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 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 Cur a 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.

**SOE Vision**

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

**School of Education Mission**

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

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

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

Dispositions

All 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 DIGICATION. 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.

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
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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.

**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/](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.
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.
6. Developing creative capacities (inventing, designing, writing, performing, in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing.
9. Learning how to find, evaluate and use resources to explore a topic in-depth.
10. Developing ethical reasoning and/or ethical decision making.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
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.

**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 timesheet, 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.
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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.

Engaged Learning Reflective Prompt

Beginning in the Spring of 2022, LUC Engaged Learning Leadership asks that all students enrolled in a Loyola University Engaged Learning course reflect on the following prompt.

The standardized reflection prompt is:

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

In an effort to assess the Engaged Learning University requirement, we ask all students enrolled in an Engaged Learning course to complete this reflection. Referencing Loyola’s mission statement above, compose a written reflection (at least 2 pages, double-spaced) that connects your in-class and out-of-class experience responding to the following:

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

Please submit your completed reflection in Digication, following instructions here. And to Sakai
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. This can be included as a weekly journal entry.

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.

Assignment Due Dates:

- Sunday, Jan. 23rd - Goal-Setting Essay
- Sunday, Feb 20th - Work-Place Culture Essay
- Sunday March 13th - Five Jobs Assignment
- Sunday, April 24th - Reflective Journals & Timesheet
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- Sunday, April 24th - E.L. Reflective prompt
- Thursday, May 1st – 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:**

- Internship/Class Participation ..................... 30 pts
- Reflective Journals ................................. 15 pts
- Goal-Setting Essay ................................. 5 pts
- Mid-Term - Work-Place Culture Essay .......... 10 pts
- Five Jobs Assignment .............................. 5 pts
- E.L. Reflective prompt .............................. 10 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

**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.
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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.

IDEA Course Evaluation Link for Students

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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/cssa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Syllabus Addendum Link

https://www.luc.edu/education/academics/syllabi/