

Loyola University Chicago  
School of Education

**Educational Evaluation**

**RMTD 406**

**Fall, 2021**

**Instructor:** Laura Swanlund, Ph.D., LCP, NCSP

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**Virtual Office hours:** By appointment

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**Responsiveness:** I will reply to emails within 24 hours

**Group or class meetings:** 6:45pm-8:15pm on Mondays.

<https://luc.zoom.us/j/2016619734>

**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. 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. 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 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](mailto: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](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## Course Overview

### Course Description

This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to *practice* program evaluation. An assumption of this course is that "the pursuit of professional practice in evaluation requires developing a life of the mind for practice" (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.

The goals of the course are that students will be able to:

1. Understand the foundations of program evaluation practice (Conceptual Framework 1)
2. Identify, read, and meta-evaluate program evaluation reports (Conceptual Framework 1),
3. Understand culturally responsive evaluation practices (Conceptual Framework 2)
4. Understand the ethical, political, and social aspects of program evaluation practice (Conceptual Framework 3).

5. Carry out an aspect of evaluation practice, including working with stakeholders, identifying the evaluation purpose(s) and question(s), and designing the evaluation and data collection tools (Conceptual Framework 4)

As indicated, the goals of this course align with the Loyola University Chicago School of Education Conceptual Framework. Please see <https://www.luc.edu/education/academics/syllabi/> for a complete description of the Conceptual Framework. School of Education students submit selected assignments aligned to the conceptual framework via LiveText, as indicated in the assignment description <http://luc.edu/education/admission/tuition/course-management-fee/>

### **IDEA Course Objectives**

The Following IDEA objectives will be a primary focus of the course:

1. Developing skill in expressing oneself orally or in writing
2. Learning how to find, evaluate and use resources to explore a topic in depth
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

### **Required Texts**

[Mertens, D. M., & Wilson, A. T. \(2018\). \*Program evaluation theory and practice\*. Guilford Publications. ISBN-13: 978-1462532759](#)

\*Please note: This text is available as an ebook in the LUC library.

Additional readings will be posted on Sakai.

### **Recommended Texts**

[Alkin, M. C., & Vo, A. T. \(2017\). \*Evaluation essentials: From A to Z\*. 2<sup>nd</sup> Ed. Guilford Publications. ISBN: 1462532438](#)

\*Please note: This text is available as an ebook in the LUC library.

Dispositions and Class participation is based on the rubric, which is included at the end of the syllabus. Points for class participation will be allocated for professionalism, inquiry, and social justice. These dispositions also align with the American Evaluation Association Guiding Principles for professional evaluators.

Late assignments: I strongly discourage turning in assignments after the due date. Given how assignments build on one another in the course, turning in assignments late will hinder progress in the course. I will accept late assignments and do not reduce points for late assignments, but I will provide less feedback and will not as rapidly return your graded assignment to you. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. If you have an unexpected personal circumstance, please talk to me about your concerns with completing course obligations.

### **Student Participation**

*I cannot stress enough how important it is to stay with the course timeline.* Everything builds in this course leading up to your final product. This is why each week we start the topics on Monday and you receive feedback by Sunday. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback than you will have a snowball effect of

not understanding the content, which will impact your assignments and final product. Based on how far you are within your Capstone, in collaboration with the instructor, assignment due dates and components can be adjusted to meet your needs.

All assignment information is fully posted in Sakai. You will see detailed information about each assignment and directions posted in the "Assignments" tab and linked in the modules.

### **Course Requirements and Evaluation Procedures**

Ten percent of the total points possible will be deducted for each day past the due date/time unless another plan was determined with the instructor. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition.

### **Assignment Descriptions and Class Participation**

Please submit all assignments electronically via Sakai. I will repost your assignments with grades and comments in Sakai. If you have difficulties uploading the file, then please email it to me. See rubrics posted in Sakai.

### **Case Scenario Discussions (14 points; 2 points per case)**

Most weeks in the course we will be working with a case of an evaluation project. We will use these cases to apply concepts we are learning in the course, provide opportunities to simulate evaluation practice, and discuss ethical issues in relation to evaluation practice. To engage in these exercises, you will post brief bullet point response to questions about the case before class on Monday. We will use these for in-class discussion.

### **Evaluation Report Paper (10 points)**

Locate an evaluation report in your own area of interest. You may want to refer to the list of evaluation organizations in Sakai, which often post reports on their websites. Be sure that I approve the report prior to your completion of the assignment.

#### *Sources for Evaluation Studies/Reports*

##### Examples of Evaluation Organizations

- American Institutes for Research <https://www.air.org/search/site/resource-type/report-19>
- Abt Associates <https://www.abtassociates.com/projects>
- Mathematica
- WestEd
- RAND Corporation
- SRI International
- Education Matters
- McREL

##### Examples of Foundations and other non-government organizations

- McCormick Foundation <https://www.mccormickfoundation.org/research-reports>

- Resources for the Future (environmental; more economic reports) <https://www.rff.org/topics>
- The Urban Institute (their housing policy work; they do other social policy) <https://housingmatters.urban.org/research>

#### Examples of Government Organizations

- U.S. Government Accounting Office <https://www.gao.gov/reports-testimonies/>
- U.S. Department of Education <https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html>
- U.S. Dept. of Housing and Urban Development <https://www.huduser.gov/portal/research/eval.html>
- United Nations <http://www.uneval.org/evaluation/reports>

#### Examples of Local Organizations

- City of Chicago [https://www.cityofchicago.org/city/en/general/search\\_results.html?keyword=Evaluation+report&Go=Search](https://www.cityofchicago.org/city/en/general/search_results.html?keyword=Evaluation+report&Go=Search)
- The Metropolitan Planning Council (Chicago) <https://www.metroplanning.org/work/project/39>

#### Examples of Academic Centers

- UCLA National Center for Research on Evaluation, Standards, and Student Testing [http://cresst.org/publications/?\\_sft\\_publicationscategories=evaluation](http://cresst.org/publications/?_sft_publicationscategories=evaluation)
- University of Chicago Consortium on School Research <http://consortium.uchicago.edu/publications>
- Chapin Hall at U of Chicago <https://www.chapinhall.org/our-work/>

Write a 2—3 page paper regarding the evaluation report. Your paper should focus on characterizing the evaluation report in relation to course readings and discussions during the first two weeks of the course.

Your paper will be graded on the following:

- Extent to which the paper summarizes the report in relation to course readings and discussions (5 points);
- Extent to which the paper integrates what you are learning from course readings to analyze the evaluation report (3 points);
- Extent to which the paper is well-organized and coherently written (2 points).

### **Final Evaluation Project**

Individually or in a group, you will engage in multiple (but likely not all) steps of planning and/or carrying out an evaluation. I encourage you to choose a program, practice, or policy that supports your interests or is relevant to your current workplace. For example, you may have a current program in your workplace that you will be presenting about or may want to evaluate. If there isn't a topic relevant for your workplace, you may also reach out to stakeholders working in your area of interest. Many organizations would greatly appreciate your services, and these volunteer opportunities can lead to beneficial career connections for the future. You

may also have colleagues in the course that have connections to projects that are of interest to you, and beyond the scope of what they can work on individually during the semester.

Based on an adapted checklist from the Alkin and Vo text, you need to engage creatively and substantively in selected tasks in an evaluation. Your final project for the course will either be 1) Evaluation Plan developed in collaboration with stakeholders involving tasks 1—7, or 2) Evaluation Report that you generate with and/or provide to stakeholders involving tasks 6—11 and using what has been developed previously for tasks 1—5.

1. Identifying and working with stakeholders
2. Gaining understanding of the organizational/social/political context and Identifying Purpose of Evaluation
3. Describing and understanding the program
4. Developing initial evaluation questions
5. Considering possible instrumentation
6. Determining evaluable questions
7. Finalizing the Evaluation Plan, including the Evaluation Design and Sampling
8. Managing the Evaluation, including Collecting Data
9. Analyzing Data
10. Interpreting Data and Answering Evaluation Questions
11. Reporting Evaluation Results and Helping Stakeholders to Use the Results

Please note that accommodations to these requirements can be made based on the particular circumstances of your project. Please connect with the instructor to discuss further.

### **Related Assignments in relation to the Final Project**

#### **1. Proposal for Final Project (5 points)**

Propose how you would like to fulfill the final project requirements. If you will be involved in a group project, then you only need to provide one submission for the group. To do so, complete the information form, which will ask for the following information:

- Will you complete the evaluation project individually or in a group? If in a group, who will be the group members?
- What program, practice, or policy will you evaluate?
- Who are the key stakeholders?
- What contact have you already had with stakeholders? What contact might you have during the course of the semester?
- Using the reading from Fitzpatrick, Sanders, and Worthen and based on your current knowledge of the program, why is this program ready for evaluation at this time?
- Will you produce an evaluation plan (option 1) or an evaluation report (option 2) for this class?
  - If you choose an evaluation plan, why do you think this will be beneficial for the organization? Will they have capacity to implement the plan?

- If you choose the final evaluation report, what resources do you have available to help you address tasks 1 through 5 (e.g., existing evaluation reports, program logic models)?

If you have multiple options for projects, please connect with me to help decide the most appropriate project at this time.

## **2. Meeting with Stakeholders (5 points)**

Meet with at least one stakeholder to learn about the program or policy and the information needs of stakeholders. Also, access as much background information as possible, such as from websites, brochures, presentations, etc.

For this assignment, submit what you prepared for the meeting (e.g., notes with background information, questions to discuss, agenda items), and notes from the meeting that demonstrate what you learned from the interaction and what additional questions you may have.

Also, provide a reflection after the meeting that addresses the following questions:

- Based on the meeting, how would you begin to describe the program or policy?
- What are some possible evaluation questions of interest to this stakeholder (and possibly other stakeholders)?
- Drawing from the AEA guiding principles and/or the statement on cultural competence, critically reflect on your meeting. What went well? What might you do differently? What are appropriate next steps?

## **3. Program/Context Description and Evaluation Questions Draft (5 points)**

For the program you are evaluating, write a description of the program. This description may include the program goals, program activities, key stakeholders, program context, program theory or logic model, and so on. As you write the description, consider which key stakeholders will be the audience for the evaluation. Write the program description with this audience in mind. You are welcome to include tables and figures as appropriate, in addition to text. Next, given the description of the program and the key stakeholders, develop 1-5 initial evaluation questions that will guide your evaluation.

## **4. Evaluation Management Plan Draft Table (5 points)**

Utilizing the template provided in Sakai, complete the evaluation plan table for your evaluation. This serves as a task list to conduct the evaluation. It includes information such as your evaluation question(s), indicators, sampling, evaluation methods, data sources, data collection, and analysis.

## **5. Data Analysis and/or Data Tools (5 points)**

For this assignment you will either share a summary of your results or share information about how you plan on analyzing the data. You will also attach the data collection tools or a summary of what the data collection tools will address.

## **Final Evaluation Report (60 points, choose 1)**

Option #1: Evaluation Plan developed in collaboration with stakeholders involving tasks 1—7

For this final assignment, you will provide either a presentation or a written report that addresses the following aspects of your evaluation plan:

- Description of the program you are evaluating and its context (4pt)
- Theory of change or logic model (3pt)
- Key stakeholders (4pt)
- Evaluation type(s) and purpose(s) (4pt)
- Evaluation question(s) (4pt)
- Design (4pt)
- Data collection methods and procedures (4pt)
- Data sources (3pt)
- Sampling (3pt)
- Analysis procedures (3pt)
- Indicators; Interpretation procedures and criteria (4pt)
- Communication and reporting plan (7pt)
- Management plan (7pt)
- Electronic version of tools or description of the tools (3pt)
- Prepared for intended audience with concise, direct language throughout narrative and consistent easy to follow formatting (3pt)

Option #2: Evaluation Report that you generate with and/or provide to stakeholders involving tasks 6—11 and using what others have developed previously for tasks 1—5

You will integrate an either a presentation or a written report of the evaluation project. This will include the following:

- Description of the program you are evaluating and its context (4pt)
- Theory of change or logic model (3pt)
- Key stakeholders (4pt)
- Evaluation type(s) and purpose(s) (4pt)
- Evaluation question(s) (4pt)
- Overview of the evaluation:
  - Evaluation Design (3pt)
  - Data collection methods and procedures (3pt)
  - Data sources (3pt)
  - Sampling (3pt)
  - Analysis procedures, including any databases or tools to facilitate analysis (4pt)
  - Indicators; Interpretation procedures and criteria (3pt)
  - Communication and reporting plan (3pt)
- Findings (10 pt)
- Proposed recommendations and/or next steps (3 pt)
- Electronic version of tools (3pt)



- Prepared for intended audience with concise, direct language throughout narrative and consistent easy to follow formatting (3pt)

Note: If you choose to have a presentation for either option, you may either create the presentation with speaker notes (e.g. a powerpoint with your notes about what you would say for each slide) OR you may record yourself providing the presentation to the stakeholders.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
Case Scenarios	14 (2 points x 7 cases)	ongoing
Evaluation Report Paper	10	9/18
Proposal for Final Project	5	9/25
Meeting with Stakeholders	5	10/9
Program Description & Evaluation Questions	5	10/23
Draft Evaluation Management Plan Table	5	10/23 for option #2, 11/6 for option #1
Data Analysis and/or Data Tools	5	12/4
Final Evaluation Projects	60	12/17

<b>Percent of Possible Points</b>	<b>Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

**RMTD 406 Course Schedule with Readings & Assignment Due Dates**

<b>Date</b>	<b>Topic</b>	<b>Required Readings</b>	<b>Assignments Due</b>
Week 1: 8/30	Introduction to Course and Evaluation	Alkin & Vo, Section A, B	
Week 2: 9/6	Introduction to Evaluation (Con't) <b>No class meeting</b>	Mertens & Wilson, Ch. 1 <a href="#">AEA Guiding Principles</a> <a href="#">Abma &amp; Widdershoven (2008)</a>	
Week 3: 9/13	Working with Stakeholders	Mertens & Wilson, Ch. 7, pp. 209-229 Fitzpatrick, Sanders, Worthen, & Worthen (2004) pp. 260-271. <a href="#">AEA Statement on Cultural Competence</a> Case Scenario	Case Scenario #1 due 9/13  <i>Evaluation Report Paper Due 9/18</i>
Week 4: 9/20	Depicting the Evaluation	Mertens & Wilson, Ch. 7, pp. 229-243 <a href="#">Dhillon &amp; Vaca</a>	<i>Proposal for Final Project Due 9/25</i>
Week 5: 9/27	Purposes, Types and Questions	Mertens & Wilson, Ch. 8 Alkin & Vo, p. 155—162 Case Scenario	Case Scenario #2 due 9/27
Week 6: 10/4	Evaluation Designs: Quantitative	Mertens & Wilson, Ch. 9, pp. 287-313 Case Scenario	Case Scenario #3 due 10/4 <i>Meeting with Stakeholders Due 10/9</i>
Week 7: 10/11	Mid Semester Break <b>No class meeting</b>		
Week 8: 10/18	Evaluation Designs: Qualitative and Mixed Methods	Mertens & Wilson, Ch. 9, pp. 314—334 Case Scenario	Case Scenario #4 due 10/18 <i>Program Description &amp; Evaluation Questions (Option #1 and #2) and Draft Evaluation Table (Option #2 only) Due 10/23</i>
Week 9: 10/25	Data Collection Strategies & Indicators	Mertens & Wilson, Ch. 10 Case Scenario	Case Scenario Discussion #5 due 10/25
Week 10: 11/1	Project check in with instructor	None. 15 minute Zoom or phone call meetings	<i>Draft Evaluation Table (Option #1) Due 11/6</i>
Week 11: 11/8	Stakeholders, Participants, and Sampling	Mertens & Wilson, Ch. 11 Case Scenario	Case Scenerio #6 due 11/8
Week 12: 11/15	Data Analysis and Interpretation	Mertens & Wilson, Ch. 12 Case Scenario	Case Scenario #7 due 11/15
Week 13: 11/22	Thanksgiving Break <b>No class meeting</b>		
Week 14: 11/29	Communication of Evaluation Findings	Mertens & Wilson, Ch. 13 Russ-Eft, D. & Preskill, H. (2009)	<i>Data Analysis and/or Data tools Due 12/4</i>
Week 15: 12/6	Meta-Evaluation & Project management	Mertens & Wilson, Ch. 14 Joint Committee Standards AEA Evaluator Competencies	
Week 16: 12/13	Wrap-Up <b>No class meeting</b>	<i>COURSE EVALUATION</i>	<i>Final Evaluation Projects Due 12/17</i>

### Dispositions and Class Participation

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
<b>Professionalism (professional domain)</b> <b>AEA Competence</b>	Candidate engages in and models ethical practice and on-going learning to promote personal growth.	Candidate engages in ethical practice and on-going learning to promote personal growth.	Candidate engages in some ethical practice and/or on-going learning to promote personal growth.	Candidate rarely engage in ethical practice and on-going learning to promote personal growth.
<b>Professionalism (management domain)</b> <b>AEA Competence</b>	Candidate consistently manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	Candidate usually manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	More than 2/3 of the time throughout the course candidate manages time and/or responsibilities to meet deadlines and expectation. Candidate may struggle to make adjustments as appropriate.	Candidate rarely manage time and responsibilities to meet deadlines and expectations. Candidate is not able to make adjustments as appropriate.
<b>Professionalism (management domain)</b> <b>AEA Integrity</b>	Candidate always communicates effectively and appropriately with faculty and peers.	Candidate usually communicates effectively and appropriately with faculty and peers.	Candidate occasionally communicates effectively and/or appropriately with faculty and peers.	Candidate rarely communicate effectively and appropriately with faculty and peers.
<b>Social Justice (context domain)</b> <b>AEA Common Good and Equity</b>	Candidate thoroughly understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values,	Candidate usually understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history,	Candidate occasionally understands, respects, and/or appropriately responds to the context(s) (i.e., environment, structure, culture, history, values,	Candidate rarely understand, respect, and appropriately respond to the context(s) (i.e., environment, structure, culture, history, values,

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
	politics, economics, power, privilege) within which the candidate is working.	values, politics, economics, power, privilege) within which the candidate is working.	politics, economics, power, privilege) within which the candidate is working.	politics, economics, power, privilege) within which the candidate is working.
<b>Social Justice (interpersonal domain)</b> <b>AEA Integrity</b>	Candidate always shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate recognizes potential conflicts and handles them appropriately.	Candidate usually shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate recognizes potential conflicts and handles them appropriately.	Candidate sometimes shows empathy by listening and/or respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate sometimes recognizes potential conflicts and/or handles them appropriately.	Candidate does not show empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate does not recognize potential conflicts or handle them appropriately.
<b>Inquiry (methodology domain)</b> <b>AEA Systematic Inquiry</b>	Candidate thoroughly understands and is independently able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate usually understands and needs a little assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate somewhat understands and needs extensive assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	Candidate does not understand and is not able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Conceptual Framework and Conceptual Framework Standards**

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. Social action through education is addressed within this course. We endeavor to advance professional education in the 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 and address diversity by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just professionals. The case studies used in this course illustrate how educational research and systems change can illuminate issues of social justice. In addition, the practices used in this course also add to students' ability to understand the diversity of perspectives that researchers use to address social problems. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**SOE Conceptual Framework Standards (CFS)**

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

## **Dispositions**

All courses in the SOE assess student dispositions. The following SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. 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.

## **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.
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## **LiveText and Digication**

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](#).

[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.

## **Synchronous Meetings**

Synchronous meetings are Mondays at 6:45pm-8:15pm. <https://luc.zoom.us/j/2016619734>

## **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](http://www.luc.edu/sac/) (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](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.*

### **Syllabus Addendum Link**

- <https://www.luc.edu/education/academics/syllabi/>

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