Instructor: Kate Phillippo, Professor
Class format: Synchronous, blended (both face-to-face and virtual sessions)
Synchronous Class Meeting Time: Wednesdays, 5:30-8:00 pm
Office: Maguire Hall, Office 430
Telephone: 312 915 6910
email: kphillippo@luc.edu (best way to reach me)
Office Hours: Tuesday, 10-12; Wednesday, 8-8:30, Thursday, 5:30-6:45 (Tuesday and Thursday office hours are all available virtually (and can be scheduled using my Calendly site). An in-person option is available depending on the date, please let me know if you would prefer an in-person meeting. Please let me know if you’d like to meet during my Wednesday after-class office hours (which are saved for this class only), when meetings will be limited to 10 minutes due to high demand.

Course Description
What made for access and performance gaps as schools have grappled with COVID-19? Why did we already have an “achievement gap” between students from different communities, racial and ethnic groups, and social class groups? What leads people to such heated disagreement about school reopening plans, and about curricula that children are taught in K-12 schools? How have we arrived at a point where children compete against one another for admission to public schools and universities? When we talk about safety in schools, whose safety are we prioritizing, how, and why, and how do these discussions bear upon the topic of police officers’ presence in schools? What makes it so hard to bring about change in schools when so many people believe that change is necessary? How can there be so many explanations for what ails (and helps) schools’ efforts to teach their students? Why do we get the education policy that we get, and why doesn’t it improve the things that seem to always vex schools, educators and students?

Questions like this drive this course and the inquiry that we will do together this semester. Just as practicing sociologists of education do, we will use sociological lenses—those provided by research and theory from the academic disciplines of sociology and the sociology of education (a subdiscipline of sociology)—in our efforts to answer such questions. There is rarely one “correct” answer, but rather varying answers that are informed by particular perspectives, data, methods of analysis, and
theory. I have structured the course around tensions in the sociological study of schools: both intellectual tensions and societal tensions that draw sociologists’ attention. One perspective that will thread through our course is that of social justice, which is not necessarily inherent to the sociology of education, but is a lens through which we will consider the information that we take in together. This perspective emphasizes equity, and is eloquently defined in the Jesuit Social Research Institute’s definition of social justice (p. 3).

**Essential Questions**
As the instructor, I assume that each student brings their own questions to this course and that each student will pursue answers to those very individual questions. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, your own questions. In addition, the following specific, essential questions will guide our inquiry this semester:
1) What do societies want and get from their schools?
2) What role do social forces outside of schools have in student learning experiences and outcomes?
3) What kinds of relationships can we observe between society, schools, teachers and students, what impact do these relationships have on students’ experiences in school, and what kinds of tensions arise from these relationships?
4) How can we change schools? What maintains stability in schools?

**Course Goals/Learning Outcomes**
As your instructor, I want for all of the course’s students to be able to engage sociology of education (or related) literature in order to answer their own questions as well as this course’s essential questions. In order to meet this overarching goal, there are three more specific goals of the course:

1. Students will learn fundamental principles and theories from the sociology of education perspective that will help them analyze, understand and formulate responses to different situations, problems and dilemmas present in schools. Our pursuit of this goal will have students bridging together theory and various forms of evidence (such as empirical research, policies, practices and events in the world of education), and responding from that position.
2. Students will use theory and empirical research from the sociology of education perspective to analyze and critically evaluate ideas, arguments, and points of view present in historical and contemporary discourse about schools. Our pursuit of this goal will have us working on identifying and expressing texts’ key arguments
and findings, research questions and analytic methods, and critically analyzing texts accordingly.

**Assessment of learning**
Assessment of your learning will be ongoing throughout the semester. Assignments are spread out timewise and there is no high-stakes final assignment (e.g., major research paper or final exam). I chose this assignment structure for three purposes. First, given our course’s guiding questions and goals, breadth of knowledge is important. I ask you to reflect on and respond to a variety of issues and readings—not just a final assignment topic—as you move through the semester. Second, the assignment structure is an attempt to balance against the substantial, and occasionally quite heavy, load of assigned reading, which is approximately 100 pages per week. I hope that you will focus on reading and responding to assigned material, without the added pressure of a large final assignment. Third, a series of assignments (along with in-class activities) helps me as the instructor to gauge how the course is going for you and adjust it if needed to better suit your strengths, needs or interests.

Your course grade will be calculated on a 100-point scale as follows:
- **A** 93-100
- **A-** 90-92
- **B+** 87-89
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **D+** 67-69
- **D** 63-66
- **D-** 60-62
- **F** 59 and below

You can track your course grade on Sakai. For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).

I will use the following criteria for determining final course grades:

Class Attendance: 10%
Class Participation: 10%
Critical Memo 1: 12.5%
Critical Memo 2: 17.5%
Critical Memos 3 and 4: 22.5% each
Final integration of course material: 5%

Each component of your responsibilities in the course is described below.

Class Attendance and Participation
This is a highly interactive course, which makes every student’s participation very important, particularly with our online class format. For this reason, participation is worth 20% of your final grade. Specifically, attendance at class each week counts towards 10% of your final grade, and is calculated based on the percentage of class meetings you attend. Full attendance credit is given for full class attendance (arriving to class meetings on time, staying for the entire class, returning promptly from any class breaks), with partial credit awarded for partial attendance. There is no substitute for in-person class attendance. Due to the unique circumstances of the COVID-19 pandemic, however, I ask that you let me know if there are reasons why you cannot attend our full class meeting we will work out an alternative arrangement for you. Please do not feel obligated to share details that are too sensitive for you to feel comfortable sharing. Unfortunately, the classroom assigned to us by LUC does not provide for simultaneous virtual and face-to-face instruction so students will not be able to participate virtually in our face-to-face class meetings.

Active participation in small and large class discussions counts towards 10% of your final grade.

Please arrive on time to class, having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire group.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, particularly in an blended class!, but can also interfere with engagement and participation in class, particularly in this interactive course. Please honor your commitment to our class by refraining from using electronic devices during class if their use (e.g., surfing the internet, writing, checking and/or deleting email, typing other than taking notes, paying bills, I’ve truly seen it all and maybe even did one or two of these
things as a student) does not pertain directly to your participation in our course. Use of electronics in ways that do not honor these requests could negatively impact your course participation grade.

Our virtual class meetings will blend independent work using material that you will be able to access electronically together with shared conversations where all class members will join together in discussion. Participation in these sessions will be evaluated by the quality of contributions made and completion of all tasks assigned during online sessions (or by the designated due date if it falls outside of that particular class meeting). All students are expected to contribute to the conversation. While I prefer that students participate in discussions (both large group and smaller breakout groups that I will create using Zoom) with cameras turned on, I understand that it may not be possible to do so for a number of very valid reasons. If you are not able to use your camera in breakout groups, simply inform your discussion partners, with the understanding that no explanation is expected. You are welcome, but not required, to let me know if you elect to have your camera turned off.

To participate in virtual class meetings, you will need a device (computer, tablet, less ideally, a smartphone) that is capable of accessing the internet and has audio capability (to speak and listen) and is capable of running Zoom technology. Ideally your device will also have a camera, although this is not required as I note above. Please download and test Zoom software on whatever device you will use for class participation (phone or computer) before our first virtual class meeting (9/8); please review LUC’s instructions for getting started with Zoom. If you have questions or concerns about using Zoom for class, please let me know and we can arrange a trial run before 9/8.

To participate in virtual class discussions, you will need headphones with a microphone function (headphones for use with a cell phone are adequate); you do not need specialized headphones). Without these, you will not be able to take part in small or large discussions, which are an important part of building knowledge together in our class. Please acquire and test headphones if necessary before our class begins. Headphones and devices available for checkout via LUC’s equipment loan program.

**Critical Memos**

Students are assigned a series of 4 critical memos, each of which should be 3-5 double-spaced pages in length (not including references), using 12 point font and 1” margins. Because the length of these papers is very deliberate on my part, please note that if your paper exceeds five pages, I will complete reading the paragraph that continues onto page six and will then stop reading your paper, assigning a grade to the material I have read up to that point. Please post a copy of each memo to the corresponding
assignment section of this course’s Sakai site on the assignment’s due date by the time at which it is due. Please name the files you submit using your last name and the assignment name, for example if I were submitting a paper, it would be titled: “Phillippo.Memo1.docx” Please use Microsoft Word software to create your memos so that I can comment on them using track changes (which will facilitate revisions as I describe below). Please do not submit google docs for written assignments. Please cite all of your sources in APA style (or using another citation style such as MLA) at the end of your memo.

These memos serve as the main vehicle for developing students’ abilities as described in the course’s goals. Each memo should consist of an introduction and 3 key parts: summary, application of concepts or theories from class and course readings, and your critical evaluation. Your paper’s introduction section (One paragraph is fine but please don’t feel restricted to one.). Because you are conducting analysis and reaching your own original conclusions, I ask that you include a thesis statement in your paper’s introduction paragraph. Feel free to consult this guidance on creating thesis statements.

Then, I ask that you summarize the source material (whether an author’s argument, a policy or practice, depending on the assignment and the material you are using), that you discuss in your memo. Please summarize your source material briefly, describing its main argument(s), central point(s), and/or issues that directly pertain to your memo. This summary should concisely orient the reader to the material you are considering in this paper. It should be a minor part of your paper compared to the other components (from 2 paragraphs to 1 page at the very most).

Second, once you have clearly and succinctly summarized the materials to which you refer in this memo, please apply your selected concepts, theories or perspectives from class and course readings to the material you have already introduced. How do these help you to interpret and understand this material? What can you see in this material through the lens that these concepts, theories or perspectives provide? Interesting issues or opportunities? Obvious contradictions or problems? A good or poor fit? An opportunity to extend or challenge the concept or theory? A hidden solution?

Third, and most important, is your critical analysis of the written material that you cite. This part of your memo builds upon the application of concepts and theories as discussed above. Please provide your own analysis of and reaction to the work. It is fine to say that you liked or disliked whatever you are analyzing (the point of view, policy, document, etc.), but that is not sufficient for these assignments. Please offer your own thoughtful analysis of what you have read based on the perspectives you have gained
through steps 1 and 2 of this assignment. This analysis will ideally be reflected in your paper’s thesis paragraph (at the beginning of the paper).

I will grade your memos according to the presence and quality of the three components discussed above (summary: 20%; application of perspectives, concepts or theories: 30%; and critical analysis, 30%). In addition, I will also evaluate the strength of your writing, including organization, clarity and conventions of writing (e.g., spelling, grammar, sentence and paragraph structure, punctuation), worth 20% of each memo’s grade. The rubric I will use for evaluating your assignments follows below.

**Critical memo grading rubric**

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<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>Summary of content texts:</td>
<td>Author provides a clear, concise summary of any source material or content (as opposed to theoretical or conceptual) texts that are discussed in the memo, so that the reader can understand any content that is analyzed in the paper. 20%</td>
</tr>
<tr>
<td>Application of perspectives, concepts and/or theories:</td>
<td>Author clearly describes perspectives, concepts and/or theories used in paper, and applies them accurately, explicitly and thoroughly to the content text. 30%</td>
</tr>
<tr>
<td>Critical analysis of material:</td>
<td>Evidence of original analysis. Evidence is present of author’s original analysis of materials read. Critical evaluation is connected to author’s application of perspectives, concepts and/or theories. 10%</td>
</tr>
<tr>
<td>Critical analysis of material:</td>
<td>Quality of argument. Author’s argument coherently flows from the paper’s introduction (most pointedly represented by a thesis statement) to the end of paper in a fashion that is cumulative, well-developed and easy to follow. (Memos submitted without a thesis statement will receive half of the possible points for this area; in other words, please provide a thesis statement!). All arguments are substantiated with credible evidence. 20%</td>
</tr>
<tr>
<td>Writing is clear, and easy to understand, even if concepts communicated are complex; Author follows conventions of writing (spelling, grammar, sentence and paragraph structure, punctuation, APA or other style followed consistently).</td>
<td>20%</td>
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Each memo’s grade will be determined by multiplying its final score by the percent of your final grade that each memo contributes (15%, 20% or 22.5%, depending on which memo it is). My goal is to return your graded memo to you, with feedback, within two weeks. You have the option of revising and resubmitting critical memos 1, 2 and 3, but not 4 (due to its late submission date relative to the end of the semester). While revision is never required and does not guarantee a higher grade, it offers a chance for you to incorporate feedback into the development and improvement of your work. I will evaluate your original papers using the “track changes” function in Microsoft Word. Please make revisions to the copy of your memo I return to you with comments in the
text and at the end. When you revise your memos, please either track changes or
highlight all of the changes you have made, so that I can see how and where you have
revised your original paper. I will not be able to grade revisions that are not submitted
in one of these formats.

Critical memo topics are:

1. Schooling in American society. How does contemporary American schooling
reflect society’s values or priorities? Please analyze and discuss a particular case
example for this paper. You may use the case of the U.S. Secretary of State
Cardona’s exchange with Utah’s governor and state superintendent over schools’
face mask policies, although you are welcome to consult other resources related
to this report if you like. If you prefer, you may analyze another specific
statement, school, policy or program, current-day or historical, of your choice. If
you choose a different case to evaluate, please consult with me about your
choice prior to beginning work on the assignment. Please evaluate your case
material according to our course readings on what nations and societies want
and get from their schools. What would one or two of the authors we have read
so far say in response to your chosen case, if they could? Critical memo 1 is due
on Monday, October 4 at 10:00 am.

2. Theory-driven analysis of contemporary schooling. Please analyze the Boston
Latin School’s Deitch Leadership Program’s Educational Workshops for this
memo, keeping in mind that BLS enrolls a student body that is somewhat racially
and socioeconomicly diverse (which you can learn about here). In your analysis,
please apply one or two (two at the most, since this is a short paper) theoretical
perspectives from the following list: Functional Theory, Conflict Theory, Social
Capital Theory and Cultural Capital Theory. In your memo, please address the
following: 1) How would your selected perspective(s) help to explain the
workshops as described in the website’s text? And, b) How useful do you find
your chosen perspective(s) in understanding the workshops and the purposes
they serve? Critical Memo 2 is due on Monday, October 18 at 10 am.

3. Tensions within and about schools. This course introduces a number of tensions
that take place within and about P-16 education—structure vs. agency, different
functions of capital, over how identity is understood to “work,” different
rationales for and approaches to “socialization,” and liberty vs. security. Please
analyze case material of your choice, using the material we have considered (and
other materials you find relevant). When selecting your case material, please
identify a case about P-16 education that brings up intellectual, social,
professional, organizational or instructional tensions (please don’t write about all of these, I am just suggesting you consider them as you gather sufficient material for writing your paper). In your analysis, please address how your case reflects, resolves and/or challenges the tension (as listed above) you are considering, and what you feel that this means for the ongoing operation of the policy, practice, school etc. Do you feel that it should change? Be left as is? Be used as a positive or negative example? Something else? Critical Memo 3 is due on Monday, November 15 at 10 am.

4. Policy intention and impact analysis. Please choose and briefly describe an educational policy (contemporary or historical). I provide a policy example (the 1995 Chicago School Reform Amendatory Act (described in this recent article) for those seeking a case to use. In your description of the policy, please address how and why this policy came into existence, its stated intentions, whom the policy says it serves, and who is responsible for carrying it out (this is the “summary” part of this particular memo). Then, using material from our class discussions on school reform and change, please analyze its implementation, which could involve the process of implementation and/or (if this information is available to you at the time you are writing the paper) or its outcomes. Readings and concepts from classes 11, 12 and 13 provide a number of lenses that I would like for you to use to analyze your selected policy. Please draw from readings from these weeks to select the lens you will use. Some examples include, but are not limited to, policy ecology, the grammar of schooling, policy penetration, and systemic vs. niche reforms. Finally, informed by the preceding sections of this memo, please discuss whether or how this policy was effective (this is the original analysis part of your assignment). Critical memo 4 is due on Monday, December 13 at 10 am.

Please submit all critical memos to the designated assignment link on this course’s Sakai page.

Final integration of course material
This 3-5 page assignment asks you to integrate what they have learned in this course into your research and/or professional practice. For this assignment, please reflect upon and discuss ways in which this course has impacted your understanding of how your work as an education professional relates to social justice. What did you think or do at the beginning of this course, and how has your thinking/action changed (expanded, shifted, reversed, deepened)? What do these changes signal for your practice and/or research as you move forward in your education?
Please name at least 3 specific readings or concepts discussed in the course, and explain specifically how they connect to your experience.

You are welcome to complete this assignment in writing, by recording yourself speaking, or using another means of communication. While the memo assignments were highly structured to support your efforts to analyze social phenomena in and about schools, this assignment is much more flexible. If you want to take a creative approach to it, please feel free to do so. All I ask is that you address all of the requests above. If you don't feel like being creative, though, that is fine (I, your fellow non-creative, understand.)

This assignment is worth 5% of your grade, and will be assessed on a pass/fail basis.

Please post the integrative essay to its corresponding link on this course’s Sakai page. It is due on Wednesday, December 15 at 10 am.

Written assignments and due dates
I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. Our world is continuing to grapple with a global pandemic; I understand that alternative arrangements may be needed, even more than once. If you need to extend an assignment’s due date, by a little or by a lot, we will negotiate a workable date. However, I will consider written assignments turned in after the due date, or on the due date, but after the due time, late unless you have made prior arrangements with me.

Late assignment submissions will be accepted without penalty if a) you make a written request for an extension at least two hours before the paper is due; or b) there is an illness, personal or family emergency that prevents you from turning in your paper. If you request an extension, you are not required to explain why. Please propose at that time an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon, revised date and time without further communication from you will be considered late. Late submissions that don’t meet the descriptions above will be assessed a five-point (on a 100-point scale) penalty.

Assignment grading, return and option to revise
I will grade and return your paper, with my comments, within two weeks of its submission. I will return your paper to you via Sakai. You have the opportunity to revise your work on memos 1, 2 and 3. If you opt to revise, I encourage you to do so within the
first week that you receive it back from me, so that you can receive feedback on your revised work that can in turn guide your subsequent writing for our class. All revised papers are due by December 10, 6 pm at the very latest (in the name of on-time course grade submission).

**Assessment according to School of Education Conceptual Framework Standards**
All School of Education students’ work is evaluated according to the school’s conceptual framework (Social Action through Education). ELPS 410 students’ work, as represented by their final integrative essay, is assessed according to our conceptual framework standard 2 (“Candidates apply culturally responsive practices that engage diverse communities.”). I will assess your work accordingly, considering how you will bring lessons learned in this class to your work as a scholar, educator, and/or employee of an organization that works with P-16 schools.

For this reason, in addition to this course’s requirements that all assignments are submitted via Sakai, all School of Education students are required to upload their final integrative essay to Livetext (see details below). Assignment assessment results are reported on Livetext.

This assignment will be assessed according to the following criteria:

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<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does not Meet Standard</th>
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<tr>
<td>CFS2: Candidates apply culturally responsive practices that engage diverse communities. IL-LUC-CFS.CFS2</td>
<td>Exceptional demonstration of culturally responsive practices related to course content that addresses diverse communities.</td>
<td>Demonstrates adequate culturally responsive practice related to course content that addresses diverse communities.</td>
<td>Demonstrates limited culturally responsive practice related to course content that addresses diverse communities.</td>
<td>Evaluative measure is not completed or does not reflect graduate-level expectations for applying culturally responsive practices that engage diverse communities.</td>
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Results are reported on Livetext (www.livetext.com), to which the SOE requires all degree-seeking students to subscribe. You can access more information at the SOE LiveText page. Please contact me if you have any questions about this requirement.

**Communication between instructor and students**
In addition to updates I may give verbally in class, I will occasionally send electronic updates to the class using the Sakai system announcement function. I will assume that if I have sent any updates to you at the address you have provided to the university (and that is therefore the email address connected with your Sakai account) that you have read it and that I may hold you accountable for understanding these updates’ contents. If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 24 hours between Monday and Friday. If I do not, please feel free to write me again. I will be very embarrassed and apologetic, and not in any way offended.

**Required Texts, Technology and Software**
The following required texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson), and are also available on reserve at the Lewis Library (25 East Pearson, 6th floor).


9780393912722


In class-by-class reading assignments, I denote readings from these texts with (T) after their listing. Other readings—whether pdf documents or links to the readings at LUC Libraries’ website—will be posted on LUC’s Sakai site for this course (noted as S). Some links are updated by their webhost; if you find a weblink that no longer works please let me know as soon as possible so that I can inform others in our class. All assigned readings are listed below by the week in which they are assigned and we will discuss them that same week in class.

**Class meeting dates, themes and assigned readings**

*Class 1: September 1. Face-to-face.*
Introduction to course: purpose, focus, goals and logistics; preparation for first reading response assignment (“Please explain as best you can what structure and agency are, and how these phenomena are understood to relate to one another.”)
Required reading:

Brint, S. (2017). *Schools and societies*, chapter 1, pages 20-29 (S)

Stone, The market and the polis (p. 19-36). (T/S)


Class 2: September 8. Virtual.

Structure vs. Agency: How we think about schools and education policy in society and how they operate and evolve over time.


No class September 15 due to Yom Kippur (Jewish religious holiday). Please start reading for class 3 as the load is substantial.

Class 3: September 22. Face to face.
Sociological perspectives on education. What do societies want (and get) from their schools? Discussion of macro-historical perspective, considering different school-society relationships in different countries. Discussion of the format and requirements for your first critical memo.

Brint, S. (2017). *Schools and societies*, chapter 2 (32-70; can skip pages 64-68). (S)


Class 4: September 29. Virtual.
What does America want (and get) from its schools? Examining the school-society connection in the U.S.


Cottom, T.M. (2017). Lower ed: The troubling rise of for-profit colleges in the new economy, 1-22 (through first paragraph), 69-100, 113-115 (S)

*Critical memo 1 is due by Monday, October 4 at 10:00 a.m.*

*Class 5: October 6. Face-to-face.*
Capital as a tool, capital as a weapon, capital as a reward. Exploring and challenging theories of capital (human, social and cultural).

From Sadovnik and Coughlan text: Chapters 6 (Bourdieu, The forms of capital, p. 83-96), and 7 (Coleman, Social capital in the creation of human capital, p. 97-114). (T)


*Class 6: October 13. Virtual.*
Capital as a tool, capital as a weapon, capital as a reward: Capital-achievement-power relationships. Discussion in preparation for critical memo 2.

From Sadovnik and Coughlan text, Chapters 3 (Collins, Functional and conflict theories of educational stratification, p. 37-52) and 4 (Bowles & Gintis, Broken promises: School reform in retrospect, p. 53-70), see also pages 3-8 for an overview of conflict theory by A. Sadovnik. (T)


*Critical Memo 2 is due on Monday, October 18 at 10 am.*

**Class 7: October 20. Face-to-face.**
Identity as a category, identity as a resource.
Midsemester course evaluations.


**Class 8: October 27. Face-to-face.**
Socialization as induction, socialization as social control, socialization in context:
Socializing students


Cottom, p. 124-140 (S)


Recommended (but not assigned, out of concern for material diversity and page counts!): Howard, J. (2018). *The White kid can do whatever he wants: The racial socialization of a gifted education program*. *Educational Studies, 54*(5), 553-568. (S)

**Class 9: November 3. Virtual.**
Socialization as induction, socialization as social control, socialization in context: Socializing teachers


**Class 10: November 10. Face-to-face.**
Liberty vs. security in educational spaces

Stone, Chapters 5 and 6 (107-153) (T)


American Civil Liberties Union (2019). *Cops and no counselors: How lack of school mental health staff is harming students.* (Please read report, p. 10-38, feel free to read more if you like.) (S)

Advancement Project (2018). *We came to learn: A call for police free schools (49-54).* (S)

*Critical Memo 3 is due on Monday, November 15 at 10 am.*

Class 11: November 17. *Face-to-face.*
School change and school stability: From problems to policy.

Stone, Chapters 9 and 10 (p. 206-268) (T)

Tyack and Cuban, p. 1-12 and 40-59. (T)


Advancement Project (2018). *We came to learn: A call for police free schools (41-43).* (S)

*No class November 24 due to Thanksgiving Holiday. Enjoy the break!*  

Class 12: December 1. *Virtual.*


Tyack and Cuban, 85-94, 102-109 (T)

Labaree, Chapter 4 (106-133) (S)


Or


*Class 13: December 8—Final class meeting. Face-to-face.*
School change and school stability: The success and durability of education reform, education reform in face of inequity. Course review, conclusions, preparation for integrative essay, course evaluations.

Stone, Conclusion chapter (379-385) (T)

Tyack and Cuban, 60-84 (T)


American Civil Liberties Union (2019). *Cops and no counselors: How lack of school mental health staff is harming students*. (Link on Sakai—please read webpage and download/read report, p. 39-45)

*Critical memo 4 is due on Monday, December 13 at 10 am.*

*Final Integrative Essay is due Wednesday, December 15 at 10 am.*

**School of Education and University Policies Related to Course**

**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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the **COVID-19 Related Information Tab** at the top of the page. 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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#). In this class, I expect all students to wear a face mask properly (covering the nose, mouth and chin) at all times.

**COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC)
guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

SOE Vision

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

School of Education Mission

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

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

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

Smart Evaluation

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

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

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream 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.

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. 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