ELPS 265: Cultural and Educational Policy Studies Minor, Internship
Fall 2021

Instructor: Julia R. Allison
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Office Hours: By appointment

Course Description: This course is designed to provide students with an opportunity to apply the practical, theoretical, and research-based coursework that they have already completed to a field experience. It will offer students an opportunity to reflect on how the knowledge and understanding that they have obtained thus far may be utilized in a professional setting, and it will offer students an opportunity to hone their skills as professionals within the field of education policy. Further, it will provide students with an opportunity for in-depth engagement with matters of education policy as relates to their internship placement. Given these intended outcomes, students are expected to choose an internship that will engage their interests, challenge their understanding, and expand their horizons.

Course Objectives: Students will create a focused, integrative experience within the field of cultural and educational policy studies, through which they will acquire new knowledge around national and/or international education issues, the stakeholders involved, and how they meet the educational needs of children, youth, and adults. In addition, students will gain new administrative skills, integrate their classroom learning into their field experience, and develop their critical thinking skills through reading, writing, spoken observation, and ongoing formal and informal feedback. Students will also support one another in their learning.

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.

School of Education Conceptual Framework: in keeping with the School of Education’s Conceptual Framework Standards of Social Action through Education, ELPS 265 is designed to provide students with an opportunity to actively engage within the greater community, applying their knowledge and understanding of cultural and educational policy studies to critically evaluate and reflect upon aspects of their placement experience. Further, the internship enhances students’ ability - in keeping with the SOE’s commitment to culturally responsive action - to engage in socially just and ethical practices within myriad and diverse communities. For further information, please see the CEPS CFS map and rubric in the “Resources” section of this course's Sakai page.

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

Dispositions: all courses in the SOE assess student dispositions on Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. You
can find the rubric for these dispositions on LiveText, and also on Sakai under the course title ELPS 265, the “Resources” tab, folder: “CEPS Resources.”

Smart Evaluation: Please see the syllabus addendum for more information on the course evaluation process for students.

Course Structure and Expectations:

The Internship: each student will be responsible for finding their own placement, resources for which are available to aid the student in this search via the course instructor and Loyola’s Center for Engaged Learning. When searching for a placement, students may consider, among others, the following locations: museums, non-profit organizations, NGOs, school-based after school programs, school day programs, departments and organizations within the LUC community, community centers, education policy institutes, religious groups, government offices, and other organizations not delineated here. The work at any one of these given sites may focus within the following areas: educational programming, international development, humanitarian aid, fundraising, grant writing, policy formation, program development, program evaluation, and advocacy. The site location must be approved by the course instructor.

In presenting a proposed internship site to the instructor, students are expected to make a careful and thoughtful case as to how their anticipated field-based learning experience will contribute to the learning objectives of the course and the student’s own individual learning objectives. Students are expected to spend between 120 and 150 hours at their internship site for over the course of the semester. In addition, students participating in ELPS 265 will be expected to meet with the instructor and other students in the course regularly throughout the semester, and to also complete written assignments and assigned readings. Please see the internship contract posted on Sakai for more information on student, site supervisor, and course instructor responsibilities to the internship.

Course Assignments:

• Capstone Essay: a capstone essay is usually the last thing that you write in a course, and that will be the case in this class as well. However, I am including it here as the first assignment because I want you to be thinking about the questions that you will reflect on at the close of your internship, beginning now as you look to start your placement. For this final assignment, you will be asked to write an essay of approximately 800-1000 words, reflecting on your internship experience and its connection to Loyola’s mission as included here:

“We are Chicago’s Jesuit, Catholic university – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

With these words in mind, you will be asked to respond to the following questions:

- How did you connect your in-class and out-of-class Engaged Learning experiences?
- How did your Engaged Learning experience help you connect to the University’s mission?
- How did the Engaged Learning experience in this course affect your personal, intellectual, civic, and/or professional development?

Again, I encourage you to start thinking about them now, using your journal, and also the mid-term reflection, as spaces where you might begin the process of reflecting more formally, exploring how your answers to these questions evolve over the course of the semester. We will also periodically discuss them when you and I meet individually. This assignment will be assessed for its thoughtfulness and completion, and you will submit it to both Sakai and to Digication. Instructions for the latter may be found here and in the course addendum:
https://www.luc.edu/celts/programs/engagedlearning/studentresources/engagedlearningassessment/. We will also go over the steps for registering on Digication during one of our meetings.

- **Individual Meetings**: You and I will meet on a bi-weekly basis throughout the semester, beginning with the first week of classes, the week of August 30th. Coordinating our schedules, we will determine a day and time that will work consistently for us throughout the semester. As the class progresses, we can discuss moving to tri-weekly meetings—in the past for some students this has made more sense. Your attendance at these meetings is a part of your participation grade.

- **Meeting of Introduction**: students are responsible for setting-up a meeting of introduction between me (the course instructor), yourself, and your site supervisor to be held during the first or second week of your placement. Please begin by mentioning this to your supervisor and asking for three days and times that would work for them during those weeks. Then, send those options to me, and I will select one. This meeting usually lasts between half an hour and forty-five minutes and is an opportunity for all of us to meet and make sure that we are on the same page about how you will be using your time while at, and the goals of, your placement. At that meeting we will also sign your contract. Please therefore make sure that you have filled-it-out and shared the completed version with both your supervisor and me ahead of time.

- **Internship Participation**: participation and engagement throughout the semester are essential to your success within this course, including: your bi-weekly individual meeting with me, the time that you will spend at your placement, coordination of my site visits, completion of your internship contract, completion of your time sheet, and, as we do not meet weekly, maintaining a timely response to any intervening email communication from me relating to this course. Participation during your individual meeting entails arriving on-time, completing any readings, being prepared to share on your internship experience thus far, and reflecting on your progress with your literature review. Further, in addition to my assessment of your participation, included in this category will be the assessment of your participation and professionalism at your internship by your site supervisor.

- **The Reflective Journal**: you will be asked to keep a weekly journal throughout the length of your internship. This is a space for you to record and to reflect on the events of your day-to-day activities at your placement—including, but not limited to, challenges and successes, the exciting and mundane, and insights and questions, as they come to you. In addition, the journal is intended to be a space for you to make connections between the work that you are doing and the education policy area that is of interest to you. Further, the journal will serve as a resource for you to return to at the end of the semester when you give your final presentation and review of your progress. Each entry is assessed for completion and should be 400-500 words. I will read your entries and provide feedback each week. This usually works best if you set-up a Google doc or SharePoint doc, giving me permission to edit so that I can leave comments when I read what you have written. A progress grade will be provided at the mid-term and a final grade at the end of the semester.

- **Readings**: I will periodically assign readings in preparation for class and assignments. These will not be incredibly lengthy but rather are designed to help build understanding around how organizations function. We will discuss them in class, but then you will also need to demonstrate evidence of your reflection on these readings by synthesizing them into your various written assignments, including your journal and papers. In addition, should I come across anything related to your area of policy study and internship of particular interest, I will share these with you as well.

- **Policy Articles/Literature Review**: to better support your learning at your placement and to further enrich its connection with education policy, you will be asked to collect a minimum of eight recent articles/studies written on the policy area in which you are working, and to conduct a short review of
the debate within this field and its prospects moving forward. These articles should be pulled from academic journals and the like, found by searching Loyola’s library database. Your final assessment of the debate will be due at the end of the semester and will be assessed as a part of your final presentation for this course.

In the interim, in order that you may reflect as you are working at your placement, I am going to ask that you share one article at each of our individual meetings. You do not need to write anything (though you may wish to so that you have the material ready for you to access at the end of the semester). Rather, sharing an article will entail giving a summary of its argument, and then offering any connections between what you have read and your experience at your internship to that date. In addition, ahead of this meeting you will need to email me your article at least three days in advance so that I can review it before we meet. At our meeting, we will take time for you to talk about how you see the given article fitting into your internship and the larger conversation around your issue of education policy. This part—sharing-out—will be assessed as part of your participation grade for this course.

- **Setting Goals for Your Internship**: at the start of your placement, you will be asked to write a short essay reflecting on what you hope to gain from your internship. Your reflection should include consideration for both the professional growth and increased academic understanding within education policy that you hope to attain. For this assignment, you will be asked to identify three specific goals that you will periodically check-in on throughout and then return to at the close of the semester. Greater detail concerning this assignment and its assessment may be found on Sakai.

- **Mid-Term—Work-Place Culture Assignment**: around the mid-point of the semester, you will be asked to write an essay reflecting on the workplace culture of the organization where you have been interning. The aim of this assignment is to give you an opportunity to reflect on the importance of environment in shaping the workplace experience. In addition, it will provide you with an opportunity to think about what characteristics you would like to have included at any company, organization, school, museum, etc. . . where you might one day hope to work. Further, this essay is an opportunity for you to check-in on the progress that you are making towards the goals that you will have set at the beginning of the semester, to consider in general how your internship is progressing, and also to reflect on the questions that will guide your final capstone essay. I will post a lengthier explanation to Sakai three weeks prior to the mid-term.

- **Five Jobs Assignment**: for this assignment you will be asked to do a bit of research, collecting information on five different jobs that you might pursue based on the skills and knowledge that you have gained from your placement and your ongoing coursework. In the field of education, we tend to think of schools first when we consider workplaces. However, there are numerous settings where one might find themselves when it comes to having a background in education policy. These include but are not limited to central education offices, non-profit organizations, philanthropic foundations, museums, and government agencies. As such, I will encourage you to think creatively when it comes time to complete this assignment. For its final form, you are to have collected five summaries that convey the responsibilities of each job and how it fits with both your interests and qualifications. More detail regarding this assignment will be made available on Sakai.

- **Cumulative Presentation**: for your final formal assessment in this course, you will be asked to give a presentation reflecting on your overall experience at your internship, as well as what you have learned about education policy over the course of the semester. Your presentation should consist of two parts. The first part will focus on an assessment of the goals that you have set for yourself, while the second part will consist of the literature review of your chosen policy. With this said, both may be informed by what you have collected in your journal, your experience at your placement, our class meetings and
readings, and then also the policy articles that you shared with the class and have collected for your literature review of your chosen policy. Further detail about this assignment will be posted to Sakai.

**Written Assignment Due Dates:**
- Goal Setting Essay, Sunday, September 12th
- Mid-Term Reflection, Sunday, October 17th
- Five-Jobs Assignment, Sunday, November 14th
- Final Presentation, TBD (this will occur during your final class meeting, likely the week of December 6th)
- Capstone Reflection, Saturday, December 18th

**All written assignments should be submitted in Times New Roman, 11pt. font, with 1-inch margins, and include an original and creative title that reflects the paper’s content, as well as your name, the class, my name, and date. All assignments are due by 10:00 p.m. on their due date.**

**Evaluation of Assignments:**
- Internship/Class Participation ....................... 30 pts
- Reflective Journal .......................................... 20 pts
- Goal-Setting Essay ......................................... 5 pts
- Mid-Term—Workplace Culture Essay ........ 15 pts
- Final Assignment ............................................. 5 pts
- Final Presentation ............................................. 20 pts
- Capstone Essay ............................................. 5 pts

**Grading Distribution:**

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**Additional Course Policy Information:**

- **Communication with me:** I will always respond to your emails within 24-hours during the week. Over the weekend, I do try however to disconnect from being online too much and you should expect my reply on Monday. If your email is time-sensitive, please indicate this in the subject-line.

- **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.

- **Missing and Late Assignments:** if you know that you are going to be late with, or simply feel that you need extra time to complete, an assignment, please let me know as soon as possible, and I will work with you to find a new deadline. Assignments received late without advance notice will result in a deduction from your participation grade for the course.

- **Absences:** If you know that you will be absent for one of our meetings, please do your best to let me know well in advance. You will be responsible for re-scheduling this missed class to meet with me at another time. If you know that you will be absent from your internship placement, please be in contact
with your supervisor there as soon as possible and make sure that you confirm that your notice of your absence has been received. You will be responsible for making-up the time.

- **Technology:** Regarding use of technology during our class meeting times, unless a need for them is indicated all electronic devices should be put away. However, if there are extenuating circumstances that require you to be available via phone or email, please let me know ahead of our meeting.

- **Changes due to COVID-19:** Should your ability to participate at your internship as established at the beginning of the semester be compromised due to unforeseen changes stemming from COVID-19—for instance, the stay-at-home order is reinstated, your placement makes changes for its own needs, or you also need to make a change—you, me, and your site supervisor will work together to coordinate a way for you to continue at your placement, remotely as necessary, in the best possible capacity, supporting both everyone’s health and wellbeing and also fulfilling the obligations of the internship.
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.

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 (important, not essential).
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 (important, not essential).
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.) (minor).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (minor).
8. Developing skill in expressing oneself orally or in writing (important, not essential).
9. Learning how to find, evaluate and use resources to explore a topic in depth (important, not essential).
10. Developing ethical reasoning and/or ethical decision making (important, not essential).
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (important, not essential).
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 (minor).

Dispositions: all students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText and Digication: all students, except those who are non-degree, may 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](#). **Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.
**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. 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/)

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**Additional ONLINE Course Policies**

**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.

**Student Participation and Conduct:** please see the policies already outlined in this syllabus for expectations around student participation and conduct in the event of online class meetings. The same expectations will apply.