Loyola University Chicago  
School of Education  
Social Justice: Social Action through Education

ELPS 461: Issues in School Law  
Spring 2021 (revised final)

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Information</th>
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<tbody>
<tr>
<td><strong>Instructor:</strong> Kathleen Hirsman</td>
<td><strong>Meeting Dates:</strong> 1/25, 2/8, 2/15, 2/22, 3/8, 3/15, 3/29, 4/12</td>
</tr>
<tr>
<td><strong>Mobile Phone:</strong> (630) 247-2741</td>
<td><strong>Time:</strong> 5:30pm - 6:45pm</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:khirsman@luc.edu">khirsman@luc.edu</a></td>
<td><strong>Location:</strong> Zoom Meeting Room (See Sakai)</td>
</tr>
<tr>
<td><strong>Office:</strong> Corboy Law Center, Room 1128 (CLOSED SPRING 2021)</td>
<td></td>
</tr>
</tbody>
</table>

**Contact Hours, Accessibility and Responsiveness:**  
**Email:** '24/7'; you can expect an email response from me within 24 hours.  
**Virtual Office Hours:** By appointment.  
**Telephone or Zoom Contact:** Please let me know by email (khirsman@luc.edu) if you would like to set up a telephone conference or Zoom session. You may also call me on my cell phone (630-247-2741). Please leave a message, and I will get back to you within 24 hours.

**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.

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 website 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.

KEY COVID-19 Resources for your Spring – 2021 Return

Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

School of Education 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. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

Course Description:

Schools are impacted by diverse factors, not the least of which is law and government interests. This course seeks to examine the legal and governmental aspects which increasingly influence public school administration and interpret these aspects for implementation by the district leader. The district leader will be presented with varied aspects of law and government as they affect administrative practice. Knowledge and best practice strategies will be defined and examined to prepare an individual for public sector district administration. Issues related to social justice, ethical decision-making, and district level decision-making will also be presented and discussed.
Course Objectives and Learning Outcomes:

The following course objectives and learning outcomes are integral to this course:

• Understand the law as it relates to educational leadership in general, and the superintendency, in particular.
• Understand federal, state, and local statutory and regulatory provisions governing education.
• Work with school boards and local school councils.
• Recognize the principle of “equal respect for [all] persons.”
• Protect the rights and confidentiality of others.
• Be aware of local operational policies and procedures.
• Apply common law and contractual requirements and procedures in an educational setting.
• Learn practices and procedures of conflict resolution and conflict management.

Alignment of Course Goals with the School of Education’s Conceptual Framework:

This course is designed for candidates whose goal is to become a district-level leader. Our mission is social justice, but our responsibility is social action through education. This statement represents the heart of the SOE’s Conceptual Framework. The framework represents the foundation upon which this course has been developed. As a result, in support of this fundamental tenet of leadership development, we will examine local, state, and federal law, regulations, and case law affecting Illinois public schools. Additionally, the nature and development of social justice, service, skills, dispositions, and knowledge, within the context of an ethical environment in schools, are essential components to school and district decision-making and will be presented in this course.

COURSE STANDARDS:

Loyola University Chicago School of Education Conceptual Framework Standards (CFS):
• CFS 1: Candidates critically evaluate current bodies of knowledge in their field.
• CFS 2: Candidates apply culturally responsive practices that engage diverse communities.
• CFS 3: Candidates demonstrate knowledge of ethics and social justice.
• CFS 4: Candidates engage with local and/or global communities in ethical and socially just practices.

Illinois State Board of Education (ISBE 2016)
Standard 1: Vision
Standard 4: Relationships
Standard 5: Ethical Leadership
Standard 6: Advocacy and Influence

Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)
ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the district.
ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers. ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

**Dispositions Assessment**

Each course in the School of Education focuses on one or more professional dispositions. Students taking this course will receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**COURSE INFORMATION:**

**Required Text:**


**Course website:** [https://sakai.luc.edu/](https://sakai.luc.edu/)
Things you need to find and have accessible in class:

- Teacher and administrator contracts, collective bargaining agreements
- School District Board policies and administrative procedures, student and employee handbooks
- Building safety and security procedures
- You must register your LIVE TEXT account

Embedded Field Experience:

1. Conduct a tort walk of a school building within your district.
2. Survey the school’s most recent student discipline records. Research and develop an action plan to implement and use the restorative justice model at a school site and throughout your district.
3. Research and give a presentation on a legal topic you would provide for your district’s faculty and staff concerning a social justice/ legal issue.

Course Evaluation/Student Assessment:

<table>
<thead>
<tr>
<th>Attendance, Participation, Problems of Practice, Professional Dispositions</th>
<th>15 Points</th>
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<tbody>
<tr>
<td>District Tort Liability Data Assessment Plan and Project</td>
<td>10 Points</td>
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<tr>
<td>Phase 1 – District Tort Walk Assessment</td>
<td>10 Points</td>
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<tr>
<td>Phase 2 – Research and Development of Improvement Plan</td>
<td>10 Points</td>
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<tr>
<td>COVID-19 School Reopening Plan and Project</td>
<td>20 Points</td>
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<tr>
<td>Phase 1 – Identification and Description of Needs and Challenges</td>
<td>20 Points</td>
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<tr>
<td>Phase 2 – Development of Comprehensive Plan</td>
<td>20 Points</td>
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<tr>
<td>Legal Topic Paper and Presentation</td>
<td>25 Points</td>
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<tr>
<td>Total</td>
<td>100 Points</td>
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Grading Scale:

- A 93% and above
- A- 90-92%
- B+ 87-89%
- B 84-86%
- B- 80-83%
- C+ 77-79%
- C 73-76%
- C- 70-72%

Assignment Expectations:

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. References must be cited using APA 6th edition style. If a
student is not satisfied with his or her grade, assignments may be rewritten and resubmitted for reevaluation.

Assignments will not be accepted past the stated due date on the syllabus.

Description of Assignments

I. Attendance, Participation, Problems of Practice, and Professional Dispositions

  15 points

**Attendance and Participation**
Regular attendance, class preparation, and class participation are required. Communication and interaction in class on issues are essential. Further, as a necessary part of this course, candidates will be provided case studies wherein their analysis and their thinking processes to address these case studies are an integral part of the objectives of the course. Regular attendance, preparation, and participation are therefore necessary.

Attendance for all class sessions is required. If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. **If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 630-247-2741 via text message or voice mail message.** Failure to notify the instructor in a timely manner will result in an unexcused absence.

Course readings are provided to candidates in advance, so candidates are expected to prepare for each class session. This preparation is a pre-condition to the class because the session’s activities assume candidates have read the material and thus, can make the necessary applications of the content to the school/district setting. Readings will be analyzed, and students will be expected to demonstrate understanding of these readings in the context of the assigned class including, but not limited to, in-class reflections, case study analysis, and small group work.

**Problems of Practice**
All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in the design. The Problem of Practice component is embedded in each course to facilitate directed research, discussion and engagement between the candidate and with his/her assigned Cooperating-Expert-Practitioner (CEP) Host Superintendent. The candidate and her/his CEP Superintendent will work collaboratively to identify a Problem of Practice in the cooperating district for the assigned course. See end of syllabus for more detailed information on the Problems of Practice component.

**Professional Dispositions**
Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of
II. District Tort Liability Data Assessment Plan and Project 20 points total

Candidates are required to complete the field study component of this course. The field study has two phases: 1) the District Tort Walk Assessment; and 2) the Research and Development of Improvement Plan. This field study has as its purpose to meld theory and practice within the school setting and help candidates envision how legal aspects of schooling are handled. The requirements, due dates, and the rubrics for this assignment follow the assignment description below.

Assignment Description:

The District Tort Walk Assessment, Research and Development, and Improvement Plan Project for your district is a comprehensive district-wide view of negligence assessment, research, development and improvement for district leadership.

There are two required components of the Project:

- Phase 1: District Tort Walk Assessment
- Phase 2: Research and Development of Improvement Plan

Phase 1: District Tort Walk Assessment 10 points

The District Tort Walk Assessment Component requires that the aspiring district leader conduct a comprehensive assessment of negligence risks and existent negligence related conditions within his or her current school building. Candidates are conducting the assessment through the lens of the district leader.

A tort is a civil wrong not involving contracts. The term is applied to a variety of situations where one suffers damage or loss due to the improper conduct of another. The most common tort is that of negligence. Negligence involves the existence of a legal duty of care, the breach of that duty, and a finding that the breach is the proximate cause of damage or loss that results.

For the Tort Walk Assessment Phase 1, after reading the related assignments and attending the related lecture, you are required to conduct a Tort Walk Assessment using the attached Tort Walk Assessment Checklist. You are required to document what you find on the Tort Walk Assessment Checklist.

In performing a District Tort Walk Assessment of a school building in your district, the arenas that must be examined are the following:

1. general education classrooms
2. special education classrooms
3. hallways/corridors  
4. playground/field areas  
5. cafeteria  
6. auditorium/stage area  
7. science classrooms  
8. shop/tech/art classrooms  
9. student restrooms  
10. gymnasiums/multipurpose rooms  
11. stairwells  
12. library media center  
13. electrical/mechanicals room

You will:

- Inform the district CEP Superintendent and a building principal in the district of the assignment (if you are not the principal).
- Visit each prescribed school arena as listed above.
- Determine whether both supervision and equipment for each of the aforementioned 13 arenas is acceptable or has need for improvement. The checklist can be expanded, if you would like to add to arena and space options.
- Comment on your observations in the context of the entire district-wide systems perspectives within the context of the community wherein the schools are located.
- Obtain information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures in the district.
- Complete a “Tort Walk Assessment Checklist” for the school district.

### District Tort Walk Assessment Checklist

<table>
<thead>
<tr>
<th>Arena</th>
<th>Acceptable</th>
<th>Need for Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Education Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Special Education Classrooms</td>
<td></td>
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<td>3. Hallways/Corridors</td>
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<td></td>
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<tr>
<td>4. Playground/Field Areas</td>
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<tr>
<td>5. Cafeteria</td>
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<td></td>
<td></td>
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<tr>
<td>6. Auditorium and Stage Areas</td>
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<td></td>
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<tr>
<td>7. Science Classrooms</td>
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</table>
For purposes of the District Tort Walk Assessment, **supervision of students** is defined as “direct teacher/adult supervision by school personnel.” **Equipment/premises** issues incorporate distribution of materials, class assigned equipment, fixed school equipment, and moveable school equipment having student exposure; and premises conditions (walls, floors, doors, windows, outside grounds, playfields and playgrounds, etc.). For the purposes of this assessment, **acceptable** means “acceptable within the framework of federal and state law.” For the purposes of this assessment, **need for improvement** means “inconsistent or in violation of federal and state law.”

The Phase 1 submission should include:

1. an **introductory paragraph** describing the type of school building that is the focus of your assessment (e.g., age and condition of building, size, grade levels /activities /programs housed in building, etc.); and

2. a completed District Tort Walk Assessment **Checklist**.

**Phase 1 is due March 1, 2021.**

**Phase 2: Research and Development of Improvement Plan** 10 points

Now that you have performed a District Tort Walk Assessment, you will focus on **one legal issue** that you observed during your Tort Walk Assessment in the thirteen (13) school arenas. This legal issue should be one that you consider in the “need for improvement” category. The legal issue may involve either **supervision of students** or **equipment/premises**, or it may involve both.

For the legal issue you have identified, you are required to conduct research related to legal aspects of the issue. Legal sources can include case law, statutes, Illinois School Code, Illinois Administrative Code, legal journal articles, and appropriate citations from course readings. Apply the research sources to the legal issue you identified that occurred in the building in which you conducted the District Tort Walk Assessment.
As part of Phase 2, you are required to develop and write a targeted Improvement Plan specifically addressing the legal issue you have identified, using a district-level leadership lens.

The Improvement Plan must include:

1. A description of the legal issue you have identified;
2. A summary of the key legal research surrounding the legal issue;
3. An explanation of what is needed to remedy the legal issue you have identified;
4. A description of the school resources/personnel needed to remedy the issue; and
5. A reasonable and practical timetable for completing the tasks necessary to remedy the issue.

This Phase 2 paper should be between 4-6 pages. Candidates must appropriately cite all references using APA style, 6th Edition, as well as prepare a complete reference list. A Bibliography, in APA format, is required for Phase 2 of the District Tort Liability Data Assessment Plan and Project.

Phase 2 is due March 15, 2021. The complete District Tort Liability Data Assessment Plan and Project should be submitted at this time.

III. COVID-19 School Reopening Plan and Project  

The COVID-19 School Reopening Plan and Project for your district is a comprehensive analysis of the needs and challenges of your district regarding operation of your district’s educational program during the COVID-19 pandemic. There are two components of the project:

- **Phase 1:** Identification and description of the unique needs and challenges of your district in providing equitable, effective education services during the COVID-19 pandemic.
- **Phase 2:** Development of a comprehensive plan to address one identified area of need.

**Phase 1: Identification and Description of Needs and Challenges  

In Phase 1, you will identify and describe the major needs and challenges your district is facing in providing equitable, effective education services during the COVID-19 pandemic. Your analysis should include, at a minimum, the following areas:

1) Building, infrastructure, equipment, supplies
2) Technology – hardware, software, technical support, training, etc.
3) Students – instruction, social-emotional needs, equity, specific populations (ELL, students with disabilities, students experiencing homelessness)
4) Employees – teachers, support staff, administrators

**Phase 1 is due March 29, 2021.**
Phase 2: Development of Comprehensive Plan

In Phase 2, you will select one of the areas you have identified in Phase 1 and develop a comprehensive plan to address the needs and challenges of that area. In developing your plan, consider, at a minimum:

a) Applicable federal, State and local laws, regulations, requirements, guidelines, and recommendations
b) Resources you will need for implementation
c) Funding requirements, funding sources?
d) What approval process?
e) Training, professional development

This Project should be between 10-12 pages. Candidates must appropriately cite all references using APA style, 6th Edition, as well as prepare a complete reference list.

Phase 2 and the complete COVID-19 School Reopening Plan and Project is due April 12, 2021.

IV. Legal Topic Presentation for Faculty and Staff

As district leaders, we are at times called upon to provide professional development for our faculty around a number of topics. For this assignment, you will select a legal topic for which you will prepare a 25-30-minute presentation for “your faculty” (us). This presentation will cover the law and administrative code surrounding this topic as well as administrative/leadership best practices to ensure compliance to the legal issues are social just, equitable, and fair to all constituents served in your school community. Research should include legal requirements for the state of Illinois as well as CPS.

A reference list in APA style is to be included on the last slide(s) of your presentation.
Problem of Practice Component for Superintendent Prep at LUC

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals. – Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED), 2016

http://www.cpedinitiative.org/design-concept-definitions

All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in the design. The Problem of Practice component is embedded in each course to facilitate directed research, discussion and engagement between the candidate and with his/her assigned Cooperating-Expert-Practitioner (CEP) Host Superintendent. The candidate and her/his CEP Superintendent will work collaboratively to identify a Problem of Practice in the cooperating district for the assigned course.

The LUC Superintendent Endorsement candidate and CEP Host Superintendent will ensure the identified Problem of Practice is aligned with the course content and course objectives. The LUC cohort-based model enables Superintendent Endorsement candidates to learn from top practitioners and engaged faculty while also establishing the professional networks necessary to succeed in district leadership and community engagement. The Problem of Practice component will facilitate the discussion of current issues challenging our local Chicagoland districts. Superintendents and central-office candidates at LUC will engage more directly in real problems of leadership practice to make their study of school systems more relevant in their practice as educational leaders in schools and school systems.

The Problem of Practice class discussion will take place near the end of every semester and all CEP Host Superintendents and LUC partners will be invited to that evening’s class. Bringing existing district problems and complex solutions to classroom discussions for Superintendent candidates are required to preserve course relevance and success. Bringing acting Chicagoland superintendents to at least one class per course is an LUC priority. All required coursework demands that candidates engage with the current issues facing district leaders as well as research and trends in the Illinois educational context.

Understanding and Identifying a Problem of Practice

Focuses on instructional and/or systemic issues. Instructional or systemic issues are problems that involve the interactions of principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

Is directly observable. A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.
**Is actionable.** Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.

**Connects to a broader strategy of improvement and the school’s or system’s action plan.** We see problems of practice having a reciprocal relationship with broader improvement plans. District wide improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or system realize its stated goals.

**Is high-leverage.** Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintended Endorsement program.

The statement of the Problem of Practice should be a description of an issue--a few sentences describing what is happening that is problematic.

**References**


*https://education.ucdavis.edu/general-information/problems-practice-necessary-steps*

*https://files.eric.ed.gov/fulltext/EJ958880.pdf*
Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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, Digication 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.

Recording of Live Class Sessions

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:
LUC Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Syllabus Addendum Link: https://www.luc.edu/education/studentlife/resources/syllabi/
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.