ELPS 265: Cultural and Educational Policy Studies Minor, Internship
Spring 2019

Instructor: J. 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 so far may be utilized in a professional setting, and it will also give them 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.

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.”

IDEA Course Evaluation Link for Students: Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to
access the website directly to *complete* your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

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)*.

**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 Experiential 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, educational policy institutes, religious groups, government offices, and other organizations not delineated here. The work at any one of these given sites should 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 a proposed 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 its duration. 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 Requirements

Ongoing - Internship Participation: Participation and engagement throughout are essential to your success within this course, including: the time that you will spend at your placement, coordination of my site visits, completion of your internship contract, completion of your time sheet, your attendance at and participation in our regular class meetings, and, as we do not meet weekly, maintaining a timely response to any intervening email communication relating to this course. Participation during class-time entails arriving on-time, completing any readings, being prepared to share-out on your internship experience thus far, as well as your related coursework, and also engaging in discussion and supporting other members of the class in their internship experience. 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.

Ongoing - 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 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 also educational policy areas that are 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 write your final reflection and review of your progress. These should be submitted on the Sunday evening following the week at your placement. Each entry is assessed for completion and should be 400-500 words. I will read your entries and provide feedback every two weeks. A progress grade will be provided at the mid-term and again at the end of the semester.

Ongoing – Readings: I will periodically assign readings in preparation for class and for 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.

Ongoing - Policy Articles/Review of Literature: In order 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 five recent articles 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 essay for this course. (Though, I ask you to present five articles for class you should plan to include a minimum of six in your final review and assessment.)

In the interim, in order that you may reflect as you are working at your internship, I am going to ask that you share one article at each of our class meetings. You do not need to write anything (though you may wish to order 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 placement to that point. In addition, ahead of this meeting you will need to post your article to Sakai so that others can review it before class. During class, we will take time for discussion and give an opportunity for others to ask questions of your research. This part – sharing-out – will 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 educational 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 work-place culture of the place 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 toward the goals that you will have set at the beginning of the semester and to consider in general how your internship is progressing. I will post a lengthier explanation to Sakai two 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 coursework. In the field of education, we tend to think of schools first when we consider workplaces. However, there are numerous places 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 completing 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.

Final Essay: For your final assignment in this course you will be asked to write an essay that reflects on your overall experience at your internship, as well as what you have learned about education policy over the course of the semester. This essay will be written in 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.

CEPS Policy Forum: “Electoral and Educational Change? Education Policy at Local, State and National Levels”: On January 25th from 3:00p.m.-5:00p.m. at Galvin Auditorium, CEPS will be holding its second annual education policy forum. Attending this event is a department requirement (unless you are unable to due to having prior work, class, or family care obligations) of this course. In addition, you are expected to turn-in a 1-2 page reflection on the forum including ideas and questions it inspired. If you are unable to attend, you must let me know in-person ahead of the forum. You will be assigned a reading related to the forum topic, with the expectation that you will turn-in a 1-2 page reflection on it. We will give time during class the following week to talk about the forum and reading.
Assignment Due Dates:
- Sunday, January 27th - CEPS Forum Reflection
- Sunday, February 3rd - Goal-Setting Essay
- Sunday, March 17th - Work-Place Culture Essay
- Sunday April 7th - Five Jobs Assignment
- Sunday, April 28th - Reflective Journal; Timesheet
- Thursday, May 2nd – Final Essay(s)

**All written assignments should be submitted in Times New Roman, 12pt. font, with 1-inch margins, and include an original 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:
Intership/Class Participation ...................... 30 pts
Reflective Journals ................................. 20 pts
Goal-Setting Essay ................................. 5 pts
Mid-Term - Work-Place Culture Essay ........ 15 pts
Five Jobs Assignment ........................... 5 pts
Final Essay ........................................ 25 pts
Total: 100 pts

Grading Distribution:
- A: 100-93%  
- A-: 92-90%  
- B+: 89-87%  
- B: 86-83%  
- B-: 82-80%  
- C+: 79-77%  
- C: 76-73%  
- C-: 72-70%  
- D: 69-60%  
- F: 59% and below

Additional Information:

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.

Communication with me: I will do my best to respond to your emails within 24-hours during the week. Over the weekend, I 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.

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 class meeting.
School of Education Events to Keep in Mind:
January 25th from 3:00p.m. – 5:00p.m. EPS Policy Forum. “Electoral and Educational Change? Education Policy at Local, State and National Levels”: Galvin Auditorium in Sullivan Center. Please “Course Requirements” for more details.

Tuesday, March 12th – Wozniak Lecture: Speaker, Cris Mayo - This is not a required event. However, I do encourage you attend and will be providing more details on the lecture and the day’s events as they are put into place. Dr. Mayo has written extensively on issues of gender and sexuality within education in the fields of education policy and philosophy of education. She is currently a professor of women’s and gender studies at West Virginia University and director of the school’s LGBTQ+ Center.
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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
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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.