ELPS 483: Human and Fiscal Resource for Principals

Professor: Hedi Belkaoui, Ed. D.
Email: hbelkaoui@luc.edu

Course Schedule: Fall 2021, August 31-December 7, Blended, Synchronous and Asynchronous. Zoom classes will be live on Tuesdays at 6:00-7:15PM.
Zoom Link: https://luc.zoom.us/j/86091590819
Office Hours: By appointment

Course Description:
This course explores various facets of human and fiscal resource management in educational organizations. Both theory and practical application are investigated. Specifically, building-level and site-based decision-making are addressed and simulated in relation to human and fiscal resource challenges confronted by educational leaders. Topics covered in this course include organizational equity in strategic planning, budgeting and compensation, employment justice in recruitment, selection, staff development, performance appraisal and discipline, and an introduction to unionism and collective bargaining.

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 professor 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.

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 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.
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**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.

**Framework and Conceptual Framework Standards**
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Our mission is social justice, but our responsibility is social action through education. The School of Education uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing:
Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” This course contributes to the realization of this framework by engaging students in the work of leading and transforming Catholic schools to ensure improved outcomes for students, teachers and the community.

While the training of the Internship candidate is centered around the concept of “hands on learning,” the professional growth of the Internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as opportunities to improve student outcomes through excellence in teaching and program development. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- **CFS2** Candidates apply culturally responsive practices that engage diverse communities.
- **CFS3** Candidates demonstrate knowledge of ethics and social justice.

**Course Content**

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. Through readings, in-class simulations, and field experiences, this course will provide the opportunity for the candidate to acquire the knowledge, skills, and dispositions necessary to take a strategic approach to resource management in educational organizations. Candidates will gain an understanding of:

- Human capital management theory from talent recruitment to acquisition to retention, and through termination in order to improve student outcomes.
- Senate Bill 7 – The Education Reform Act of 2011
- Performance Evaluation Reform Act (PERA)
- School finance, budgeting and grant writing
- Tuition setting and financial aid management
- Stewardship of resources including: human capital, financial planning, and facility’s development and maintenance
- Sustainable vs. non-sustainable economic systems within the school

**Course Standards**

**LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS:**

- **CFS2** Candidates apply culturally responsive practices that engage diverse communities.
- **CFS3** Candidates demonstrate knowledge of ethics and social justice.
SREB 13 Critical Success Factors/Functions (2009):
CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 11: The school leader is able to acquire and use resources wisely.

PSEL STANDARDS (2015):
PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
PSEL 9: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of student and staff within the school.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
ELCC 6.1: Candidates understand and can advocate for school students, families, and
caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

NATIONAL CATHOLIC SCHOOL BENCHMARKS
6.1 The leader/leadership team meets national, state, and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.
6.2 The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.
6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.
6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.
7.8 The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.
10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.
10.3 Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities’ assistance, foundation gifts, entrepreneurial options and other sources not listed.
10.4 Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.
10.5 Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.
10.6 Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.
10.7 The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.

10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.

**Required Texts**


Additional readings and videos to view will be assigned and posted on Sakai.

**Things you need to find and bring to class**

You will need to have access to, and be familiar with, Sakai

You will need:

- a copy of your school’s mission,
- relevant district policies dealing with Human Resources,
- the teachers’ and administrators’ contracts and their respective evaluation tools.
  (The teacher evaluation tool must be the most current version used at your school.)
- your school’s current budget

Please note the date in the course calendar these documents are required for class. These documents will also be needed for written assignments as detailed in the syllabus.

**Embedded Field Experiences**

Human Capitalization Project (NCATE assessment #7)

Analysis of The PERA Teacher Evaluation tool and its implementation within your school and the district.

Grant Analysis for strategic use of funds to improve student outcomes

School budget analysis

**Evaluation**

<table>
<thead>
<tr>
<th>Assignments/Participation</th>
<th>Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>21</td>
</tr>
<tr>
<td>Participation</td>
<td>24</td>
</tr>
<tr>
<td>School Budget Analysis</td>
<td>36</td>
</tr>
<tr>
<td>Human Capitalization Project</td>
<td>72</td>
</tr>
</tbody>
</table>
Analysis of Teacher Evaluation Tool 36
Grant Analysis 36

Assignments will **not** be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style. ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is included in Sakai.

**Description of Assignments**

**School Budget Analysis (36 points)**
The candidate is to obtain a copy of her/his school building budget. This assignment requires the candidate to examine the school budget and understand how funds are managed at the school site. Candidates are to obtain a copy of their school budget from the building principal and bring the budget to class on the night required. **Candidates will do an in-class analysis of a budget on the night designated in the course calendar.**

**ELCC SPA Assessment and Rubric – Digication/Human Capitalization Project (72 points)**
As a building instructional leader, one way to implement a school mission of excellence in teaching and learning is through the management of human capital. The people you hire will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire the best person for a needed function within the school.

**Part 1 – Description Grid of Employee Groups:**
Construct a grid detailing all employee groups within the school in which you work. The grid will detail the group, general roles and responsibilities, approximate number of employees, and when available and appropriate, the race and gender of the employees within the group. The grid will contain both certified and non-certified staff, office and school support personnel, and union and non-union members. The grid must be all-inclusive. Every paid employee working within the school must be included. However, volunteer staff and contractual consulting staff need not be included. (ELCC 3.3 – Loyola CF 5)

Here is an example for a fictional K-8 suburban school. Please remember the categories in this example **are not exhaustive.** Your grid should detail your situation. **This example is not all-inclusive.** Your school or may have additional categories of employees.

<table>
<thead>
<tr>
<th>Group</th>
<th>Certification</th>
<th>Responsibilities</th>
<th># of Positions</th>
<th># Full Time &amp; # Part Time</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
</table>
Add and/or delete groups and categories as necessary to fit your situation. You should be able to obtain this information from your building principal.

**Part II: Interviewing Potential Candidates:**
Your Parish School Board has hired you to create a streamline system for recruiting, interviewing, and selecting quality candidates. Select a position from your staffing grid for which there is a current, or soon to be, opening. For this position, create the following:

1. A full job description with articulated requirements, responsibilities and reporting functions (ELCC 5.1 & 6.1)
2. Eight to ten behaviorally oriented interview questions for this position. (ELCC 5.2 & 6.2)
3. A rubric for each interview question (oral or written) to evaluate the candidate’s responses (ELCC 5.3)
4. A plan for recruiting a diverse mix of families and other community members in the subsequent candidate selection process that also details the training these stakeholders will require (ELCC 4.1 & 4.3)

You should indicate whether these questions are to be oral or written in nature. When evaluating your process, the School Board will be looking for alignment between the job description, the questions asked and the design of the rubric to ensure that the process maximizes the chance for obtaining a quality candidate that can fulfill the school’s mission. The Parish School Board will expect that the process created is legal and ethical.

**Part III: Recruitment Plan and Sample Artifact:**
Now that you have created a streamlined process for recruiting, interviewing and selecting quality candidates, you need to create a recruitment plan and sample artifacts to promote your school and the open position. To create this recruitment plan and artifacts, you will need to collect information from your school/district website, appropriate contracts, the district’s human resource director, and your building administrator. You will attach this recruitment plan and at least one artifact to the core assessment as well as upload them into Digication.
Create this recruitment plan and sample artifact to include the following:

1. The school’s mission
2. A description of the community and its needs (ELCC 4.2)
3. Financial and health benefits, (ELCC 3.1)
4. Professional benefits including induction, mentoring, and professional development growth (ELCC 3.2)
5. Remember, presentation does matter. (ELCC 6.3)

### Human Capitalization Project Rubric

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Target (12)</th>
<th>Acceptable (8)</th>
<th>Unacceptable (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCC 4.1</strong> Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.</td>
<td>Within Part 3, the recruitment brochure, the candidate has provided a full description of the community and its needs.</td>
<td>Within Part 3, the recruitment brochure, the candidate has provided a description of the community. However, the candidate has not described the community’s needs.</td>
<td>Within Part 3, the recruitment brochure, the candidate has not provided a description of the community nor its needs.</td>
</tr>
<tr>
<td><strong>SREB CSF 5</strong></td>
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<tr>
<td><strong>ELCC 4.2</strong> Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</td>
<td>Within Part 2, the candidate creates a plan for identifying families and members of the community to be part of the interview process of the potential candidate.</td>
<td>Within Part 2, the candidate creates a plan for identifying families and members of the community to be part of the interview process of the potential candidate. However, the plan does not detail how to recruit these stakeholders to be part of the interview process.</td>
<td>Within Part 2, the candidate does not create a plan for identifying or recruiting families and members of the community for the interview process of the potential candidate.</td>
</tr>
<tr>
<td><strong>SREB CSF 7</strong></td>
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<tr>
<td><strong>ELCC 5.1</strong> Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.</td>
<td>Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities and duties of the position. The candidate describes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. Finally, the candidate accurately details the reporting responsibilities (both superior and subordinate) for the position.</td>
<td>Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities and duties of the position. The candidate describes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. However, the candidate does not accurately detail the reporting responsibilities (both superior and subordinate) for the position.</td>
<td>Within Part 2, the candidate creates a job description that details the responsibilities and duties of the position. The candidate describes the certification necessary but does not describe the minimum and maximum requirements necessary for obtaining the position. Additionally, the candidate does not accurately detail the reporting responsibilities (both superior and subordinate) for the position.</td>
</tr>
<tr>
<td><strong>SREB CSF 4</strong></td>
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</tr>
<tr>
<td><strong>ELCC 5.2</strong> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</td>
<td>The candidate creates behaviorally oriented interview questions that are aligned with the job description duties. The questions are written to elicit information that describes past behavior as an indicator for future behavior in the position.</td>
<td>The candidate creates behaviorally oriented interview questions that are aligned with the job description duties. However, the questions are not written in a manner that elicits information that describes past behavior as an indicator for future behavior.</td>
<td>The candidate does not create behaviorally oriented interview questions. The interview questions are general in nature and do not illicit information which describes past behaviors.</td>
</tr>
<tr>
<td><strong>SREB CSF 4</strong></td>
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</tr>
</tbody>
</table>
ELCC 6.1 Candidates understand and can advocate for school students, families, and caregivers.
SREB CSF 12

| The candidate creates a job description that articulates the uniqueness of the school, the school mission, and the diversity of the school context. | The candidate creates a job description that articulates the uniqueness of the school and the school mission. However, the job description does not reflect the diversity of the school context. | The candidate creates a job description aligned to the school mission. However, the job description does not articulate the uniqueness of the school. Additionally, the job description does not reflect the diversity of the school context. |

ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
SREB CSF 12

| The candidate creates behaviorally oriented interview questions that are legal and are sensitive to the diversity of the potential interviewees. | The candidate creates behaviorally oriented interview questions that are legal. However, the interview questions are not sensitive to the diversity of the potential interviewees. | The candidate creates behaviorally oriented interview questions. However the questions are not legal. |

Analysis of Evaluation Tools (36 points)
This paper will consist of an analysis of the certified teachers’ evaluation tool(s) that are now being used in your school (in light of SB7 and PERA).

1. Using the candidate’s own experience with the school’s evaluation process, and knowledge learned from this course’s textbooks and lessons, candidates are asked to analyze the evaluation process for teachers and come to a value judgment as to whether or not the evaluation process leads to instructional improvement for teachers and validates the mission of the school.

2. In particular, candidates are to evaluate the efficacy of the new state-mandated four-tier rating system.

3. Ideas to strengthen the process should be discussed.

4. This paper should not exceed 5 pages.

SREB Critical Success Factors

| CFS 8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. | Paper clearly analyzes the teachers’ evaluation tools. The paper clearly evaluates the efficacy of the new state-mandated four-tier rating system. | Paper adequately analyzes the teachers’ evaluation tools. The paper adequately evaluates the efficacy of the new state-mandated four-tier rating system. | Paper minimally analyzes the teachers’ evaluation tools. The paper does not evaluate the efficacy of the new state-mandated four-tier rating system. |

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Grant Analysis (36 points)

Choose one federal or state grant program that funds a major initiative within your school. (Examples include but are not limited to: Title Block grant, TBE/TPI grant, Truant’s Alternative & Optional Educational Program, PreK-State Block grant, STEM grant, etc.). As a candidate wanting to use financial and human resources strategically to optimize student learning opportunities, for this experience you will need to do the following:

1. Using the information from the Federal Department of Education’s website at www.ed.gov and/or the Illinois State Board of Education website at www.isbe.net, describe the grant fully including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds.
2. Describe how the school currently uses these funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds.
3. Interview the person responsible for the administration of this grant at the instructional level (Principal, Asst. Principal, Special Education Director, ELL Coordinator etc.). From this interview, discover the opportunities and challenges inherent in administering the program and the funds associated with it.
4. Using the Fiscal Policies and Procedures Handbook found on the Illinois State Board of Education’s website, determine if the current use of funds is appropriate.
5. Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.) determine if the funds are being used efficiently and effectively.
6. Make recommendations for improved stewardship of these funds to improve student learning.

The candidate is to write a five- to six-page scholarly paper (with appropriate citations using APA style 6th edition) to provide a detailed description of the grant analysis performed.
Preparing people to lead extraordinary lives

<table>
<thead>
<tr>
<th>SREB Critical Success Factors</th>
<th>Target (12 points)</th>
<th>Acceptable (8 points)</th>
<th>Unacceptable (4 points)</th>
</tr>
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<tbody>
<tr>
<td>CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.</td>
<td>Based on interview data and grant research, the paper describes fully how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds. Additionally, based on the interview data and grant research, the paper details the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
<td>Based on interview data and grant research, the paper describes how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds. However, the paper does not detail the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
<td>The paper describes how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds, but this description is not based on interview data or grant research. The paper does not detail the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
</tr>
<tr>
<td>CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.), the paper determines if the funds are being used efficiently and effectively. Recommendations for improved stewardship of these funds to improve student learning are based on data and grant research.</td>
<td>Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.), the paper determines if the funds are being used efficiently and effectively. However, recommendations for improved stewardship of these funds to improve student learning are not based on data and grant research.</td>
<td>Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.), the paper determines if the funds are being used efficiently and effectively. Additionally, recommendations for improved stewardship of these funds to improve student learning is not based on data and grant research.</td>
<td>The paper determines if the funds are being used efficiently and effectively, but this assessment is not based on data. Additionally, recommendations for improved stewardship of these funds to improve student learning is not based on data and grant research.</td>
</tr>
<tr>
<td>CSF 11: The school leader is able to acquire and use resources wisely. Using the information from the Federal Department of Education’s website and/or the Illinois State Board of Education website, the paper describes fully the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds. Using the State and Federal Administration Policy &amp; Procedures Handbook found on the Illinois State Board of Education’s website, the paper describes if the current use of funds is appropriate and efficient.</td>
<td>The paper describes the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds; but it is not evident what this information is based upon. Using the State and Federal Administration Policy &amp; Procedures Handbook found on the Illinois State Board of Education’s website the paper describes if the current use of funds is appropriate.</td>
<td>The paper describes the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds; but it is not evident what this information is based upon. The paper describes if the current use of funds is appropriate; but this description is based on personal assumptions not on policy and procedures.</td>
<td>The paper does not detail the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
</tr>
</tbody>
</table>

**Dispositions (21 points)**

This class is designed as a workshop; therefore, students will participate individually and cooperatively in a variety of simulations, role plays, case study analysis and discussions. Our classroom will be considered a laboratory in which we develop and hone our human resource management strategies and leadership styles hopefully leading to improved teaching and learning.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery (1)</th>
<th>Proficient (0.75)</th>
<th>Developing (0.50)</th>
<th>Does Not Meet Standard (0.25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Consistently</td>
<td>Regularly</td>
<td>Inconsistently</td>
<td>does not perform</td>
</tr>
<tr>
<td>consistently</td>
<td>performs at a level</td>
<td>performs at a level</td>
<td>performs at a level</td>
<td>at a level</td>
</tr>
<tr>
<td>commensurate with</td>
<td>commensurate with</td>
<td>commensurate with</td>
<td>commensurate with</td>
<td>commensurate with</td>
</tr>
<tr>
<td>training.</td>
<td>training.</td>
<td>training.</td>
<td>training.</td>
<td>training.</td>
</tr>
<tr>
<td><strong>Deadlines</strong></td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work.</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (1)</th>
<th>Proficient (0.75)</th>
<th>Developing (0.50)</th>
<th>Does Not Meet Standard (0.25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources.</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
</tbody>
</table>

ELPS 406- SUMMER 2021
<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Mastery (1)</th>
<th>Proficient (0.75)</th>
<th>Developing (0.50)</th>
<th>Does Not Meet Standard (0.25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
</tbody>
</table>

**Course Evaluation: SmartEvaluation**

Near 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.

**Assignment Formatting**

All assignments are submitted digitally in Sakai (per the task directions). It is the expectation that assignments are written at a professional language using correct English grammar, syntax, organizations, and use of higher level thinking skills. When applicable, the American Psychological Association (APA) style of references, citations and formatting is the standard.

**Digication**

All students, except those who are non-degree, must have access to Digication 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 Digication here: Digication
Hybrid Learning: Synchronous and Asynchronous Learning
We will be learning week to week using a hybrid synchronous and asynchronous model on the Sakai platform. Each week, there will be a required Zoom live class on Tuesday from 6:00PM-7:15PM and then a prescribed set of asynchronous activities that should be done after participating in the live Zoom class. The Sakai platform will have the learning objectives for each week, directions, brief explanations of concepts and content hyperlinks to engagement activities and external resources. Sakai will also provide all information on the submission of tasks, classroom discussions, video and viewing feedback from graded tasks and other products.

Zoom Link: [https://luc.zoom.us/j/86091590819](https://luc.zoom.us/j/86091590819)

Coursework Calendar:
Please see the following tentative coursework calendar. Please note that the readings, assignments and asynchronous activities should be completed before the Zoom live class on Tuesday evenings. All assignments and asynchronous activities are posted on Sakai. For all Forum Discussions, posted in Sakai, it is expected that the student will post a complete, coherent and grammatically accurate reflection and post 2 responses to fellow classmates or professor posts/comments. Assessment of these reflection posts will be part of the Dispositions score for the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s) Due</th>
<th>Assignments and Asynchronous Activities Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Review of Syllabus, Introduction, View of the Principalship and Now</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>August 31,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Human Resources SB7 and PERA</td>
<td>Schilling &amp; Tomal Chapter 1</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td>Navigating Senate Bill Article</td>
<td></td>
</tr>
<tr>
<td>7, 2021</td>
<td></td>
<td>PERA Article</td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Interview Process: How do you select the right staff?</td>
<td>Schilling &amp; Tomal Chapter 5</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td>Navigating Senate Bill Article</td>
<td></td>
</tr>
<tr>
<td>14, 2021</td>
<td></td>
<td>PERA Article</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Retention and Dismissal: How do we maintain</td>
<td>Read Ury Introduction through Chapter 6</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21, 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5: September 28, 2021</td>
<td>Professional Development and Evaluation</td>
<td>Schilling &amp; Tomal Chapter 4</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>Week 6: October 5, 2021</td>
<td>Strategic Planning for Human and Fiscal Resources – Grant Analysis</td>
<td>Schilling &amp; Tomal Chapter 2</td>
<td>Analysis of Evaluation Tools Due October 5, 2021</td>
</tr>
<tr>
<td>Week of October 11th: Mid-Semester Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7: October 19, 2021</td>
<td>Budget Analysis; Tuition Setting and Financial Aid</td>
<td>Kersten Chapter 1 and 3</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>Week 8: October 26, 2021</td>
<td>Budget: Staffing analysis and Instructional Needs Analysis and Planning</td>
<td>Kersten Chapter 8</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>Week 9: November 2, 2021</td>
<td>Staff Appraisal and Evaluation</td>
<td>Read Ury Chapter 7-9</td>
<td>Grant Paper Due 11/2/2021</td>
</tr>
<tr>
<td>Week 10: November 9, 2021</td>
<td>Budget Analysis: Planning for Facility Needs Review of Budget Projects</td>
<td>Schilling &amp; Tomal Chapter 6</td>
<td>Budget Analysis Completed in-class</td>
</tr>
<tr>
<td>Week 11: November 16, 2021</td>
<td>Compensation Issues Continuity vs. Turnover Review of Budget Projects</td>
<td>None</td>
<td>Budget Analysis Completed in-class</td>
</tr>
<tr>
<td>Week of November 22: Thanksgiving Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13: December 7, 2021</td>
<td>Illinois Finances</td>
<td>None</td>
<td>Human Capitalization Project DUE 12/7/2021</td>
</tr>
</tbody>
</table>

### Grade Scale and Late Work Policy

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Letter Grade</th>
<th>Grade Scale</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
<td>76%-73%</td>
<td>C</td>
</tr>
</tbody>
</table>
Late work will not be accepted unless prior arrangements have been made with the professor. If the need arises to turn in work late, it is imperative the student contacts the professor immediately.

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 into 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)
Preparing people to lead extraordinary lives

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 and Digication
All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**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.

**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 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.

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**

https://www.luc.edu/education/academics/syllabi/

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