Loyola University Chicago
School of Education

Educational Evaluation
RMTD 406
Spring, 2021

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Responsiveness: I will reply to emails within 24 hours
Group or class meetings: By appointment. There are no scheduled zoom or class meetings.

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 web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

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

Course Overview

Course Description

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

The goals of the course are that students will be able to:
1. Understand the foundations of program evaluation practice (Conceptual Framework 1)
2. Identify, read, and meta-evaluate program evaluation reports (Conceptual Framework 1),
3. Understand culturally responsive evaluation practices (Conceptual Framework 2)
4. Understand the ethical, political, and social aspects of program evaluation practice (Conceptual Framework 3).
5. Carry out an aspect of evaluation practice, including working with stakeholders, identifying the evaluation purpose(s) and question(s), and designing the evaluation and data collection tools (Conceptual Framework 4)

As indicated, the goals of this course align with the Loyola University Chicago School of Education Conceptual Framework. Please see 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 http://luc.edu/education/admission/tuition/course-management-fee/

IDEA Course Objectives

The Following IDEA objectives will be a primary focus of the course:
1. Developing skill in expressing oneself orally or in writing
2. Learning how to find, evaluate and use resources to explore a topic in depth
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Required Texts

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

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

Additional readings will be posted on Sakai.

Recommended Texts

Alkin, M. C., & Vo, A. T. (2017). *Evaluation essentials: From A to Z*. 2nd Ed. Guilford Publications.
    ISBN: 1462532438

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

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

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

Additional Readings

Abma, T. & Widdershoven, G. (2008). Evaluation and/as social relation. *Evaluation*, 14(2), 209—225.

Dhillon, L., & Vaca, S. (2018). Refining theories of change. Journal of Multidisciplinary Evaluation, 14(30).
    http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/496/444

Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. Upper Saddle River, N.J: Pearson Education. Selection of Ch. 10: Clarifying the Evaluation Request and Responsibilities. pp. 260-271.

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

Student Participation

I cannot stress enough how important it is to stay with the course timeline. Everything builds in this course leading up to your final product. This is why each week we start the topics on Monday and you receive feedback by Sunday. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback than you will have a snowball effect of not understanding the content, which will impact your assignments and final product. Based on how far you are within your Capstone, in collaboration with the instructor, assignment due dates and components can be adjusted to meet your needs.

There is no times where we meet as a group on-line. You are more than welcome to hand in assignments before the day it is due or complete the discussion requirements before Thursday. Make the weekly format work for your schedule.

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

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

Assignment Descriptions and Class Participation

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

Case Scenario Discussions (16 points; 2 point per case)
Most weeks in the course we will be working with a case of an evaluation project. We will use these cases to apply concepts we are learning in the course, provide opportunities to simulate evaluation practice, and discuss ethical issues in relation to evaluation practice. To engage in these exercises, you will provide a brief forum post about the case through discussions. All Case Scenario posts are due Saturday of that week by midnight.

Evaluation Report Paper (10 points)
Locate an evaluation report in your own area of interest. You may want to refer to the list of evaluation organizations in Sakai, which often post reports on their websites. Be sure that I approve the report prior to your completion of the assignment.

Sources for Evaluation Studies/Reports
Examples of Evaluation Organizations
- American Institutes for Research https://www.air.org/search/site/resource-type/report-19
- Abt Associates https://www.abtassociates.com/projects
- Mathematica
- WestEd
- RAND Corporation
- SRI International
- Education Matters
- McREL
Examples of Foundations and other non-government organizations
- McCormick Foundation https://www.mccormickfoundation.org/research-reports

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

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

Examples of Local Organizations
- City of Chicago https://www.cityofchicago.org/city/en/general/search_results.html?keyword=Evaluation+report&Go=Search
- The Metropolitan Planning Council (Chicago) https://www.metroplanning.org/work/project/39

Examples of Academic Centers
- UCLA National Center for Research on Evaluation, Standards, and Student Testing http://cresst.org/publications/?_sft_publicationscategories=evaluation
- University of Chicago Consortium on School Research http://consortium.uchicago.edu/publications
- Chapin Hall at U of Chicago https://www.chapinhall.org/our-work/

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

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

Final Evaluation Project

Individually or in a group, you will engage in multiple (but likely not all) steps of planning and/or carrying out an evaluation. I encourage you to choose a program that supports your interests and career trajectory. For example, you may be familiar with a program or policy through your workplace or a research team. You may also reach out to stakeholders working in your area of interest. Many organizations would greatly appreciate your services, and these volunteer opportunities can lead to beneficial career connections for the future. You may also have

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

Based on an adapted checklist from the Alkin and Vo text, you need to engage creatively and substantively in selected tasks in an evaluation. Your final project for the course will either be 1) Evaluation Plan developed in collaboration with stakeholders involving tasks 1—7, or 2) Evaluation Report that you generate with and/or provide to stakeholders involving tasks 6—11 and using what others have developed previously for tasks 1—5. 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 and strongly recommend piloting data collection as part of this process.

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

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

Related Assignments in relation to the Final Project

1. Proposal for Final Project (5 points)
Propose how you would like to fulfill the final project requirements. If you will be involved in a group project, then you only need to provide one submission for the group. To do so, complete the information form, which will ask for the following information:
- Will you complete the evaluation project individually or in a group? If in a group, who will be the group members?
- What program or policy will you evaluate? Provide a 300 word description based on your current knowledge.
- Who are the key stakeholders?
- What contact have you already had with stakeholders? What contact might you have during the course of the semester?
- Using the reading from Fitzpatrick, Sanders, and Worthen and based on your current knowledge of the program, why is this program ready for evaluation at this time?

- Will you produce an evaluation plan (option 1) or an evaluation report (option 2) for this class?
  - If you choose an evaluation plan, why do you think this will be beneficial for the organization? Will they have capacity to implement the plan?
  - If you choose the final evaluation report, what resources do you have available to help you address tasks 1 through 5 (e.g., existing evaluation reports, program logic models)?

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

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

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

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

Also, provide a reflection after the meeting that addresses the following questions:
- Based on the meeting, how would you begin to describe the program or policy?
- What are some possible evaluation questions of interest to this stakeholder (and possibly other stakeholders)?
- Drawing from the AEA guiding principles and/or the statement on cultural competence, critically reflect on your meeting in 1-2 pages. What went well? What might you do differently? What are appropriate next steps?

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

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

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

Utilizing the template provided in Sakai, complete the evaluation plan table for your evaluation. This assignment builds upon any feedback provided previously. 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 attach all data collection tools that you intend to use, and a management plan that details the remaining activities 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.

5. Secondary Data Analysis and/or Data Generation (5 points)

If working on a team, complete all secondary data analysis and/or data generation assigned as your responsibility, and make it available to the rest of your team. If working individually, analyze and/or generate at least two data sources.

6. Project Presentation (5 points)

Prepare a 10-minute presentation about your project. Assume the audience for your presentation are your primary stakeholders. Present your evaluation plan to them and/or your evaluation and preliminary findings. In a final slide, integrate a learning experience that you had in relation to the core areas discussed in the course. Please prepare a powerpoint presentation and/or handout to support your presentation, as relevant to the stakeholder audience.

Final Evaluation Report (60 points, choose 1)

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

For this final assignment, you will accompany your completed evaluation plan table with a written proposal with an explanation of your completed plan table. The narrative should include all previous work on your program description, evaluation questions, 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. The database in which you will enter your collected data should be prepared, explained, presented, and included as well.

- Description of the program you are evaluating and its context (4pt)
- Theory of change or logic model (3pt)
- Key stakeholders (4pt)
- Evaluation type(s) and purpose(s) (4pt)
- Evaluation question(s) (4pt)
- Design (4pt)
- Data collection methods and procedures (4pt)
- Data sources (3pt)
- Sampling (3pt)
- Analysis procedures (3pt)
- Indicators; Interpretation procedures and criteria (4pt)
- Communication and reporting plan (7pt)
- Management plan (7pt)
- Electronic version of tools (3pt)
- Electronic version of database (3pt) OPTIONAL Bonus Points

- 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)

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

You will integrate an evaluation report on the program into a single oral and/or written report to stakeholder(s) of the course evaluation project, revising based on any input from stakeholders on the preliminary report. The exact format of this report will be developed over the course of the semester in collaboration with the stakeholders. At a minimum, it will include the following:
- Description of the program you are evaluating and its context (4pt)
- Theory of change or logic model (3pt)
- Key stakeholders (4pt)
- Evaluation type(s) and purpose(s) (4pt)
- Evaluation question(s) (4pt)
- Overview of the evaluation plan (Note: It may be most appropriate to include this as an appendix or addendum)
    - Evaluation Design (3pt)
    - Data collection methods and procedures (3pt)
    - Data sources (3pt)
    - Sampling (3pt)
    - Analysis procedures, including any databases or tools to facilitate analysis (4pt)
    - Indicators; Interpretation procedures and criteria (3pt)
    - Communication and reporting plan (3pt)
- Findings (10 pt)
- Proposed recommendations and/or next steps (3 pt)
- Electronic version of tools (3pt)
- Electronic version of database (3pt) OPTIONAL Bonus Points
- 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)

Critical Reflection on Final Project (10 points)
Individually provide a 3—4 page critical reflection on your experiences using the American Evaluation Association Guiding Principles (systematic inquiry, competence, integrity/honesty, respect for people, responsibilities for general and public welfare). Considering the following questions might facilitate your reflection. How did you (and/or the team) conduct yourself during the evaluation? Based on the principles/standards, what were the strengths of your project? What are areas for improvement? What could you do to help better address these principles/standards in practice? Are there principles/standards in conflict (i.e., practices that support one principle result in practices that also oppose another principle)? What is your rationale for which principles to compromise in the project?

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

- The paper demonstrates the student is able to integrate the principle/standard into their professional decision-making of evaluation practice, facilitating critical, honest self-reflection with particular awareness of practices that promote social justice.

Assignment	Points	Due Date
Case Scenarios	16 (2 points x 8 cases)	ongoing
Evaluation Report Paper	10	2/6
Proposal for Final Project	5	2/13
Meeting with Stakeholders	5	2/27
Program Description & Evaluation Questions	5	3/6
Draft Evaluation Plan Table	5	3/6 for option #2, 3/27 for option #1
Secondary Data Analysis and/or Data Generation	5	4/17
Project Presentations	5	4/24
Critical Reflections	10	5/1
Final Evaluation Projects	60	5/1

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

RMTD 406 Course Schedule with Readings & Assignment Due Dates

Date	Topic	Required Readings	Assignments Due
Week 1: Jan. 18	Introduction to Course and Evaluation	Alkin & Vo, Section A, B, and Rupas Case, p. 1-33	
Week 2: Jan. 25	Introduction to Evaluation (Con't)	Mertens & Wilson, Ch. 1 AEA Guiding Principles Abma & Widdershoven (2008)	Case Scenario Discussion post #1
Week 3: Feb. 1	Working with Stakeholders	Mertens & Wilson, Ch. 7, pp. 209-229 Fitzpatrick, Sanders, Worthen, & Worthen (2004) pp. 260-271. AEA Statement on Cultural Competence Case Scenario	Case Scenario Discussion post #2 *Evaluation Report Paper Due Feb. 6th*
Week 4: Feb. 8	Depicting the Evaluation	Mertens & Wilson, Ch. 7, pp. 229-243 Dhillon & Vaca Case Scenario	*Proposal for Final Project Due Feb 13th*
Week 5: Feb. 15	Purposes, Types and Questions	Mertens & Wilson, Ch. 8 Alkin & Vo, p. 155—162 Case Scenario	Case Scenario Discussion post #3
Week 6: Feb. 22	Evaluation Designs: Quanitative	Mertens & Wilson, Ch. 9, pp. 287-313	*Case Scenario Discussion Post #4 Meeting with Stakeholders Due Feb 27th*
Week 7: Mar. 1	Evaluation Designs: Qualitative and Mixed Methods	Mertens & Wilson, Ch. 9, pp. 314—334 Case Scenario	Case Scenario Discusison Post #5 *Program Description & Evaluation Questions (Option #1 and #2) and Draft Evaluation Plan (Option #2 only) Due March 6th*
Week 8: Mar. 8	Spring Break	No class	
Week 9: Mar. 15	Data Collection Strategies & Indicators	Mertens & Wilson, Ch. 10 Case Scenario—Morris Chapter	Case Scenario Discussion post #6
Week 10: Mar. 22	Project check in with instructor	None. 15 minute Zoom or phone call meetings	*Draft Evaluation Plan (Option #1) Due March 27th*
Week 11: Mar. 29	Stakeholders, Participants, and Sampling	Mertens & Wilson, Ch. 11 Case Scenario—Mathmatica's Abstinence Evaluation	Case Scenerio Discussion Post #7
Week 12: April 5	Data Analysis and Interpretation	Mertens & Wilson, Ch. 12 Case Scenario—Kallemeyn (2019)	Case Scenario Discussion post #8
Week 13: April 12	Communication of Evaluation Findings	Mertens & Wilson, Ch. 13 Russ-Eft, D. & Preskill, H. (2009)	*Secondary Data Analysis and/or Data Generation Due April 17th*
Week 14: April 19	Meta-Evaluation & Project management	Mertens & Wilson, Ch. 14 Joint Committee Standards AEA Evaluator Competencies	*Project Presentations Due April 24th*
Week 15: April 26th	Wrap-Up	*COURSE EVALUATION*	*Final Evaluation Projects Due May 1st Critical Reflections Due May 1st*

Dispositions and Class Participation

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professionalism (professional domain) **AEA Competence**	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.
Professionalism (management domain) **AEA Competence**	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.
Professionalism (management domain) **AEA Integrity**	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.
Social Justice (context domain) **AEA Common Good and Equity**	Candidate thoroughly understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power,	Candidate usually understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics,	Candidate occasionally understands, respects, and/or appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power,	Candidate rarely understand, respect, and appropriately respond to the context(s) (i.e., environment, structure, culture, history, values, politics, economics,

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
	privilege) within which the candidate is working.	economics, power, privilege) within which the candidate is working.	privilege) within which the candidate is working.	power, privilege) within which the candidate is working.
Social Justice (interpersonal domain) **AEA Integrity**	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.
Inquiry (methodology domain) **AEA Systematic Inquiry**	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.

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

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

Conceptual Framework and Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission and address diversity by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just professionals. The case studies used in this course illustrate how educational research and systems change can illuminate issues of social justice In addition, the practices used in this course also add to students' ability to understand the diversity of perspectives that researchers use to address social problems. www.luc.edu/education/mission/

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

Dispositions

All courses in the SOE assess student dispositions. The following SOE dispositions will be assessed in the course: ***Professionalism, Inquiry, and Social Justice***. Full transparency is critical to ensure that students are able to meet the expectations in this area. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText.*For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Smart Evaluation

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

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

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.

Privacy Statement

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

Synchronous Meetings

There are no synchronous meetings for this course.

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](http://www.luc.edu/sswd/) (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.* This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*

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

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