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**CLOSED SUMMER 2021**

**VIRTUAL Office Hours:** By appointment

**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 (khirisman@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 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**

RETURN to CAMPUS Checklist
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.

This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago’s schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.

While the training of the candidate is centered around the concept of “hands on learning,” the professional growth of the candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as opportunities to improve student outcomes through excellence in teaching and program development.
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

**Course Description:**
This course covers the topics of school law and policy formation designed for candidates seeking to become licensed as principal building leaders in Illinois. The emphasis in this course will be the application of school law and policy formation in the context of community involvement. Educational administrators must grasp the importance of school law and policy formation to provide ethical, reflective leadership needed in today’s schools. This course will provide the basis for understanding school law and ethical decision making with particular attention given to building safety, current legal “hot topics,” and understanding the governance of the local school board.

**Introduction:**
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of education administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. In particular, candidates will gain an understanding of:

- State and federal laws, regulations and case law affecting Illinois public schools.
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.
- How school law is then promulgated into policies at the state and local level.
- How school administrators promulgate policies and procedures that can best serve P-12 students and their families.
- How to work with school boards and local school councils.
- How to create partnerships with parents, community and business stakeholders.

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

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

**SREB 13 Critical Success Factors/Functions (2007):**
CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.
CSF 8: The school leader is able to understand the change process and has the leadership and
facilitations skills to manage it effectively.

**CSF 9:** The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.

**CSF 10:** The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

**CSF 11:** The school leader is able to acquire and use resources wisely.

**CSF 12:** The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

**CSF 13:** The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

**Professional Standards for Educational Leaders (2015):**

**PSEL 3:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

**PSEL 4:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

**PSEL 5:** Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

**PSEL 6:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

**PSEL 7:** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

**PSEL 8:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**PSEL 9:** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Educational Leadership Constituencies Council (ELCC) (2011):**

**ELCC 3.1:** Candidates understand and can monitor and evaluate school management and operational systems.

**ELCC 3.2:** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

**ELCC 3.3:** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of student and staff within the school. **ELCC 4.1:** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

**ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

**ELCC 4.4:** Candidates understand and can respond to community interests and needs by
building and sustaining productive school relationships with community partners.  

**ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable 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 school.  

**ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.  

**ELCC 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.  

**ELCC 6.1:** Candidates understand and can advocate for school students, families, and caregivers.  

**ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.  

**Required Texts:**  

**The following will be provided to you in class:**  
The syllabus, course schedule and additional readings/documents can be found on Sakai or distributed in class.  

**Things you need to find and have accessible in class:**  
- You will need a copy of your teacher contract (if applicable), school student handbook and employee handbook.  
- You will need a copy of building safety and security procedures.  
- You will need to have access to, and be familiar with, Sakai – Loyola University Chicago’s electronic classroom. [https://sakai.luc.edu/](https://sakai.luc.edu/)  
- You must register your LIVE TEXT account  

**Technology**  
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using online resources critical to these topics.  

**Embedded Field Experiences:**  
- Conduct a tort walk in a school building (NCATE Assessment).  
- Review and analyze school building handbooks and their alignment with policies.  
- Present on a legal topic of choice, preferably something that you have experienced or in which you have an interest.
**NCATE Core Assessments:**

**Evaluation**

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>20 points</td>
</tr>
<tr>
<td>Tort Walk Assessment</td>
<td>50 points total</td>
</tr>
<tr>
<td>Phase 1</td>
<td>25 points</td>
</tr>
<tr>
<td>Phase 2</td>
<td>25 points</td>
</tr>
<tr>
<td>PowerPoint Presentation on Hot Topic</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>100 points total</td>
</tr>
</tbody>
</table>

**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**

Assignments will not be accepted past the stated due date on the syllabus, unless an extension has been obtained prior to the assignment due date.

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. A rubric for each assignment is provided. If a student is not satisfied with his or her grade, assignments may be rewritten and resubmitted for reevaluation.
Description of Assignments:

I. Class Participation, Attendance and Professional Disposition  20 points

Students will participate in discussions based on lectures, student presentations, assigned readings and hand-outs, as well as group activities and extemporaneous role play. It is expected that students will attend class every session. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. (All course objectives)

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 professionalism, inquiry, and social justice. The dispositions and rubric are included in the syllabus.

Professional Dispositions for Administration and Supervision

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

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Does Not Meet Standard (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
</tbody>
</table>

- **Deadlines**: Candidate meets all deadlines. Candidate meets most, but not all, deadlines. Candidate meets some deadlines. Candidate rarely meets deadlines.
- **Collaboration**: Candidate initiates collaboration with peers on assignments as appropriate. Candidate works effectively with peers on assignments. Candidate works with peers on assignments, but effectiveness is inconsistent. Candidate does not work effectively with peers on assignments.
- **Attendance & Punctuality**: Candidate always attends class, maintains professional. Candidate regularly attends class, maintains professional appointments/obligations. Candidate attends class and professional appointments/obligations, but is consistently late or absent from class.
<table>
<thead>
<tr>
<th>Category</th>
<th>Professional Appointments, and is punctual for all professional obligations.</th>
<th>Professional Appointments, and is punctual for most professional obligations.</th>
<th>but is occasionally late. and/or professional appointments/obligations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days).</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares</td>
<td>Candidate occasionally shares his/her ideas</td>
<td>Candidate rarely shares his/her ideas verbally</td>
</tr>
</tbody>
</table>
his/her ideas and insights verbally with faculty, peers, and school colleagues.  
verbally with faculty, peers and school colleagues.  
verbally with faculty, peers and school colleagues.

<table>
<thead>
<tr>
<th>Openness to coaching</th>
<th>Candidate always accepts suggestions/feedback and seeks it out for growth.</th>
<th>Candidate is receptive to suggestions/feedback.</th>
<th>Candidate listens to, but is not always receptive to suggestions/feedback.</th>
<th>Candidate is resistant to suggestions/feedback</th>
</tr>
</thead>
</table>

### Inquiry

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (3) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (2) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (1) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (0) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
</tbody>
</table>
# Social Justice

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Mastery (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Does Not Meet Standard (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
</tbody>
</table>

## II. Tort Walk School Building Assessment 50 points total

**Tort Walk School Building Tort Liability Data Assessment Plan and Project:**

The Tort Walk Assessment, Research and Development, and Improvement Plan Project is a comprehensive building-wide view of negligence assessment, research, development and improvement for building leadership.
There are two required components of the Project:

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

**Phase 1: Tort Walk Assessment**

The Tort Walk Assessment Component requires that the aspiring building leader conducts a comprehensive assessment of negligence risks and existent negligence related conditions within the home school building through the lens of the building 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.

The arenas that must be examined are the following:

1. classrooms,
2. hallways,
3. playground/recess,
4. lunchroom,
5. before school,
6. after school,
7. field trips,
8. bus/transportation,
9. science class,
10. physical education class; and
11. Shop/tech/art class.

For this assignment you are prohibited from identifying the school, school building, or any individuals. All data should be anonymous and stripped of identifying markers.

You will perform a Tort Walk Assessment in your home school building. You will:

1. Obtain permission from the building principal.
2. Visit each prescribed school arena as listed above.
3. Determine whether both supervision and equipment for each of the aforementioned 11 arenas is acceptable or need for improvement. The checklist can be expanded, if you would like to add to arena and space options.
4. Comment on your observations in the context of the entire school wide systems perspectives within the context of the community wherein the schools are located.
5. Get information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures.
6. Complete a “Tort Walk Assessment Checklist” for the school. (See Assignment Description.)

For purposes of the 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.”

In Phase 1, you are required to describe how you facilitated and engaged in this activity and how you planned on informing building-level decision-making by collecting and organizing formal and informal data information from multiple stakeholders.

In addition to the above, 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 2: Research and Development of Improvement Plan**

Now that you have performed a Tort Walk Assessment, you will focus on two legal issues that you observed during your Tort Walk Assessment in the eleven (11) school arenas. These two legal issues should be those that you consider in the “need for improvement” category. One legal issue must involve supervision of students. The other legal issue must involve equipment/premises.

For each of the two legal issues, you are required to conduct research related to legal aspects of these identified issues. Sources can include, but are not limited to, case law, statutes, Illinois School Code, Illinois Administrative Code, journal articles, book chapters, news sources, and appropriate citations from course readings. Apply the research sources to each of the two legal issues you identified that occurred in the building in which you conducted a Tort Walk Assessment.
As part of Phase 2, you are required to develop and write a targeted Improvement Plan specifically addressing the two legal issues you have identified, using a building-level leadership lens.

The Improvement Plan must include:

1. A description of each of the two legal issues you have identified;
2. A summary of the key legal research surrounding each legal issue;
3. An explanation of what is needed to remedy each legal issue you have identified;
4. A description of the school resources/personnel needed to remedy the issue, the approval process, along with a proposed budget; and
5. A reasonable and practical timetable for completing the tasks necessary to remedy the issue.

A Bibliography, in APA format, is required for the Tort Walk Assignment.

This assignment has a total possible point value of 50 points.

III. Presentation on Legal Hot Topic

Each student will select a topic and create a presentation of about 20 minutes in length using VoiceThread. You will post your presentation to our course site on Sakai. You will be assigned to a group of 3-4 students, and within your group, you will review and comment on each other’s presentations. Each student will be required to confer with the Instructor regarding their presentation topic by June 3, 2021. Your presentation must be posted on Sakai by June 22, 2021. See Presentation Assignment Description in the Assignments folder and Presentation Rubric in the Rubrics folder in Sakai.
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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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.

**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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).
*Center for Student Access and Assistance (CSAA)*

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

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

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

**Syllabus Addendum Link**

[https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)