The job of an educational administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership needed to move schools and educational institutions forward. This course will provide the basis for school counseling candidates to make sound theoretical, ethical, and practical administrative decisions that support students, their fellow administrators, schools, and school communities.

Conceptual Framework:
This course is designed for school counseling candidates whose goals are to support school systems and school leader positions. “Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. Most importantly, we will simulate and create opportunities to practice what is “best practice,” with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

“Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of school administration in educational organizations. School administration and school leadership will be explored to develop preferred professional practice that promotes integrity and social justice for the entire educational community.
**Dispositions:**

As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: Professionalism, Inquiry, and Social Justice. These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found on pages 15-16 of this syllabus.

**Introduction:**

This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.

In particular, candidates will gain an understanding of:

- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Teams

**Course Standards**

Loyola University Chicago’s School of Education Conceptual Framework Standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

IDEA:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Acquiring skills in working with others as a member of a team
- Learning to apply knowledge and skills to benefit others or serve the public good

**National Council for Accreditation of Teacher Education (NCATE):**

- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (NCATE 1.3)
- Identify and critique several theories of leadership and their application to various school environments. (NCATE 1.5)
- Manifest a professional code of ethics and values. (NCATE 1.7)
- Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement. (NCATE 2.3)
- Create with teachers, parents, and students a positive school culture that promotes learning. (NCATE 3.1)
- Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2)
• Use appropriate interpersonal skills. (NCATE 7.1)
• Use appropriate written, verbal, and nonverbal communication in a variety of situations. (NCATE 7.2)
• Use technology, telecommunications and information systems to enrich curriculum and instruction. (NCATE 9.1)
• Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5)

**ISLLC STANDARDS:**

**ISLLC 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**ISLLC 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**ISLLC 3:** An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**ISLLC 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**ISLLC 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**ISLLC 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.


**Required Texts:**


The syllabus, rubrics and additional readings/documents can be found on SAKAI.
Things you need to find and bring to class:

- You will need a copy of your school/district mission and your school’s SIP, SIPPA or CIWP plan.
- If you are not already, you should become a member (if not a leader) of a problem-solving team at your home school site.
- Cases and additional readings will be placed on Sakai throughout the semester. Candidates are required to print, read, and bring these cases to the assigned class as indicated by the syllabus or instructor.
- You should become familiar with the American School Counseling Association’s website, in particular the position statements as you complete your SIP analysis paper. The website address is: www.schoolcounselor.org
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom.
- You must register your LIVE TEXT account.

Embedded Field Experiences:

- School analysis plan (NCATE core assessment)
- Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities & assessments listed in the evaluation section below.

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. All assignments should include APA citation style. A rubric for each assignment will be distributed if not included in this syllabus. If a student is not satisfied with his or her grade on assignments (except for the group project and final), they may be rewritten and resubmitted for reevaluation.

Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>10</td>
</tr>
<tr>
<td>My Leadership Assignment</td>
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<td>Readiness Rubrics Paper</td>
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<td>Resistance Reducer Paper</td>
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<td>School Analysis Paper</td>
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<td>Oral Presentation</td>
<td>15</td>
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<tr>
<td>Final</td>
<td>15</td>
</tr>
</tbody>
</table>

| Total                            | 100    |
Extra Credit – 10 points

Book Launch and Community Event
The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation by Aurora Chang
Tuesday, February 13, 2018
6:00-7:30pm
Cuneo 109

Grading Scale:

A  93 points and above
A-  90-92 points
B+  87-89 points
B   83-86 points
B-  80-82 points
C+  78-79 points
C   73-77 points
C-  70-72 points
D+  68-69 points
D   65-67 points
F   64 points and below

Evaluations and Assignments

Dispositions  10 Points

Class Participation and Attendance:
Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every week. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric in this syllabus and in Live Text for this course.

“My Leadership” Assignment
Due: January 24, 2018  10 points
Each student is expected to join a leadership team within the school. This team could be a problem solving team, a grade level team, a building leadership team, a curriculum development team, etc. As the semester progresses, it is expected you are actively contributing in a leadership role within the team. In order to receive full credit for this assignment, students are expected to complete and submit the following:

1. Problem Solving Team Fact Sheet-will be distributed the first night of class.
2. A 1-2 page written description of your leadership style. Share your thoughts, ideas, values, and/or practices as a leader in your current role or previous leadership roles.
Reading Log Assignments
Due: Feb 7th, Feb 14th, Mar 14th, April 11th 10 points
Leaders are readers. Find an article from a creditable source related to a topic or issue currently facing educational leaders. Synthesize the article in one page with a brief overview/summary of the article along with a discussion of the implications for educational leaders. Be prepared to share your article during class in addition to submitting a hard copy of your one page synthesis. Copy of the article must be submitted with the paper along with an APA citation at the end of your paper.

Readiness Rubrics Paper 10 points
Due March 14th
Using the SPIRO Readiness Rubric template (pgs. 31 - 42), collect data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data from all stakeholders on the SPIRO Readiness Rubric template. Based on these aforementioned data, answer the reflection questions (pg. 42) following the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Green, Spiro), describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-5 pages long, containing appropriate in-text citations and a reference list.

Resistance Reducer Paper 10 points
Due March 28th
Describe the change strategy under consideration and detail how it is aligned with the school mission. Using the SPIRO Resistance Reducer template (pgs. 78 – 82), collect these data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Green, Spiro), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82-83). The narrative for this paper should be between 3-5 pages long containing appropriate in-text citations and a reference list.

Culminating Assessment
ELCC SPA Assessment #2 - Live Text

Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study 20 points
Final Compilation
Due April 25th
You will now use all of the assignments you have completed this semester (Parts One through Four, including any revisions/additions you wish to make based upon new learning and instructor feedback) for the creation of the culminating assessment.

As a school leader, in the role of a school counselor, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

Part 1: An overview of the School Improvement Plan Due February 7
a. Describe the context of your school.
b. Describe the challenges that your school is currently facing.
c. State your school’s mission.
d. Now, list one major school improvement plan (SIPPA/CIWP) goal that is stated within your school’s current school improvement plan. For this SIPPA/CIWP goal describe how the goal is:
   - Aligned with the school mission; (ELCC 1.1)
   - Reflects the current school context (ELCC 6.1) – Loyola CF 3
   - Addresses the need to improve student outcomes. (ELCC 1.4)

---

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions Due Feb 21, 2017

For the goal area selected from the SIPPA/CIWP, analyze the current data that has informed the creation of this goal. Examples of these data can be student achievement data in reading, math or science, social-emotional data, or community needs assessment.

a. Display and analyze these data in a user-friendly manner.

b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

c. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

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Part 3: Involving the Community and the Needs of Diverse Learners Due March 28th

1. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4

2. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)

3. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3)

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Part 4: Professional Development Needs Due April 11th by 9pm.

a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.

b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.

c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

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Oral Presentation: April 18th

As an instructional leader, you will be required to present your ideas and decisions to your colleagues. This is intended to simulate an experience of presenting to your colleagues, superiors, and school board. You will be provided 20 minutes to present your work to the class through a PowerPoint presentation. This presentation should highlight data collected and recommendations made within each section (parts one through four) of your paper. You should bring enough hard copies of your PowerPoint presentation for each classmate and the instructor.

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Final Exam

Date: April 25

15 points
The final provides the opportunity to reflect upon information from the readings and class discussions. The final exam will consist of answering two essay questions. The questions will be “comprehensive” in nature, and will allow students to respond in a simulated form to issues surrounding decision-making and instructional leadership. Answers to questions posed will be graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.17</td>
<td>Class 1</td>
<td></td>
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<tr>
<td></td>
<td>Intro and overview of Educational Leadership</td>
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<tr>
<td>1.24</td>
<td>Class 2</td>
<td>B&amp;D- Ch 1, Green-Skim Ch 1, Read Chapters 2&amp;3</td>
<td>“My Leadership” Assignment Membership of PS Team and Fact Sheet</td>
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<tr>
<td></td>
<td>Leadership Overview B and D Frames Adult learning Motivation, Change Theory</td>
<td>Spiro-Intro &amp; Step One</td>
<td></td>
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<tr>
<td>1.31</td>
<td>Class 3</td>
<td>B&amp;D- Ch 3&amp;4, Green- Ch 4 Spiro-Step Two</td>
<td>Locate and print your SIPPA/ CIWP plan Reading Log #1</td>
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<td></td>
<td>Systems Theory Authority &amp; Power Danielson Framework for Teaching</td>
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<tr>
<td>2.07</td>
<td>Class 4</td>
<td></td>
<td>Part One: An Overview of the SIP Paper</td>
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<td></td>
<td>Supervision &amp; Evaluation Will/Capacity Ethics &amp; Decision Making</td>
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<td>2.14</td>
<td>Class 5</td>
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<td>Reading Log #2</td>
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<td></td>
<td>Communication</td>
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<tr>
<td>2.21</td>
<td>Class 6</td>
<td>B&amp;D- Ch 5 &amp; 6 Green - Ch 6 Spiro-Step Three and Four</td>
<td>Part Two: Analysis of Student Data and Recommendations for Interventions Paper</td>
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<td></td>
<td>Communication</td>
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<tr>
<td>2.28</td>
<td>Class 7</td>
<td>B&amp;D- Ch 7 &amp; 8 Green Ch 5 Spiro-Step Five</td>
<td>Reading Log #3</td>
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<tr>
<td></td>
<td>Enhancing leadership Goals and Vision</td>
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<tr>
<td>3.07</td>
<td>NO CLASS</td>
<td></td>
<td>Loyola Spring Break</td>
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<tr>
<td>3.14</td>
<td>Class 8</td>
<td>B&amp;D- Ch 9 &amp; 10 Green- Ch 7 Spiro-Step Six</td>
<td>Readiness Rubric Paper</td>
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<td></td>
<td>Conflict Management</td>
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<tr>
<td>3.21</td>
<td>Class 9</td>
<td>B&amp;D- Ch 11 No Rdg in Green Spiro CH 7</td>
<td>Resistance Reducer Paper</td>
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<td></td>
<td>Conflict Management From Good to Great</td>
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<tr>
<td>3.28</td>
<td>Class 10</td>
<td>B &amp; D - 12 and 13 Green CH 8 Spiro-Step 8 &amp; con</td>
<td>Part 3: Involving the Community and Needs of Diverse Learners</td>
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<tr>
<td></td>
<td>Instructional Leadership and Change</td>
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<tr>
<td>4.04</td>
<td>NO CLASS</td>
<td></td>
<td>CPS Spring Break</td>
</tr>
<tr>
<td>4.11</td>
<td>Class 11</td>
<td>B &amp; D- 14, 15, 16, 19</td>
<td>Reading Log #4 Part 4 Due: 4.10.17 by 10PM</td>
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<tr>
<td></td>
<td>Special Education Leadership and School, Family and Community</td>
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<tr>
<td>4.18</td>
<td>Class 12</td>
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<td>Work Week</td>
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<tr>
<td>4.25</td>
<td>Class 13</td>
<td></td>
<td>Presentations and Final</td>
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<tr>
<td></td>
<td>Presentations and Final</td>
<td></td>
<td>SIP/ CIWP Presentations Hard copy, PPT presentation, and loaded into LIVETEXT</td>
</tr>
</tbody>
</table>
**Selected References**


Dispositions

The School of Education has three dispositions—Professionalism, Inquiry, and Social Justice—as indicators of students’ growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below:

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
<td>Candidate does not complete any work</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
<td>Candidates does not complete or cite work</td>
<td></td>
</tr>
<tr>
<td>Candidate is punctual for meetings within the professional setting (internship)</td>
<td>Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)</td>
<td>Candidate is consistently not punctual and/or cancels consistently for meetings within the professional setting. (internship)</td>
<td>Candidate is consistently absent and unprofessional</td>
<td></td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates/responds/confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/assignments.</td>
<td>Candidate usually communicates/responds/confirms when needed with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate/responds/confirm when needed with faculty causing much disruption to the implementation of the candidate’s program.</td>
<td>Candidates fails to consistently communicate with administrators or site supervisor.</td>
</tr>
<tr>
<td>Candidate actively seeks CPS Principal position: once they achieve eligibility*</td>
<td>Candidate applies for 2 or more principal positions each semester</td>
<td>Candidate applies for 1 principal position each semester</td>
<td>Candidate fails to apply for principal positions.</td>
<td>Candidates does not have positions within school or district to apply. Or, candidate is not ready for administrative position.</td>
</tr>
</tbody>
</table>

Candidate uses technology in the classroom only for academic purposes

Candidate uses technology consistently in the classroom only for academic purposes.

Candidate uses technology in the classroom for academic purposes with a few exceptions.

Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.

Candidate does not know how to use any technology.

Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards

Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.

Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.

Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.

Candidate consistently displays unethical behavior

*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).
<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Candidate is able to reflect and respect other points of view within the school environment (internship)</th>
<th>Candidate consistently reflects and respects other points of view within the school environment. (internship)</th>
<th>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)</th>
<th>The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)</th>
<th>Candidate does not respect other points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Justice</strong></td>
<td>Candidate demonstrates a belief that all students can learn within the school environment (internship)</td>
<td>Candidate demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)</td>
<td>Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)</td>
<td>Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)</td>
<td>Candidates is discriminatory in words and actions.</td>
</tr>
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<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Poor</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the school environment (internship)</td>
<td>Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)</td>
<td>Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)</td>
<td>Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the school environment (internship)</td>
<td>The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)</td>
<td>The candidate supports social justice within the school environment in both word and deed. (internship)</td>
<td>The candidate’s words and deeds within the school environment do not support the principles of social justice. (internship)</td>
</tr>
</tbody>
</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

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

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

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2.
5. Acquiring skills in working with others as a member of a team
6.
12. Learning to apply knowledge and skills to benefit others or serve the public good
13.