PART I: GENERAL COURSE INFORMATION

Course Description
Higher education today is faced with the on-going challenge of validating the value-added assumption that students leave college with more knowledge and understanding than when they initially arrived. To maintain their accreditation, colleges and universities must provide empirical evidence that demonstrates how they are achieving their institutional goals and objectives—evidence that moves beyond rhetoric and anecdotally-based reports. Accreditation agencies, such as the North Central Association of Colleges and Universities, require that an “organization’s goals for student learning outcomes are clearly stated”…and that “evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.” This course will provide students with the knowledge and understanding of different evaluation frameworks as well as the necessary quantitative and qualitative tools to design valid and reliable evaluation plans. Toward that end, class time and assignments will emphasize how to perform effective, high quality assessment and program evaluations, with a particular focus on assessing student learning within student affairs divisions and other programmatic areas of a college or university.

Course Pedagogy (IMPORTANT)
It is crucial that you understand that this is a practice-oriented course, and as such may be somewhat different to other classes you have attended in the past. The course is built around the design of a program evaluation plan which you will develop during the semester. While you are not expected to implement the evaluation plan, the final product should be a solid, strongly argued proposal which you could confidently pitch to a current or potential employer.

With this in mind, the sessions are built around developing an in-depth understanding of why evaluation is important, how to think about an evaluation problem, and various strategies to approach the different parts of an evaluation plan. You are responsible for considering these various dimensions and determine the most appropriate way to approach your chosen evaluation topic.

My responsibility is to guide and facilitate your learning process. This includes introducing you to the main tenets of evaluation design, providing guidance in terms of content, and most importantly, providing feedback on your work-in-progress. I cannot sufficiently stress the importance of this latter point. This is a learn-by-doing
class, and as such the peer-review process is essential to learning and skill development.

**Course Expectations**
This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning both inside and outside our virtual classroom. My hope is that you will not merely try to complete the readings and assignments for the sake of completion but that you will take the time to critically read course content, write assignments, and engage in forum discussions with your peers. Failure to participate or complete activities in a timely, professional manner will likely hinder your achievement of the objectives for this course.

**Course Objectives**
Upon completion of this course, students will be expected to:

- Have a working knowledge of evaluation and assessment philosophies, approaches, models, and uses;
- Understand the importance of evaluation and assessment in performing both formative and summative evaluations;
- Develop a range of evaluation instruments, including but not limited to surveys and interview/focus group protocols, to analyze and measure student learning and developmental outcomes;
- Have opportunities to practice and hone skills in designing, implementing, analyzing, and interpreting evaluation plans;
- Develop a comprehensive evaluation plan for the purposes of assessing policy or improving practice at the program, department, or institutional level;
- Translate findings from evaluation and assessment plans into practical implications that inform practice, policy, and institutional progress.
PART II: CLASS RESOURCES, ASSIGNMENTS, AND EVALUATIONS

Email/Sakai
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University account and check it often. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.

Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

Given the emphasis on email and Sakai communications, please make sure you:

- **Check your email** at least 3 times per week (more often is better).
- **Be patient.** Don’t expect an immediate response when sending a message. Generally, two days (not including weekends) is considered a reasonable amount of time to receive a reply.
- **Include “subject” headings** and use something that is descriptive and refers to a particular assignment or topic.
- **Be courteous** and considerate. Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in the classroom.
- Make every effort to **be clear.** Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- **Do not use all caps.** This makes the message hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
- **Break up large blocks of text** into paragraphs and use a space between paragraphs.
- **Sign your messages.**

Note: When sending emails through the Sakai system, please make sure you check the “Send a copy of this message to recipient’s email address.”

**Required Texts** (Available at the Loyola University Bookstore)


In addition to this textbook, I have assigned a number of required readings that are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
Teaching Materials

- Course readings
- Mini recorded lectures accompanying virtual classroom activities
- Online discussion forum postings
- Written assignments to develop research skills, deepen understanding of higher education, and enhance written communication skills

Course Assignments

You will be expected to complete the following assignments and activities:

a. **Forum Participation (30 points):** Given the virtual nature of this course, your participation in all online activities and discussion Forum are critical to your success in the course. Each week you will be required to participate in a number of online activities that will require watching short videos, participating in virtual activities via the discussion Forum, and responding to your peers’ postings later in the week. **Weekly Forums will be released on Sundays at 12:00 AM CST. Exceptions will be made for the first class (forum to be released on Monday Jan. 12) and holidays.**

   - In general, your initial weekly forum posts will be due on **Wednesdays no later than 7pm (CST).**
   - You will then be responsible for responding to at least one of your peers posts no later than Saturday by 11:59 PM (CST). In order to ensure that all students receive peer feedback, please respond first to a peer who has not received peer feedback before adding additional responses to peers who have already received feedback.
   - Some exceptions to this schedule will occur during weeks when we meet virtually one-on-one via Skype, when written assignments are due, and during the latter part of the course when the final portfolio is due.

   **IMPORTANT:** Your posts should provide evidence that you have completed the assigned readings and should make every attempt to answer all portions of the virtual activities. While the length of posting will vary depending on the nature of the activity, they should be well-written and free of grammatical and spelling errors. Your peer responses should provide thoughtful and engaging insights and be written in a constructive manner that is not overly critical or dismissive. While the length will also vary on these posts, given the weight attached to participation in this course, students should make every attempt to provide responses that are steeped in the readings or raise important questions of consideration to help improve one’s thought processes.

b. **Preliminary manuscripts (30 points):** Throughout the semester, each of you will work with a partner and be responsible for completing three manuscripts. These assignments are meant to be building blocks that address the various components of an evaluation plan and culminate in a final written report. While these assignments will be graded (10 points per manuscript), your ability to incorporate feedback and revise and edit your manuscripts accordingly will be
a much stronger determinant of your final grade. In other words, this class emphasizes the formative nature of evaluation and your improvement on each of these important manuscripts will be taken into consideration when evaluating your final portfolio. However, late assignments or assignments that are incomplete, poorly written, or done in haste will be marked down accordingly. The preliminary manuscripts should be submitted via the Sakai assignment link on Feb. 16, March 16, and April 6 by 11:59 PM CST.

Please use the following format to label each manuscript: [Last name author one, last name author two, MS 1, ELPS 431]. Omit the commas and brackets.

c. Final assignment (40 points): Each of you will submit a final written evaluation plan that will be due on April 25th by 11:59 PM CST. While there is no minimum length of this report, it should reflect the cumulative work you have done throughout the semester and incorporate the feedback presented to you throughout the semester. The report should be submitted via the Sakai Assignment tab as a single PDF document.

Please use the following format to label your file: [Last name author one, last name author two, final ELPS 431]. Omit the commas and brackets.

As this report constitutes a significant portion of your final grade, I expect it to be comprehensive, professionally prepared, and of the quality in which you would feel confident presenting this to your employer. For those of you who are working on an evaluation report specifically tied to your current position, I would encourage you to consider providing your employer with a copy and perhaps an “encore” performance of your earlier presentation. For those of you who have the opportunity to implement aspects of your evaluation plan (which is not an expectation of the course), I am happy to work with you on an individual basis so that you might incorporate real results in your final report.

Evaluation Procedures
The following criteria and procedures will be used to evaluate your work in this course to provide you with feedback and determine your course grade.

Evaluation Criteria:
- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought;
- Effective use of relevant literature and its vocabulary and frameworks to support claims;
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions;
- Original thinking that adds insight;
- Consistent, well-prepared class attendance and participation;
- On-time submission of assignments;
- Correct grammar, spelling and punctuation; concise writing (i.e., not wordy).
The most common problems that detract from grades on assignments are:

- Superficiality – Lack of adequate thought and substance, usually due to inadequate time spent on the assignment;
- Inattention to instructions – Each assignment includes detailed instructions that should be read carefully before starting the project and reviewed again before submitting your work;
- Poor editing – particularly "typos" and grammatical errors
- Lateness – See policy below.

Note that all of these problems can be reduced by starting projects early, and the first two can be reduced by revising and asking others to review drafts.

Due Dates and Policy on Lateness and Absences
All assignments are due on the dates posted in this syllabus. Additionally, I have included an assignment timeline in Appendix A that incorporates the due dates for all of the labs and other course assignments. Late assignments may be penalized one half-grade for each late day (or portion of a day). To avoid a reduction in grade, students with emergency situations must contact me in advance of the class to negotiate an alternative due date.

GRADING:

1. Class Participation: 30 points
2. Preliminary manuscripts 1-3 (10 points each): 30 points
3. Final Evaluation Report: 40 points

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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</tbody>
</table>

PART III: LUC CONCEPTUAL FRAMEWORK AND DISPOSITIONS

Conceptual Framework
A conceptual framework that emphasizes “Professionalism in Service of Social Justice” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This course contributes to the realization of this framework by helping students to:
- Develop the knowledge and skills necessary to design, implement, and analyze evaluation plans in a variety of schools and professional settings (CF2);
- Increase their technological skills for analyzing, developing, and presenting evaluation plans with insight and care (CF5);
- Examine the roles of equity and fairness in designing and implementing evaluation and assessment plans, paying particular attention to issues of multiculturalism and cultural bias;
- Advance a professional culture of service to students, society, colleagues, and classroom peers.

**IDEA Outcomes**
The following learning outcomes are considered either essential or important based on the IDEA course rating system:

- Gaining factual knowledge (terminology, classifications, methods)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Acquiring skills in working with others as a member of a team
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Dispositions**
All students in the course will be assessed across the following dispositional areas: Professionalism, Fairness, and the Belief that all students can learn. The rubric can be found in Appendix D of the syllabus and the assessments will be conducted at the end of the semester through LiveText.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Diversity**
Loyola’s School of Education is committed to the value of diversity in all of its courses. This course presents and encourages diverse perspectives on evaluation and assessment in higher education, as well as scholarship about how to design evaluation plans that serve diverse groups of stakeholders.

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

**Technology**

This course uses instructional technology in the classroom and encourages the use of information technology in the learning process. We will use Loyola’s Sakai course management system (CMS) as a class communication tool and as a depository for important course documents. Additionally, we will use the student response system as a pedagogical tool to assess learning in real-time and encourage student participation. PowerPoint, multimedia, SPSS, and AdobeConnect will also be used throughout the course.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
PART IV: COURSE OUTLINE

Session 1 (Jan. 12): Overview of Course, Goals, Objectives, and Expectations

During the first week of the course, I will provide you with an overview of the course, expectations, assignments, and other pertinent information related to the nature of the course.

Forum Post: Due Wed. Jan. 14 by 7pm CST

- Class introductions (blog) and course expectations and questions (forum)

Session 2 (Jan. 18): Introduction to Program Evaluation

This week we begin our foray into the world of evaluation by contemplating the various definitions and approaches that have been used to make informed decisions about how well a particular program, policy, or unit is achieving its stated goals and objectives. We will examine different philosophical approaches to program evaluation, including the objective- and participant-oriented approaches, summative vs. formative evaluation.

Required Readings:
- Schuh, Preface and Chpt. 1
- Fitzpatrick et al., Chpt. 1

Forum Post: Due Wed. Jan. 21 by 7pm CST

Peer Response: Due Sat. Jan. 24 by midnight CST

Week 3 (Jan. 25): Steps in Program Evaluation and Selecting an Evaluation Question

This week we will also examine the overall evaluation process and the various steps involved in designing, implementing, and analyzing an evaluation plan. We will also examine the process of identifying an evaluation question that will ultimately drive your semester-long project.

Required Readings:
- Schuh, Chpt. 2
- Fitzpatrick et al. 13 (pp. 314-332)

Forum Post: Due Wed. Jan. 28 by 7pm CST
This week we will examine the importance of logic models in delineating how resources and activities embedded within a particular program translate into short-term, intermediate, and long-term student outcomes. We will also discuss the primary audience (i.e., major stakeholders) of your evaluation plan and how the logic model is used to communicate key aspects of your evaluation plan to stakeholders who have an immediate, direct, or indirect claim on the results and recommendations that stem from the final evaluation plan.

**Required Readings:**
- Wholey et al., Chpts. 2 and 3
- Weiss, Chpt. 3
- Bresciani Handout

**Forum Post:** Due Wed. Feb. 4 by 7pm CST

**Peer Response:** Due Sat. Feb. 7 by midnight CST

This week I will meet with each of you virtually (e.g., Skype or phone) to discuss your progress in selecting and developing your evaluation project.

**No Posts Required This Week. Written Assignment 1: Due Sun. Feb. 18 at 11:59 PM CST**

This week we will focus on a review of quasi-experimentation and we will review the basic tenets of quantitative research design.

**Required Readings:**
- Creswell, Chpt. 8
- Schuh, Chpt. 3 (51-64); Chpt. 4 (77-87; 93-105);

**Forum Post:** Due Wed. Feb. 18 by 7pm CST
Session 7 (Feb. 22): Using and Developing Surveys in Program Evaluation

This week we will examine the basic tenets of survey design as you begin the process of developing a survey instrument for your evaluation project. This discussion will highlight the important considerations and potential pitfalls of writing a valid and reliable survey instrument. Each of you will be required to submit draft questions related to your survey instrument to the Forum in order to receive peer/instructor feedback.

Required Readings:
- Schuh, Chpt. 5 (107-127)
- Wholey et al., Chpt. 12

Forum Post: Due Wed. Feb. 25 by 7pm CST

Peer Response: Due Sat. Feb. 28 by midnight CST

Session 8 (March 1): No Class—Spring Break

Session 9 (March 8): Descriptive & Inferential Statistics in Evaluation Research

This week we review elements of quantitative data analysis, with an emphasis on using statistical software to perform descriptive and basic inferential analyses on survey data. We will discuss the criteria evaluators should keep in mind when deciding on the most appropriate statistical techniques for a given project. We will also explore how to interpret findings and use graphical and other spatial devices to display survey results during our in-class lab.

Required Readings:
- Huck, Chpt. 2
- Schuh, Chpt. 6 (141-158)
- Wholey et al., Chpt. 20

No Posts Required This Week. Written Assignment 2: Due on Sun. March 15 at 11:59 PM CST
This week we will begin exploring the use of qualitative techniques, including interviews and focus groups, in answering evaluation questions that require a more nuanced and deeper understanding of why a particular process or outcome was derived from program participation. In addition, we will discuss the process of creating and writing an interview/focus group protocol.

**Required Readings:**
- Schuh, Chpt. 4 (87-93); Chpt. 5 (127-139);
- Wholey et al., Chpt. 17

**Forum Post:** Due Wed. March. 18 by 7pm CST

**Peer Response:** Due Sat. March 21 by midnight CST

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**Session 11 (March 22): Protocol Development and Ethics**

This week we will concentrate on developing protocols based on either interviews or focus groups used in program evaluation. Each of you will be required to submit draft questions related to your protocol instrument to the class Forum in order to receive peer/instructor feedback. We will also review some important requirements regarding ethics in the design and implementation of evaluation research.

**Required Readings:**
- Schuh, Chpt. 8
- Review IRB example
- Review protocol examples

**Forum Post:** Due Wed. March. 25 by 7pm CST

**Peer Response:** Due Sat. March 28 by midnight CST

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**Session 12 (March 29): Qualitative Analytic Approaches in Evaluation Research**

This week we will examine techniques used to analyze interview/focus group transcripts and ways to display findings from this portion of your analytic plan. We will also go over the requirements for completing the qualitative analytic section of your final evaluation plans.
Required Readings:
- Creswell, Chpt. 9
- Schuh, Chpt. 6 (158-170)

No Posts Required This Week. Written Assignment 3: Due on Sun. April 5 at 11:59 PM CST

Session 13 (April 5): Easter Holiday, no class


This week we will examine best practices in utilizing mixed-methods designs. Additionally, we will discuss standards, utility, and ethical considerations that undergird quality evaluation plans. Finally, we will briefly address how effectively create budgets, timelines, and other logistical aspects necessary to the evaluation process.

Required Readings:
- Creswell, Chpt. 10
- Schuh, Chpt. 9
- Pell Institute “Create a Budget”
- University of Wisconsin “Managing the Evaluation”

Forum Post: Due Wed. April 15 by 7pm CST

Peer Response: Due Sat. April 18 by midnight CST

Session 15 (April 19): Looking Backwards and Forward

This week we will spend some time reflecting on your accomplishments over the semester and future challenges that remain in the field of evaluation research. Final assignments are due at the end of the week on Sunday, April 26th by midnight CST.

Final Reflection Forum Post by Sunday 26th
APPENDIX A: Assignments at a glance

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Week 1: Virtual Introduction</td>
<td>Jan 14</td>
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<td>Week 2: Forum Post/Responses</td>
<td>Jan 21/Jan 24</td>
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<tr>
<td>Week 3: Forum Post/Responses</td>
<td>Jan 28/Jan 31</td>
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<tr>
<td>Week 4: Forum Post/Responses</td>
<td>Feb 4/Feb 7</td>
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<td>Week 5: Skype Chat</td>
<td>Week of Feb 8</td>
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<tr>
<td>Written Assignment 1</td>
<td>Feb 15</td>
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<tr>
<td>Week 6: Forum Post/Responses</td>
<td>Feb 18/Feb 21</td>
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<td>Week 7: Forum Post/Responses</td>
<td>Feb 25/Feb 28</td>
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<td>Week 8: Spring Break</td>
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<td>Week 9: No Forum Post Due</td>
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<td>Manuscript 2</td>
<td>March 15</td>
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<tr>
<td>Week 10: Forum Post/Responses</td>
<td>March 18/March 21</td>
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<tr>
<td>Week 11: Forum Post/Responses</td>
<td>March 25/March 28</td>
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<tr>
<td>Week 12: No Forum Post Due</td>
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<tr>
<td>Manuscript 3</td>
<td>April 5</td>
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<tr>
<td>Week 13: No Forum Post Due</td>
<td></td>
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<tr>
<td>Week 14: Forum Post/Responses</td>
<td>April 15/April 18</td>
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<tr>
<td>Week 15: Final Reflection Post</td>
<td>April 26</td>
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<tr>
<td>Final Assignment Due</td>
<td>April 26</td>
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</tbody>
</table>
Appendix B: Checklist for the Final Evaluation Plan

1. The final evaluation plan should include two major areas:
   a. Final Narrative
   b. Appendices

2. The following are examples of what should be included in the narrative and appendices (Note: This is a comprehensive list and some items listed may not apply to your particular project).
   a. Narrative:
      i. Statement of the Problem
      ii. Significance of Problem
      iii. Context and History of the Program
      iv. Rich Description of the Program
      v. Stakeholders
      vi. Review of Literature/Conceptual Framework
      vii. Logic Model Description
      viii. Evaluation Approach
      ix. Evaluation Questions
      x. Standards
      xi. Quantitative Approach
      xii. Qualitative Approach
      xiii. Limitations
      xiv. Timeline
      xv. Budget
      xvi. Next Steps
      xvii. References
   b. Appendices:
      i. Supporting Program Documents
      ii. Prior Evaluation Results/Instruments
      iii. Logic Model
      iv. Matrices and Heuristics
      v. Survey
      vi. Survey Construct Map
      vii. Protocols
      viii. Coding Rubric
      ix. Consent Forms
      x. Email invitations
      xi. Other

3. General Guidelines:
   a. This is a culminating portfolio of your work throughout the semester and the materials and documents should all be carefully proofread and edited.
   b. Make sure the narrative has appropriate transitions and that the text flows from one section to the next.
   c. Make sure you include an explanation in the narrative for any of the items in the appendices.
   d. I would recommend using section headers and/or tabs throughout the portfolio to organize your work.
   e. Make sure to upload your final plan to both the assignment tab in Sakai.
   f. For those of you who plan on administering aspects of your plan in the future, please know I am available for further consultation.
## Appendix D: Dispositions

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
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<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<tr>
<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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