Instructor: Yver Melchor – Hernández
Pronouns: He, His, Him
Email: ymelchor@luc.edu
Virtual Office (Zoom): https://luc.zoom.us/my/y.melchor
Online Student Hours (virtual office hours): available by appointment.
Responsiveness: 48 hours during working days.

Land Acknowledgement

The Loyola community acknowledges and gives respect to the land that Chicago now claims. We are thankful to be sitting in a place that has major waterways that have created trading routes and urban centers. Most importantly, we give honor and gratitude to the first people of this land. We recognize the Odaawaa (Ottawa), Ojibwe (Chippewa), and Bodéwadmi (Potawatomi) as the signers of the Treaty of Chicago (1821). We also recognize that other tribes including the Sauk, Illinois, Kickapoo (Kiikaapoi), Miami (Myaamia), Mascouten, Wea, Delaware, Winnebago, Menominee, and Mesquakie maintained relationships with this area as well. Today there are more than 22,000 Native Americans living in Chicago.

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 webpage 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.

**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](#).

**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.**

**Course Description and Objectives**

This course is intended to introduce students to the process of policy research and analysis. The class is organized around the creation of a number of policy instruments and critical topics in international and higher education policy.

Through participation in this course, students will:

1. Gain familiarity with a variety of policy instruments, discursive styles, and purposes. Although in some sessions we will focus predominantly on the academic research and critiques of various policy topics, we will also examine different types of policy documents used in domestic and international policymaking.
2. Actively engage in the interrelated processes of gathering and evaluating information to build expertise on a given policy topic.
3. Experiment with key elements of policy research, including data and project management, writing, peer collaboration, and presenting information to an external audience in a clear and persuasive manner.

**Pedagogical Orientation and Course Expectations**

This class is structured as a student-centered, collaborative course. I see us as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused on the following learning principles:
• We all share a responsibility as learners, both professor and students, for constructing and making sense of knowledge within our particular community of practice;
• We strive to appreciate and support multiple perspectives on knowledge and practice; and,
• We place great emphasis on the important role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

I expect each of you to take an active role in your learning and to join me in making this a dialogic learning experience. Loyola’s School of Education aims to create learning environments where teachers and students ask questions and figure things out together. This requires a high level of engagement and thus I encourage you to:
  ➢ Pose questions, interpret, and construct knowledge through your interactions with everyone in the cohort, myself included.
  ➢ Strive to pick up on, elaborate, and question what your colleagues are saying.
  ➢ Ask authentic questions for which you do not have a prespecified answer.
  ➢ Be willing to express disagreement with peers and with the professor in a respectful manner.
  ➢ Seek to engage one another’s responses by incorporating them into your further questions or comments.
  ➢ Take responsibility for making the discussion useful and interesting.

Statement of Intent
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

Communication Protocols
Email will be used as the primary mode of correspondence for this course. Consequently, it is essential that you activate your Loyola University account and check it often. For course-related communication with you we will be using my institutional email: ymelchor@luc.edu. I will do my best to answer emails within 48 hours during working days. Additionally, I am happy to schedule Zoom sessions on 3 days’ notice if you have questions or even just want to chat generally about items related to the course. Please contact me by email to schedule a conversation.

Required Textbook. Technology and Software
The following book is required for this course:

Other required readings, book chapters and a number of journal articles, are available through the Loyola library website http://libraries.luc.edu/. The assigned librarian for this course is Tracy Ruppman (truppman@luc.edu).

The ELPS 405 course is scheduled to meet asynchronously during the Spring 2022. Instruction will be held online, access will be provided via Sakai, Zoom, and Panopto. Instructional technology is available using you LUC username and universal password.
**Course Requirements**

**Active participation** in all the online course assignments is required to successfully complete this course. All online activities must be completed by the deadlines noted; work cannot be made up after the fact. Please refer to the course’s Sakai site for a definitive listing of required course activities. Any changes to deadlines and assignments that are instituted by the instructor after the class has commenced will be noted on Sakai and will be emailed out and posted as “Announcements” on the Sakai course site.

This course is a graduate seminar type of course and as such students are expected to invest a significant amount of time engaging with the required readings. Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like when you participate in online discussions, blog or write about the texts and ideas raised. You should read intelligently and critically: hold authors to the claims that they make about what they intend to accomplish; hold them accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented.

Please also note that the professor will post additional narrated PowerPoints sometimes at the conclusion of a week and sometimes at the outset. Your careful viewing of and reflection on these recordings is an additional course requirement. Use of online instructional technology is an essential part of this course, however beyond this there are no specific technological learning objectives attached to this course.

**Discussion Board Conversations and Blog Posts**

In addition to the assignments listed below, this course requires regular participation in Discussion Board conversations and completion of Blog Posts as required in each Weekly Unit. Please note that in this course I am making a significant distinction between a Discussion Board post and a Blog Post. Here we will consider a Blog Post to be a polished piece of academic writing in the 500-800-word range that has something resembling an introduction and a conclusion. A Blog Post will use the American Psychological Association (APA) citation and format style for any sources you wish to discuss, and it should include a reference list at the end. For more information about APA a formatting and style guide can be found in the following link: [https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html).

In contrast, we will consider a Discussion Board Post to be a shorter and much more informal piece of writing (perhaps 200-350 words). Typically, you will keep your discussion board posts to one idea per post and while I do expect you to use something that resembles grammatical, standard English, please do not treat your Discussion Board posts as entries that need extensive revision or wordsmith editing. A considerably more informal tone is acceptable and if you make reference to any texts, simply include a page number for any quoted material and skip the APA formalities as all of us will know what you are referring to. For both Discussion Board and Blog Post assignments I will be providing specific prompts each week.

**Assignments and Grading**

Over the course of the semester, in addition to discussion board and blog posts, you will be responsible for submitting four written assignments, all of which relate to one another. This course gives students the opportunity to pursue a research topic and conduct a policy analysis on a topic of their choosing. As part of furthering your policy analysis skills and developing
particular areas of expertise, this course requires you to prepare a Policy Prospectus Paper (1-2 pages), a Problem Identification of a Policy Issue (4-5 pages), a Literature Review and Implications for Policy (9-10 pages), and a Final Policy Analysis Paper (a maximum of 20 pages). Your topic is to be chosen in consultation with the professor and you will be responsible for locating scholarship on the topic you choose.

Assignment 1 will compose 5% of your final grade in the course, assignment 2 will account for 10%, assignment 3 will represent 15%, the final paper will be 30%, and your class participation grade will make up the remaining 35%. The participation grade will be reflective of your engagement in online class discussions and activities. Individual discussion board posts and comments will not be graded but will collectively factor into your final course grade. Except in very unusual circumstances, relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

Evaluation Timeline and Portion of Final Course Grade:

<table>
<thead>
<tr>
<th>Assignments at Glance</th>
<th>Due Date</th>
<th>Proportion of the Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Policy Prospectus</td>
<td>11:55pm CST on Sunday February 6(^{\text{rd}})</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2: Problem Identification</td>
<td>11:55pm CST on Sunday March 6(^{\text{th}})</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3: Literature Review &amp; Implications</td>
<td>11:55pm CST on Sunday April 3(^{\text{rd}})</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 4: Final Policy Analysis Report</td>
<td>11:55pm CST on Sunday May 8(^{\text{th}})</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Based on the student’s engagement in online class discussions and activities throughout the semester</td>
<td>35%</td>
</tr>
</tbody>
</table>

Grading Rubrics:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional performance: Demonstrates exceptional fulfillment of objectives</th>
<th>Good performance: Demonstrates good fulfillment of objectives</th>
<th>Adequate performance: Fulfills objectives, shows commitment to academic growth</th>
<th>Minimally adequate performance: Fulfills some but not all objectives as stated, shows partial commitment to academic growth</th>
<th>Unacceptable performance: Does not fulfill objectives as stated, shows minimal or no commitment to academic growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 5-point assignments</td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 – 0 points</td>
</tr>
<tr>
<td>For 10-point assignments</td>
<td>10 points</td>
<td>9 points</td>
<td>8 – 7 points</td>
<td>6 points</td>
<td>5 – 0 points</td>
</tr>
<tr>
<td>For 15-point assignments</td>
<td>15 – 14 points</td>
<td>13 – 12 points</td>
<td>11 – 10 points</td>
<td>9 – 8 points</td>
<td>7 – 0 points</td>
</tr>
<tr>
<td>For 30-point assignments</td>
<td>30 – 28 points</td>
<td>27 – 25 points</td>
<td>24 – 22 points</td>
<td>21 – 17 points</td>
<td>16 – 0 points</td>
</tr>
</tbody>
</table>
Grading Guide for Class Participation:

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 - 33 points</td>
<td>Completes all weekly activities; actively participates in class discussions; Board &amp; Blog posts demonstrate that the student is well prepared for class and actively engages with the reading materials</td>
<td>Exceptional performance</td>
</tr>
<tr>
<td>32 – 30 points</td>
<td>Completes all weekly activities; participates in most class discussions and the submitted work is generally good; Board &amp; Blog posts demonstrate that the student is usually prepared for class and largely engages with the reading materials</td>
<td>Good performance</td>
</tr>
<tr>
<td>29 – 25 points</td>
<td>Completes all weekly activities; participates in most class discussions and the submitted work is adequate; Board &amp; Blog posts show that the student is mostly prepared for class and engages adequately with the reading materials</td>
<td>Adequate performance</td>
</tr>
<tr>
<td>24 – 20 points</td>
<td>Completes most weekly activities; participates in class discussions, but the work is superficial; Board &amp; Blog posts show that the student is not entirely prepared for class and engages minimally with the reading materials</td>
<td>Minimally adequate performance</td>
</tr>
<tr>
<td>20 – 0 points</td>
<td>Completes less than 2/3 of the assigned weekly activities; does not actively participate in class discussions and/or the submitted work is superficial; Board &amp; Blog posts show that the student is not prepared for class and/or does not engage with the reading materials</td>
<td>Unacceptable performance</td>
</tr>
</tbody>
</table>

Letter Grade Reference Scale

In order to facilitate learning, the following scale is provided as a reference and to help students and instructor to evaluate the assignments. This scale will also be used to determine students’ final grades:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
</tr>
<tr>
<td>81-84</td>
<td>B</td>
</tr>
<tr>
<td>78-80</td>
<td>B-</td>
</tr>
<tr>
<td>75-77</td>
<td>C+</td>
</tr>
<tr>
<td>72-74</td>
<td>C</td>
</tr>
<tr>
<td>69-71</td>
<td>C-</td>
</tr>
<tr>
<td>66-68</td>
<td>D+</td>
</tr>
<tr>
<td>63-65</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Work & Participation Policy:

Unless otherwise announced, all assignments must be posted in Sakai by 11:55 pm CST of the due date. Late participation on weekly activities is essential for this course. The richness of online discussions depends on the active participation of all students in a timely manner. Each late participation will result in a penalty on your final participation grade. If you know ahead of time that you might be late or will be unable to participate, please let me know in advance so we can make alternate arrangements.
Course Schedule and Readings

The course schedule below shows the required readings for each weekly unit. URLs, PDFs and additional instructions for each week will be posted on Sakai. Typically, one batch of work for the week will be due by 11:30pm CST on Thursdays and a second task will need to be completed by 11:55pm CST on Sundays.

Week 1. Introduction to Course
Tuesday January 18 to Sunday January 23
- ELPS 405 Syllabus

Week 2. What is Policy?
Monday January 24 to Sunday January 20

Week 3. The Eightfold Path (i)
Monday January 31 to Sunday February 6
- Bardach, E., & Patashnik, E. M. (2020). Steps One to Four (pp. 3 – 49)

<< ASSIGNMENT 1: POLICY PROSPECTUS DUE 11:55PM CST SUNDAY FEBRUARY 6 >>

Week 4. The Eightfold Path (ii)
Monday February 7 to Sunday February 13
- Bardach, E., & Patashnik, E. M. (2020). Steps Five to Eight (pp. 49 – 96)

Week 5. Policy Research: Assembling Evidence
Monday February 14 to Sunday February 20

Week 6. Policy Analysis: Stakeholders
Monday February 21 to Sunday February 27
- Brinkerhoff, & Crosby, B. (2002). Chapters 6 & 7 (pp. 141 – 162)
Week 7. Policy Analysis: Policy Memo
Monday February 28 to Sunday March 6
- Davis, J. (2004). Writing Effective Policy Memos
- Leadership for Educational Equity (LEE) (n/d). Guide to Writing an Effective Policy Memo

<< ASSIGNMENT 2: PROBLEM IDENTIFICATION DUE 11:55PM CST SUNDAY MARCH 6 >>

Week 8. LUC Spring Break
Monday March 7 to Sunday March 13
- No reading / no online-engagement requirements

Week 9. Design Thinking and Practices
Monday March 14 to Sunday March 20

Week 10. Policy Studies in Higher Education (i)
Monday March 21 to Sunday March 27
- St. John, Daun-Barnett, & Moronski-Chapman (2018). Part I. Chapters 1 & 2 (pp. 1 – 35) and choose one more chapter within Part I (chapters 3, 4, 5 or 6). This source is available as an e-book via LUC libraries, please follow this link

<< ASSIGNMENT 3: LITERATURE REVIEW & IMPLICATIONS DUE 11:55PM CST SUNDAY APRIL 3 >>

Week 12. The Futures of Education
Monday April 4 to Sunday April 10

Week 13. Critical Education Policy Analysis
Monday April 11 to Wednesday April 13

Week 14. Policy Research (i)
Monday April 18 to Sunday April 24

Week 15. Policy Research (ii)
Monday April 25 to Friday April 29

<< FINAL POLICY ANALYSIS REPORT DUE 11:55 PM SUNDAY MAY 8 >>

Section II.

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
A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society.

This course houses a core assessment for the following Conceptual Framework Standard:

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

Loyola’s School of Education is committed to the value of diversity in all of its courses. In our examination of policy issues in higher education, we will consider many issues related to social justice, such as equity, diversity, affirmative action, funding patterns, and access to higher
education. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of those groups. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Disposiciones

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

Section III. School of Education Syllabus Addendum

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.

Digication

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**

**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**

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