your mission statement
- Your bio and credentials
- Your contact information
- Your photo

At least 4 additional pages covering:
- The school’s developmental curriculum plan
- College/career advising/development, resources
- Social emotional learning/development, resources
2. **Closing the Gap Project** Due Nov 8
   For this assignment you will be showcasing a ‘Closing the Gap’ project that you have implemented at your site. This assignment is designed to build your experience in analyzing data, and to add a project to your professional toolkit. For this reason, there are three parts of this assignment.
   - First you will be identifying a need based on demographic data from your site. Once you have identified the need, you will select a goal to help “close-the-gap.” You will turn this into an action plan.
   - Then you must implement your action plan and record your results.
   - Lastly, you will reflect on the process as a reflection in class.

All the directions are linked above and will be posted on Sakai.

F. **Case Presentations (November 22 & 29; dates assigned on a first come, first serve basis)**
   Each student is required to present one case during the semester. The presentation will be an oral presentation that must include a link to at least one empirical article that addresses effective intervention outcomes with the issues you are addressing with your client. You must provide the link to the article for your classmates when you present. **Your presentation must contain information related to any cultural issues or implications of your case as well as a description of how these issues are being addressed.** For the purpose of submitting this to me, please submit your article link and your notes on your personal reflection to me through Sakai on the date of your presentation.

Your case presentation must contain the following information:
   - Demographic Data – relevant background and basic demographic information about your client (actual identity is confidential)
   - Presenting Problem – describe the reason for the referral
   - Relevant History – describe any background information that relates to the problem
   - Interpersonal Style – describe how the client relates within the therapeutic setting.
   - Supports and Stresses – Describe any support system in place for the client and discuss the client’s inhibiting stressors
   - Themes – Describe any themes that have developed in your relationship
   - Plan – discuss your intervention plan; include a brief description of the specific counseling therapies you considered and/or implemented while working with this client
   - Supervision - Reflect on the supervision you received regarding this client: What was helpful and what was not? What do you wish you had been told?
   - Personal Reflection – describe the personal and/or professional reflective process you experienced while working with this client; include any “aha” moments, frustrations, or concerns you may have experienced
   - Journal Article – provide a link to a journal article which will connect theory to practice for you on the issues presented in your case study

G. **Self-Care Plan** (evidence of plan due 9/13; mid semester reflection due 10/25)
   As part of your enrollment in the CPSY 427 course and School Counseling program you were asked to develop a self care plan for use during your Practicum/Internship year. This plan as developed was to include:
1. Areas of self-care that you feel are of particular interest to you (physical, emotional, spiritual, etc.)
2. A specific behavioral plan that has both a preventative component and a remedial component.
3. A process for maintaining accountability on a weekly basis

For this class, you will complete the following relative to your self care plan:
- Provide to the instructor a brief copy of your plan (include areas of self-care and intended plan of implementation) You do NOT need to re-do this, you can simply use whatever you created for the other class - **Due 9/13**
- Self-assessment/reflection - 1-3 pages - Are you following your plan? What challenges have you encountered? Have you had to make any adjustments to your original plan? What do those adjustments look like? How are they being implemented? - **Due 11/29**
### Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Reflection Posts &amp; Reactions</td>
<td>30 points total</td>
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<tr>
<td></td>
<td>● 3 points for each post</td>
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<tr>
<td></td>
<td>● 3 points for each reflection</td>
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<tr>
<td>Toolkit Assignments</td>
<td>20 points total</td>
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<td>● 10 points per assignment</td>
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<tr>
<td>Case Presentation</td>
<td>25 points</td>
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<tr>
<td>Self-Care Plan</td>
<td>10 points total</td>
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<td></td>
<td>● 1 points for evidence of plan</td>
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<td></td>
<td>● 9 points for Self Assessment of progress</td>
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<tr>
<td>Class participation</td>
<td>15 points</td>
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### Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<td>B-</td>
<td>80-82</td>
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<td>C</td>
<td>73-79</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
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<tr>
<td>1</td>
<td>Aug 30</td>
<td>Introduction, course expectations, forms and FAQ</td>
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<td></td>
<td>Sept 6</td>
<td><strong>Labor Day</strong></td>
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<tr>
<td>2</td>
<td>Sept 13</td>
<td>Ethics, Duty to Warn, Informed Consent, Privacy &amp; Confidentiality</td>
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<td></td>
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<td>Guest Speaker: Kristy Brooks, School Counselor</td>
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<td><strong>Guest Speaker:</strong> Kristy Brooks, School Counselor</td>
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<tr>
<td>3</td>
<td>Sept 20</td>
<td>Communication with stakeholders; School records; Case Notes</td>
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<td>4</td>
<td>Sept 27</td>
<td>Crisis and Self Care</td>
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<td>Guest Speaker: Katherine Ford, School Counselor</td>
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<td>5</td>
<td>Oct 4</td>
<td><strong>School Counseling Website Presentation</strong></td>
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<td>Oct 11</td>
<td><strong>Mid Term Break</strong></td>
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<td>6</td>
<td>Oct 18</td>
<td>Advocacy, Clinical Supervision; Counselor evaluation in schools</td>
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<td>Guest Speaker: Dashe Rowland, Assistant Principal at Lasalle Language Academy</td>
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<td>7</td>
<td>Oct 25</td>
<td>Special Education/504 Plans</td>
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<td>Guest Speaker: Christa Valencia, Teacher of the Deaf and Hard of Hearing</td>
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<td>8</td>
<td>Nov 1</td>
<td>Post-Secondary Counseling</td>
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<td>9</td>
<td>Nov 8</td>
<td><strong>Closing the Gap Project Presentation</strong></td>
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<td>10</td>
<td>Nov 15</td>
<td>Psychoeducational Groups</td>
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<td><strong>Possible Guest Speaker</strong></td>
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<td>11</td>
<td>Nov 22</td>
<td>Case Presentations</td>
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<tr>
<td>12</td>
<td>Nov 29</td>
<td>Case Presentations</td>
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<tr>
<td>13</td>
<td>Dec 6</td>
<td>Wrap-up</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Evidence Standard (Et)</th>
<th>Meet Standard (Mt)</th>
<th>Partially Meet Standard (Pmt)</th>
<th>Does Not Meet Standard (Dmt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions &amp; LUCDSP-150.1</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
</tr>
<tr>
<td>Coursework &amp; LUCDSP-150.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
<td>Candidate occasionally demonstrates basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
</tr>
<tr>
<td>Fieldwork &amp; LUCDSP-150.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling) and APA ethical principles (counseling psychology) as evidenced by performance in course.</td>
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</tr>
<tr>
<td>Multicultural Issues &amp; LUCDSP-150.2</td>
<td>Candidate regularly demonstrates the ability to respond in a multi-culturally sensitive manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
<td>Candidate has the ability to respond in a multi-culturally sensitive manner.</td>
<td>Candidate occasionally has the ability to respond in a multi-culturally sensitive manner.</td>
<td>Candidate fails to demonstrate the ability to respond in a multi-culturally sensitive manner.</td>
</tr>
<tr>
<td>Multicultural Interactions &amp; LUCDSP-150.2</td>
<td>Candidate regularly demonstrates the ability to respond in a multi-culturally sensitive manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
<td>Candidate demonstrates knowledge of multicultural issues in counseling.</td>
<td>Candidate demonstrates occasional knowledge of multicultural issues in counseling.</td>
<td>Candidate fails to demonstrate knowledge of multicultural issues in counseling.</td>
</tr>
<tr>
<td>Student Development &amp; LUCDSP-150.3</td>
<td>Candidate regularly demonstrates through professional practice deep and broad knowledge that all students and clients are capable of growth, social, psychological, and emotional development.</td>
<td>Candidate demonstrates occasional knowledge of multicultural issues in counseling.</td>
<td>Candidate demonstrates occasional knowledge of multicultural issues in counseling.</td>
<td>Candidate fails to demonstrate knowledge of multicultural issues in counseling.</td>
</tr>
<tr>
<td>Student Needs &amp; LUCDSP-150.3</td>
<td>All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.</td>
<td>Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.</td>
<td>Some candidate interactions with clients and students are respectful and occasionally sensitive to individual student and client needs, especially in the area of human development and learning.</td>
<td>Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.</td>
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</tbody>
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Loyola University Chicago  
School of Education  
Syllabus Addendum

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