

**Educational Evaluation**  
**RMTD 406**  
Spring 2019  
Thursdays, 7:00-9:30  
Asynchronous Online

**Dr. Jay Wade**

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Office hours by appointment only

**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. These practices include determining which evaluation approach to use in a given context, developing an evaluation plan, identifying the various roles of the evaluator, understanding the social and political dynamics of an evaluation context, generating and collecting data, establishing reporting processes, and considering the ethical issues surrounding the role of the evaluator. Students will also be introduced to major evaluation theorists and theories, given the historical development of program evaluation within the social sciences.

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 <http://luc.edu/education/syllabus-addendum/> 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: <https://luc.edu/education/admission/tuition/course-management-fee/>

This course will emphasize issues of social justice, diversity and community cultural in program evaluation, aligned to the School of Education's Conceptual Framework: ***Social Action through Education.***

## Course Format

This course will be conducted asynchronous online. That is, the course will meet online every week from 7-8:30pm for group discussions, activities, and check-ins. The rest of the class “hour” will be spent listening to a weekly class lecture before the 7-8:30pm meeting time. The length of the online meeting may be shorter or longer depending on the week’s schedule and class needs, but all students should block off this time each week for class. An e-mail will be sent out every Monday morning with the online lectures, which will be based on the weekly reading. All students are expected to have read and listened to the lectures prior to the 7pm online meeting time. All online meetings will be conducted via [Zoom](#). A Zoom link to the group discussion will be provided in Sakai, the course web portal.

## IDEA Objectives for Course Evaluation

The goals also align with the following essential objectives on the IDEA Course Evaluations:

- Learning to apply course material (to improve thinking, problem solving, and decisions) (Goals 1, 2, and 4)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (Goals 3 and 5)

Other important objectives include:

- Learning to analyze and critically evaluate ideas, arguments, and points of view (Goal 2)
- Learning to apply knowledge and skills to benefit others or serve the public good (Goal5)

At the end of the course, you will have an opportunity to complete an Online IDEA course evaluation (go to <http://luc.edu/idea/> and click on *Student IDEA Log In*).

## 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.

## Required Texts

Mertens, D.M., & Wilson, A.T. (2019). *Program Evaluation Theory and Practice: A Comprehensive Guide*. New York, NY: The Guilford Press. ISBN: 9781462532759

Hutchinson, K. (2019). *Evaluation Failures: 22 Tales of Mistakes Made and Lessons Learned*. Thousand Oaks, CA: Sage Publications. ISBN: 9781544320007

Additional readings will be posted on Sakai.

## Grading

<u>Scale</u>		<u>Assignments</u>	<u>Points</u>
95-100	A	Evaluation Report Paper	10
90-94	A-	<b>Case Scenario Discussion</b>	<b>10</b>
86-89	B+	<b>Final Evaluation Practice Project</b>	<b>60</b>
83-85	B	Critical Reflection on Final Project	10
80-82	B-	Class participation	10
Below 80	C	<b>BOLD</b> indicates group assignments	

Class participation is based on the rubric assessment for dispositions, which is included at the end of the syllabus. A point for class participation will be allocated for the following: timeliness, timeliness of assignments, attendance, accountability, collegiality, integrity/honesty, interpersonal integrity/honesty, social equity, respectful communication, and respect for persons. Refer to the section on dispositions at the end of the syllabus for the rubric.

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 only accept late assignment; however, without advanced communication from the student, 20% of the final point allocation will be subtracted. 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. I will work with you if you are openly communicative with me.

**RMTD 406 Course Schedule with Readings & Assignments**

<b>Date*</b>	<b>Topic</b>	<b>Required Readings</b>	<b>Assignment Due</b>
Week 1: 1/17/19	Introduction to Evaluation	Mertens & Wilson, Ch. 1-2	None
Week 2: 1/24/19	Evaluation Theory & Ethics	Alkin & Christie, Ch.2 Oral History Selection (in Sakai)  AEA Guiding Principals & Evaluation Standards	Selection of Evaluation Report DUE  Draft List of Final Project Selection DUE
Week 3: 1/31/19	Stakeholders, Context & Logic Models	Mertens & Wilson Ch. 7  Frechting, J. (2007). Logic Modeling Methods in Program Evaluation. San Francisco, CA: JosseyBass. Chapters 3, 4, and 7.	Evaluation Practice Paper DUE
Week 4: 2/7/19	Evaluation Purposes, Types, and Questions	Mertens & Wilson Ch. 8  Mark, M. M., Henry, G. T., & Julnes, G. (1999). Toward an integrative framework for evaluation practice. American Journal of Evaluation, 20(2), 177-198.  <i>Evaluation Failures</i> , Ch. 5-8	FINAL Program Selection DUE  Class Presentation #1
Week 5: 2/14/19	Evaluation Designs	Mertens & Wilson, Ch. 9  Yarborough, D.B., Shulha, L.M., Hopson, R.K., & Caruthers, F.A. (2011). The program Evaluation Standards: A Guide for Evaluators and Evaluation Users. 3rd Edition. Sage Publications. Part II: Feasibility (p. 71—104)	
Week 6: 2/21/19	Data Collection Strategies and Indicators	Mertens & Wilson Ch. 10  <i>Evaluation Failures</i> , Ch. 14-18	Program Description DUE Class Presentation #2
Week 7: 2/28/19	Stakeholders, Participants, and Sampling	Mertens & Wilson Ch. 11  Henry, G. (1998). Practical Sampling. In Bickman, L., & Rog, D. J. (Eds.). Handbook of applied social research methods (pp. 101-126). Thousand Oaks, CA: Sage Publications.	
<i>Week 8: Spring Break—No Class</i>			
Week 9: 3/14/19*	Data Analysis and Interpretation	Mertens & Wilson Ch. 12	Meeting with Stakeholders DUE**

		Davidson, E.J. (2013). Actionable evaluation basics. Real Evaluation. Ch. 4 Well-reasoned answers (pp. 20-39).  <i>Evaluation Failures</i> , Ch. 19-21	Class Presentation #3
Week 10: 3/21/19	Communication and Utilization of Findings	Patton, M. Q. (2008). Utilization-Focused Evaluation: The New Century Text (4th Ed.). Thousand Oaks, CA: Sage. Chapters 4 and part of 5, pp. 97-157.	
Week 11: 3/28/19	Communication & Use, cont.	Mertens Ch. 13  Russ-Eft, D. & Preskill, H. (2009). Evaluation in organizations (2nd Ed). New York, NY: Basic Books. Ch. 14 Communicating and reporting evaluation activities and findings (pp. 399—440).	Draft of Evaluation Plan DUE
Week 12: 4/4/19	Meta Evaluation, Project Management & Professional Issues	Mertens & Wilson, Ch. 14 - 15  <i>Evaluation Failures</i> , Ch. 1-4	Class Presentation #4
Week 13: 4/11/19	Polictics & Policy Making	<a href="#">Rugg, D.L. (2016). Evaluation and politics: tips and barriers to use. <i>Journal of Development Effectiveness</i>, 8(3), 436—445.</a>  Chelimsky, E.. (2006). The purposes of evaluation in democratic society. <i>The Sage Handbook of Evaluation</i> , pp. 33-55. Thousand Oaks, CA: Sage	Drafts of Report DUE for feedback
<b>Week 14: Easter Break – No Class</b>			
Week 15 4/25/19	Wrap up	None; project presentations to class	Project Presentations
Week 16: 5/2/19	N/A	None	Final Project Paper & Critical Reflections DUE

\*Please see <https://www.luc.edu/education/resources/grad-academic-calendar/> for information on course withdrawl

\*\*If you are doing the a report, then you will need to meet with stakehgolders much earlier on. I also understand that meeting with stakeholders can be an ongoing process dependent on mulktiple shcedules. If students are having difficulty getting a meeting before this time, just let me know. This due date, more than other assignments, is flexible.

## RMTD 406 Assignment Descriptions

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 at [jwade1@luc.edu](mailto:jwade1@luc.edu)

### **Evaluation Practice Paper (10 points) DUE Jan. 31**

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. Some evaluation studies are formally published in journals. You may use the list of journals in Sakai or the Mertens & Wilson text to identify an appropriate article. Be sure that I approve the report prior to your completion of the assignment. PLEASE UPLOAD THE REPORT IN SAKAI BY THURS. JAN. 24.

Write a 3—4 page paper regarding the evaluation report. Your paper should briefly summarize the evaluation, including its purpose, audience, values and/or value judgments (whether implicit or explicit), methods, findings, and other relevant aspects of evaluation as appropriate for the evaluation. Your paper should focus on describing the evaluation report in relation to what we learned during the first two weeks of the course, such as the nature of evaluation, types of evaluation, variability in evaluation practice, and so on. Your paper will be graded on the following:

- Extent to which the summary of the report appropriately refers to the evaluation's purpose, audience, values and/or value judgments (whether implicit or explicit), methods, findings, and other relevant aspects of evaluation as appropriate for the particular evaluation (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).

### **Case Scenarios (10 points)**

With small group, you will choose a week that you and colleagues will be responsible for leading the discussion of the case scenarios (Refer to *Evaluation Failures* readings). You will have 30-40 minutes to lead the class in a presentation includes a brief introduction of the scenarios (5-10 minutes), and then a related interactive activity, such as a whole group discussion, small group activity, etc. Be creative. Please incorporate the AEA Guiding Principles and Evaluation Standards. You are more than welcome to contact me with questions regarding readings and the course presentation.

Your presentation will be graded on the following:

- Extent to which the presentation provides a brief overview and accurate representation the scenarios and their issues (4 points)
- Extent to which assignment incorporates either the AEA Guiding Principles and Evaluation Standard. (3 points).
- Extent to which the presentation is effectively organized and communicated (3 points).

## Final Course Project (60 points) DUE May 2

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 that supports your interests and career trajectory. For example, you may be familiar with a program through your workplace or a research team. You may also reach out to a program 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. I also have connections with programs through my work that would greatly appreciate assistance (see list of possible programs on Sakai). 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 the checklist below, 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 others have developed previously for tasks 1—5
  - a. Option 2 can only be chosen if you are a doctoral student who has taken RMTD 400, and either RMTD 420 or RMTD 404, depending on your evaluation methodology. Strong preference for taking both courses. You must also have access to data for analysis and reporting. The instructor will give extra support, as needed, for this option.

If you are in a Masters program, you MUST complete option 1 if you are doing the project individually. If you are in an EdD or PhD program and choose to do option 1 individually, I expect that the project has a large enough scope that it requires 3 months of planning. I strongly recommend piloting data collection as part of this process. Please note that accommodations to these requirements can be made based on the particular circumstances of your project. Please connect with Dr. Wade to discuss further.

## Related Assignments

The following assignments will be required for the Final Course Project. Full descriptions of each assignment are listed after the table.

Due Date	Evaluation Plan: Individual Project
2/7/18	Final Project Choice
2/21/18	Program Description
3/14/18	Meeting with Stakeholders*
3/28/18	Evaluation Plan
4/25/18	Project Presentations
5/2/18	Final Evaluation Plan & Critical Reflection

\*This due date is flexible, since this coordination can take time between multiple schedules. If you are doing Option #2, you should plan to complete this step much earlier.

## Final Project Choice

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 individually or in a group? If in a group, who will be the group members?
- What program will you evaluate? Provide a 300 word description.
- Who are the key stakeholders in the program?
- What contact have you already had with stakeholders? What contact might you have during the course of the semester?
- Will you produce an evaluation plan or an evaluation report 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.

## Program Description Draft

For the program you are evaluating, write a description of the program. This description may include the program goals, program activities, program theory, key stakeholders, program context, and so on, but it MUST have a logic model included. 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 evaluation questions that will guide your evaluation. I will provide formative feedback on this assignment.



### **Meeting with Stakeholders**

Meet with at least one stakeholder from the program to learn about the program and the information needs of stakeholders. Also, access as much background information as possible, such as from websites, brochures, presentations, etc. Depending on your prior knowledge of the program and relationship with the stakeholders, this meeting may be before and/or after you begin to develop your evaluation plan.

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. I do not grade or provide feedback on this assignment.

### **Evaluation Plan Draft**

Utilizing the template provided in Sakai (see Evaluation Plan Table\_ Blank.doc), complete the evaluation plan table for your evaluation. It includes your evaluation question(s), indicators, sampling, evaluation methods, data sources, data collection, and analysis. Be sure to use concise, direct language and consistent easy to follow formatting, including effective use of merging rows and columns to assure understanding. Be sure to also attach all data collection tools that you intend to use, and a management plan that details the remaining activities for the semester and who is responsible for them. You may want to reference the file "Evaluation Plan Table Sample" as an example. I will provide formative feedback on this assignment.

### **Project Presentation**

Prepare a 15 minute presentation about your project. Be sure that your presentation either 1) provides an overview of your evaluation plan, or 2) provides a report on your findings, including how you arrived at your findings. In the process, be sure to integrate a learning experience that you had in relation to the core areas discussed in the course: values and valuing; reasoning, evidence and arguments; politics and policy making; or use. This presentation will give you an opportunity to receive a meta-evaluation from your peers. Please prepare a powerpoint presentation and/or handout to support your presentation.

### **Final Evaluation Plan**

For this final assignment, you will accompany your completed evaluation plan table with a written narrative explanation of your completed plan table. The narrative should include all previous work on your program description, evaluation questions, link to evaluation theory, design, planned format for reporting findings, management plan, and so on, keeping in mind your stated purposes and feedback from previous assignments. Also include electronic versions of the tools for collecting the data utilizing your data based on your evaluation plan. The database in which you will enter your collected data should be prepared, explained, presented, and included as well.

The following criteria will be used to judge the final plan:

- Description of the program you are evaluating and its context (3pt)
  - Theory of change or logic model (4pt)
  - Key stakeholders (3pt)
  - Theoretical approach to evaluation (3pt)
  - Evaluation purposes (3pt)
  - Evaluation question(s) (3pt)
  - Design (3pt)
  - Data collection methods and procedures (4pt)
  - Data sources (3pt)
  - Sampling (3pt)
  - Analysis procedures (3pt)
  - Indicators; Interpretation procedures and criteria (3pt)
  - Communication and reporting plan (3pt)
  - Management plan (3pt)
  - Electronic version of tools (3pt)
- Written for intended audience with concise, direct language throughout narrative and consistent easy to follow formatting, using proper APA headings that elaborates on the table (3pt)

If you select Option #2, the above will still be your criteria; however, I will also give you feedback on the other components of your evaluation report. If desired, I will work with you after the course to finalize it to your stakeholders, as well.

SCHOOL OF EDUCATION STUDENTS SUBMIT THIS ON SAKI & LIVETEXT  
<http://luc.edu/education/admission/tuition/course-management-fee/>.

### **Critical Reflection on Final Project (10 points) DUE May 3**

Provide a 1-2 page critical reflection on your experiences working on the team using the American Evaluation Association Guiding Principles (systematic inquiry, competence, integrity/honesty, respect for people, responsibilities for general and public welfare) OR the Joint Committee Standards for Educational Evaluation (utility, feasibility, propriety, accuracy, evaluation accountability). Considering the following questions might facilitate your reflection. How did you (and/or the team) conduct yourself during the evaluation? Are there principles that your project exemplifies good evaluation practice? Are there principles that may raise issues of concern with the evaluation? If so, what did or could you do to help better address these principles in practice? Are there principles in conflict through the project (i.e., practices that support one principle result in practices that also oppose another principle)? What is the rationale for which principles to compromise in the evaluation practice? SCHOOL OF EDUCATION STUDENTS SUBMIT THIS REFLECTION ON SAKI & LIVETEXT <http://luc.edu/education/admission/tuition/course-management-fee/>.

This reflection will be graded as follows for each of the principles/standards:

- Exceeds Standards--The paper demonstrates the student is able to integrate the principle into their professional decision-making of evaluation practice, facilitating critical, honest self-reflection with particular awareness of practices that promote social justice. (2.5 pt)
- Meets Standards--The paper demonstrates the student is able to integrate the principle into their professional decision-making of evaluation practice. (2 pt)
- Partially Meets Standards--The paper presents a partial ability to integrate the principle into their professional decision-making. (1 pt)
- Does Not Meet Standards--The paper does not demonstrate an ability to integrate the principle into their professional decision-making (0 pt)

### 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/Honesty</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 Responsibilities</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
<b>for General and Public Welfare</b>	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/Honesty</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**

**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/](http://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***.