CIEP 522
CURRICULUM POLICY ACROSS SCHOOLS AND COMMUNITIES
School of Education
Loyola University Chicago
Spring Semester 2022

Instructor:	Dr. Amy J. Heineke
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Class Location:	Hybrid: Online & WTC
Class Details:	Mondays, 4:15 – 6:45pm
Campus Location:	Corboy Law Center, Room L09
Office Hours:	Before class by appointment

Course Medium:
This is a hybrid course, which employs purposively selected mediums to best align and support progress toward learning objectives. This course strategically uses three mediums to mediate learning:
- ▪ *Synchronous on-campus*: We will have at least onee synchronous on-campus session, meaning you come to campus for in-person learning in our designated classroom in the Corboy Law Center. One session is currently planned for the final class (May 2), with the potential to come together on 1-2 other occasions should the COVID-19 pandemic subside and allow for us to do safely and comfortably.
- ▪ *Synchronous online*: We currently have nine synchronous online sessions, meaning we convene during our designated class hours on Zoom (link provided on the Sakai page). These sessions (for dates see detailed scheduled at the end of the syllabus) have been strategically designated as Zoom sessions to safely allow for collaborative interrogation of course content.
- ▪ *Asynchronous online*: We will have three asynchronous class sessions, meaning you engage with the content at your convenience rather than at our set course time. These sessions (January 24, March 21, April 25) have been strategically designated as asynchronous to allow for individual exploration, application, and conferencing with the professor.

*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 SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is **strongly encouraged** to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*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. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

COURSE DESCRIPTION
This course offers a critical examination of the intersections of curriculum politics, policy, and practice in schools and communities. The goal is to increase students' understanding of the complexities of educational policy in practice as a means to assist them in becoming effective leaders and practitioners who influence and implement curricular policy in service of social justice. Students will examine historical and current trajectories of curricular policy spanning educational contexts, using various theoretical frameworks to probe how policy layers, locales, and actors influence the design and implementation in practice. 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, adolescents, and adults.

Program Outcomes:
- EU1: Theories and Practices about Curriculum, Pedagogy, and Policy: Students will develop understandings of curriculum, pedagogy, and policy and apply knowledge on transformative curriculum and pedagogy for innovative policy in the local, state, national, and international educational contexts to advocate with and for students, families, and communities.
- EU6: Principles and Practices of Social Justice: Students will develop their ability to apply principles and practices of a social justice lens in relation theories and practices of schools and communities by focusing on transformative teaching and learning, university-school-community collaborations, mitigating inequities, and practices that disrupt power structures and practices that have contributed to the marginalization of communities and people around the world.

Course Outcomes:
- ❖ Essential Questions:
  - o How has the history of US and global education influenced contemporary classrooms?
  - o How do current educational reform movements manifest in classrooms and schools?
  - o How is curricular policy situated in broader social, economic, and political spheres?
  - o How do various stakeholders engage in curricular policymaking?
  - o How do curricular policies shape the educational experiences of students?
  - o What influences how teachers and other educators carry out policies in practice?
  - o What curricular policies influence today's classrooms, educators, and students?
- ❖ Knowledge:
  - o The role of public education in U.S. and global societies
  - o Local, national, and international issues and forces influencing teaching and learning
  - o The dynamics of policy development and advocacy within social, political, and economic systems
  - o Emerging issues and trends that potentially influence the conditions and dynamics of diverse classroom and school communities
  - o Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- ❖ Skills:
  - o Examine the interplay between curricular policy and power in the historical and contemporary context of US and global society.
  - o Analyze the various layers and players actively involved in various educational policies in practice to appraise the value and efficacy for student learning.
  - o Evaluate the implications of educational policies and curricular reforms in local practice.
  - o Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Course Readings:
- ❖ Core Texts:
  - o Au, W., Brown, A. L., & Calderón, D. (2016). *Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education*. Teachers College Press.
  - o Honig, M. I. (2006). *New directions in education policy implementation: Confronting complexity*. State University of New York Press.

- o   Marshall, C., Gerstl-Pepin, C., & Johnson, M. (2020). *Educational politics for social justice.* Teachers College Press.
- ❖ Other Readings: (*posted on Sakai page*)
  - o   Childs, J., & Johnson, S. J. (2018). When they go low, we go high: Scholars of color, activism, and educational research in a post-truth era. Education Policy Analysis Archives, 26.
  - o   Colón, I., & Heineke, A. J. (2015). Bilingual education in English-only: A qualitative case study of language policy in practice at Lincoln Elementary School. *Mid-Western Educational Research Journal, 27*, 271-295.
  - o   Egalite, A. J., Fusarelli, L. D., & Fusarelli, B. C. (2017). Will decentralization affect educational inequity? The Every Student Succeeds Act. *Educational Administration Quarterly, 53*, 757-781.
  - o   Lees, A. Roles of urban indigenous community members in collaborative field-based teacher preparation. *Journal of Teacher Education 67*, 363-378.
  - o   Naseem-Rodriguez, N. (2019). "Caught between two worlds:" Asian American elementary teachers' enactment of Asian American history. *Educational Studies, 55*, 214-240.
  - o   Wiggan, G., & Watson, M. J. (2016). Teaching the whole child: The importance of culturally responsiveness, community engagement, and character development in high achieving African American students. *The Urban Review, 48*, 766-798.
- ❖ Twitter account to stay engage with current educational and curricular policies

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) typed and double-spaced in 12-point font with one inch margins, (b) cite sources for all quotes, paraphrases, and adapted ideas, (c) use APA style (6th ed.) for citing references, and (d) submit all assignments to Sakai, unless otherwise discussed.

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

   Students will 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 & Simulation (30 percent of final grade)*

   Students will select one pertinent issue that directly influences their practice as educators. Drawing from the literature, students will draft a brief 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/university administrators, state legislators). Students will organize their paper or detailed infographic 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 create a 5-minute pitch with policy recommendations geared toward the target audience.

3. *Research in Educational 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 will be done in partners or small groups.

4. *Policy in Practice Research Project (30 percent of final grade)*
   Students will select one curricular policy and engage in research to investigate its implementation across layers of educational practice (e.g., classroom, school, district, college/university, state, community). Grounded in the sociocultural paradigm of policy research, students will investigate the sociohistorical context of the policy, analyze policy implementation at least two layers of policy in practice, and provide conclusions and implications for improving policy in practice with a lens on student learning and development. Students will submit an executive summary of the research project (with full references) and share findings as if they were presenting at an academic conference.

5. *Course Participation (20 percent of final grade)*
   Students will attend and actively participate in 14 class sessions. A detailed rubric for participation will be provided. Students will self-assess their participation at the end of the semester to inform their grade.

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. 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

Late Work:

While due dates are suggested to stay on track with the course work, late work beyond due dates will be accepted and graded at full credit. Please communicate directly with the professor should you need to submit an assignment significantly past the due date.

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SYLLABUS ADDENDA

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School of Education 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 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/

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 is available through LiveText.* 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.

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 in to how to improve their teaching and the department can learn how best to shape the curriculum.

Digication:
All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. 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.

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.

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:
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 the the Student Accessibility Center (www.luc.edu/sac)

Center for Student Access and Assistance:
*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.*

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.***

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

Date	Class Medium	Preparation	Class Focus
Class 1 Jan 24	Asynchronous	Review syllabus & Sakai site	Class Introduction: What is Curricular Policy?
Class 2 Jan 31	Zoom session	Marshall et al., Chapters 1 & 2 *Autobiographical Representation*	Exploring Politics, Policy, & Power
Class 3 Feb 7	Zoom session	Marshall et al., Chapters 3 & 4	Curricular Policy in States, Communities, & Districts
Class 4 Feb 14	Zoom session	Marshall et al., Chapter 5 Egalite et al., 2017	US Federal Curricular Policy: ESEA, NCLB, & ESSA
Class 5 Feb 21	Zoom session	Marshall et al., Chapters 6 & 7	Global Politics & Policies: An International Lens
Class 6 Feb 28	Zoom session	Marshall et al., Chapter 8 *Policy White Paper*	Leveraging Policy to Promote Equity in Schools
March 7		Spring Break	
Class 7 March 14	Zoom session	Au et al., Chapter 1 Levinson & Sutton, Ch 1	Researching the Complexity of Policy in Practice
Class 8 March 21	Asynchronous	Honig, Chapter 1 Honig chapter selection	Facilitating Learning on Ed Policy Research
Class 9 March 28	Zoom session	Au et al., Chapter 2 Lees, 2016 *Honig discussion facilitations*	Sociocultural Contexts of Curricular Policies
Class 10 April 4	Zoom session	Au et al, Chapter 3 Naseem-Rodriguez, 2019 *Honig discussion facilitations*	Micro-level Policies in Classrooms
Class 11 April 11	Zoom session	Au et al., Chapter 4 Colón & Heineke, 2016 *Honig discussion facilitations*	Macro-level Policies in Communities
Class 12 April 18	Zoom session	Au et al., Chapter 5 Wiggan & Watson, 2016 *Honig discussion facilitations*	Multilayered Policy Implications in Education
Class 13 April 25	Asynchronous	Honig, Chapter 11 Childs & Johnson, 2018	Educational Research as Advocacy to Shift Practice
Final May 2	On campus	*Policy-in-Practice Research*	Final Research Project Presentations