

**CIEP 522: Curriculum Policy**  
**School of Education, Loyola University Chicago**  
**Spring Semester 2017**

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**Instructor:** Dr. Amy J. Heineke  
**Contact Info:** [aheineke@luc.edu](mailto:aheineke@luc.edu)  
**Class Location:** Corboy Law Center, Room L09  
**Class Hours:** Tuesdays, 4:15 – 6:45pm  
**Office Hours:** Tuesdays, by appointment

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**Course Description:** This course offers an examination of the intersections of curriculum politics, policy, and practice. The goal is to increase students' understanding of the complexities of curriculum policy and to assist them in becoming effective leaders and practitioners who inform, shape, and implement curriculum policy. The course focuses on federal, state, and local curriculum policy. Students will examine research-based, standards-based, market-driven, and professionally led models of curriculum reform, looking at their underlying theories of change, implementation challenges, and the critiques leveled against the approaches. Students will be introduced to several frameworks to use as lenses for understanding the variety of issues that arise in curriculum planning and implementation. This will include the role of politics in shaping curriculum locally, statewide, and nationally. The federal role in curriculum policy will be explored through comprehensive consideration of federal policy. Students will consider the impact of various reform strategies on building teaching capacity, ensuring accountability, delivering adequate resources, and ultimately improving learning for all children.

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**Course Outcomes:**

- ❖ Enduring Understandings:
  - Educational and curricular policies shape daily practice in classrooms and schools.
  - The historical trajectory of educational policies in the U.S. has followed similar ideologies and paradigms of reform and change, resulting in similar outcomes across the past century.
  - The design and implementation of educational policies is not linear and top-down, but rather complex and dynamic with a variety of layers and players across local, state, and national contexts.
- ❖ Essential Questions:
  - How has the history of American education influenced contemporary classrooms?
  - How do current educational reform movements manifest in classrooms and schools?
  - Who has the power and agency to shape educational policy?
  - How is educational policy situated in broader social issues (e.g., racism, economy)?
  - What is the role of the local educators in the broader realm of educational policy?
- ❖ Knowledge:
  - The role of public education in U.S. society
  - Global issues and forces influencing teaching and learning
  - The dynamics of policy development and advocacy within our political system
  - Emerging issues and trends that potentially influence the conditions and dynamics of diverse classroom and school communities
  - Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- ❖ Skills:
  - Examine the interplay between educational policy and power in the historical and contemporary context of American society.
  - Analyze the various layers and players actively involved in various educational policies in practice to appraise the value and efficacy for student learning.

- Evaluate the implications of educational policies and curricular reforms in local practice.
- Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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### Course Readings:

Heineke, A. J. (2016). *Language policy in practice: Layers and players influencing the education of English learners in Arizona*. Buffalo, NY: Multilingual Matters.

Honig, M. I. (2006). *New directions in education policy implementation: Confronting complexity*. State University of New York Press.

Mehta, J. (2013). *The allure of order: High hopes, dashed expectations, and the troubled quest to remake American schooling*. Oxford University Press.

Peddiwell, J. A. (1939). *The saber-tooth curriculum*. New York: McGraw Hill.

Other contemporary news on educational policy (Twitter account recommended)

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### Course Assignments:

Assignment descriptions and rubrics are available on Sakai and should be used to guide completion of assignments. To be considered acceptable, assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font with one inch margins, (c) cite sources for all quotes, paraphrases, and adapted ideas, (d) use APA style (6<sup>th</sup> ed.) for citing references, and (e) submit all assignments using Sakai and [LiveText](#), unless otherwise discussed.

#### 1. **Autobiographical Representation (10 percent of final grade)**

Students will individually reflect on their personal and professional backgrounds as related to educational policy, including perspectives and experiences as students, teachers, leaders, parents, and/or community members. The goal is to introduce yourself to the professor and your classmates, while simultaneously beginning to reflect on the role and influence of educational policy. Students should not feel limited to narrative writing, but can take the creativity to use technology, photos, objects, or other representation to reflect and share his/her perspectives and experiences with educational policy and practice.

#### 2. **Policy White Paper & Presentation (25 percent of final grade)**

Students will collaboratively select one pertinent issue in contemporary educational policy that directly influences their practice as educators. Drawing from the literature, students will draft a white paper, a genre frequently used in policy circles to advocate for a particular position or solution to an educational problem as posed to a pre-determined audience (e.g., district administrators, state legislators). Students will organize their paper with the following format: (a) introduction and summary of the topic, (b) background and related problems in practice, (c) proposed policy solution, and (d) conclusion. Students will present white papers to the class as if they were presenting to the target audience.

#### 3. **Policy Discussion Facilitation (10 percent of final grade)**

Students will collaboratively facilitate an in-class discussion using assigned chapter(s) of the Honig edited text, which presents various ways to approach and make meaning of the complexities of educational policy implementation. Students will sign up for one class facilitation across the latter half of the semester, using the modeled facilitation that the professor conducts across the first half of the semester. This is not meant to be a power-point presentation or lecture, but rather an interactive discussion using facilitation strategies for class participants to respond and make meaning of the readings in relation to course objectives. This policy discussion facilitation can be done individually or in partners.

#### 4. **Policy in Practice Research Project (35 percent of final grade)**

Students will individually select one educational policy and engage in research to investigate policy implementation across multiple layers of educational practice (e.g., classroom, school, district, state,

community). Grounded in the sociocultural paradigm of policy research, students will first investigate the sociohistorical context of the policy, followed by analyses of policy implementation at various layers of policy in practice. Students will present findings in the form of a research paper, closing with conclusions and implications for improving educational policy in practice with a lens on student learning and development. This assignment will be completed in portions across the latter half of the semester.

#### 5. **Course Participation (20 percent of final grade)**

Students are expected to attend all sessions and be ready to participate in line with preparation on course schedule. Participation includes (a) deeply reading and preparing for the course content prior to class sessions, (b) thoroughly preparing to share comments and questions based on previous class discussions, readings, and prior experiences, (c) actively engaging in dialog throughout the entire class in a professional matter, and (d) completing any pre-work, post-work, or hybrid activities prior to or after formal class sessions. Additionally, online sessions are included to support independent research and related collaborative supports; students are expected to engage in all online session activities.

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#### **Grades:**

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent

B = 87 to 83 percent

C = 76 to 70 percent

A- = 92 to 90 percent

B- = 82 to 80 percent

D = 70 to 65 percent

B+ = 89 to 88 percent

C+ = 79 to 77 percent

F = 64 and below

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**IDEA Objectives:** At the end of the semester, you will complete a course evaluation using your student log-in on the IDEA Campus Labs website: <http://luc.edu/idea/>. Specific objectives are selected at the beginning of the semester that will guide the evaluation. This course aims for students to:

- Learn fundamental principles, generalizations, and theories related to curriculum policy
- Learn to apply course material to improve thinking, problem solving, and educational decision-making.
- Learn to analyze and critically evaluate ideas, arguments, and points of view, particularly policies.

**Conceptual Framework Standards:** The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. Grounded in the SOE's Conceptual Framework of *Social Action through Education*, this course investigates and recommends ways to promote educational equity through curriculum policy. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Dispositions:** All students are assessed on three dispositional areas of growth in this course: **Professionalism, Inquiry, and Social Justice**. 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.

**Diversity:** This course focuses on educational and curricular policies in practice, specifically taking the lens on culturally and linguistically diverse students in urban schools. Due to the nature of the course topics, issues of diversity will be woven throughout the entire course instruction and assessment.

**Syllabus Addendum Link:** [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Course Schedule:** *Professor reserves the right to make changes to the schedule, topic, readings and assignments.*

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>Class 1</b> Jan 17	Course & Content Introduction: What is Curriculum Policy?		
<b>Class 2</b> Jan 24	The Historical Struggles of Rationalizing Schools	Mehta, Chapters 1 & 2 Begin <i>Saber-Tooth Curriculum</i>	<b>Autobiographical Representation</b>
<b>Class 3</b> Jan 31	The Cycles of Rationalization in Educational Reform	Mehta, Chapters 3, 4, 5 Finish <i>Saber-Tooth Curriculum</i>	<i>PWP introduction &amp; summary</i>
<b>Class 4</b> Feb 7	The Role of Teachers & Teaching in Educational Policy	Mehta, Chapters 6 & 7 Ricento & Hornberger reading	<i>PWP background &amp; problems</i>
<b>Class 5</b> Feb 14	The Shift in Federal Ed Policy: The <i>No Child Left Behind</i> Act	Mehta, Chapter 8 NCLB selected readings	<i>PWP proposed policy solutions</i>
<b>Class 6</b> *Feb 21	Policy Work Groups: Analyzing Educational Policies	Selected readings for PWP	<i>PWP conclusion</i>
<b>Class 7</b> Feb 28	Interrupting the Cycles of Rationalization in Ed Policy	Mehta, Chapters 9 & 10	<b>Policy White Papers (PWP) &amp; Presentations</b>
Mar 7	NO CLASS: SPRING BREAK		
<b>Class 8</b> Mar 14	Analyzing the Complexity of Educational Policy in Practice	Honig, Chapters 1 & 3 Levinson & Sutton reading Heineke, Chapters 1-3	<i>PiP introduction</i>
<b>Class 9</b> Mar 21	Micro-level of Educational Policy in Practice	Honig, Chapters 2 & 6 Heineke, Chapters 4 & 5	<i>PiP historical context</i>
<b>Class 10</b> Mar 28	Meso-level of Educational Policy in Practice	Honig, Chapters 4 & 7 Heineke, Chapter 6	<i>PiP micro-level findings</i>
<b>Class 11</b> Apr 4	Macro-level of Educational Policy in Practice	Honig, Chapters 5 & 8 Heineke, Chapters 7 & 8	<i>PiP meso-level findings</i>
<b>Class 12</b> *Apr 11	Holistic Lens on Policy in Practice: Collaborative Analyses	Selected readings for PiP	<i>PiP macro-level findings</i>
<b>Class 13</b> Apr 18	Advocacy & Change: Our Roles in Shifting Policy in Practice	Honig, Chapters 9 & 10 Heineke, Chapters 9 & 10	<i>PiP recommendations</i>
<b>Class 14</b> Apr 25	Considerations & Conclusions: Sharing Policy Project Findings	Honig, Chapter 11	<b>Policy in Practice (PiP) Research Projects</b>

