ELPS 474
Curriculum and Instruction
for Instructional Leaders

School of Education’s Conceptual Framework:
Our mission is social justice,
but our responsibility is social action through education.

TIMES & LOCATION: online January 18, 2022 - April 29, 2022

THREE SYNCHRONOUS ZOOM MEETINGS: one hour each on…
Feb 15, March 14, and April 5
3:30P 4:30M  5:30C  6:30E

Instructor: Michelle Lia, EdD
Campus Office: Lewis Towers 601
Email: mlia@luc.edu  Phone: mobile: 773-680-6363  Zoom Room: 455 429 7503
Virtual Office Hours: 5-6 pm central Thursdays or by appointment
Responsiveness: Please expect to get a response to email within 24 hours. I will read the Discussions and Blogs every 2-3 days. After getting feedback from previous students, I will try to temper my responses so I don’t “hog” the space.

COURSE DESCRIPTION:
The main purpose of this course is to enhance the current knowledge of instructional leaders about the essentials of curriculum and instruction to support their preparation for coaching and leading teachers in preK-12 settings.

Scholarship information: https://www.luc.edu/education/admission/financialassistance/
Don’t forget to read the Wednesday Weekly (WWED) newsletter that comes to your luc.edu email.

LEARNING OUTCOMES:
Upon completion of this course, candidates will know and understand how to do the following:
- Explain, create, and lead effective curriculum design and revision.
- Infuse curriculum with Catholic identity in Catholic schools.
- Justify the most important learning and design of curriculum aligned to standards.
- Create a comprehensive professional learning plan using data.
- Analyze appropriate assessment tools and practices for preK-12.
- Analyze appropriate materials and resources for student learning including culturally sustaining resources.
- Analyze the integration of essential literacy practices including in content areas and disciplines.
- Recognize the use of essential instructional practices in content areas.
- Learn strategies to lead faculty in professional learning to write and align curriculum and improve instruction.
- Investigate content-area coaching.

**Student Engagement**

Being present in this course will include being prepared by thoughtfully reading, viewing, and listening to content and then thoughtfully engaging in Discussions and our synchronous meetings.

Engagement will occur in Discussions (formerly Forums) and Blogs on Sakai, responding to the content and to classmates. In addition, you will respond to your classmates in regard to your final project.

**Please plan to be online at least twice each week.** Consider that a 16-week in-person course would meet for 2 hours and 45 minutes. Try to be online reading/viewing/listening to content and then reading and responding to your classmates’ posts. Please don’t only get on Discussions at the end of the module. Not only will this impact your grade, but it will also lessen your learning.

Zoom meetings will be focused on discussion and sharing and receiving feedback from classmates.

**Assessment of Engagement**

Participation will be assessed at the end of each module using the Participation Rubric. Dispositions will be assessed at the end of the course using this dispositions rubric. Participation includes our Zoom meetings and your Forums and Blog posts.

*If you cannot attend the synchronous Zoom meetings, please complete a blog for each session answering the discussion questions. (Start a blog labeled with the date, paste the questions from Sakai, and then answer them.)*

**Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Another aspect of Jesuit education is cura personalis, or care for the person. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, (2) using evidence to support your responses, (3) assuming positive intent, and (4) not using profanity or making objectionable (gendered, racial, or ethnic) comments, especially comments directed at a classmate.

**Diversity And Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, religion, and learning preference. Your suggestions are encouraged and appreciated.
Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. (citation: University of Iowa College of Education, [https://education.uiowa.edu/coe-policies/syllabus-checklist](https://education.uiowa.edu/coe-policies/syllabus-checklist))

While this is my intent, I know I will make mistakes.

**Late Work**

Late work is accepted unless submitted after grades are due (May 6). Quality is better than punctuality when it comes to assignments. Please do not stay up all night to complete an assignment. Email the instructor for an extension.

Assignment due dates are flexible, but everything must be submitted by May 6 or we can complete paperwork for an Incomplete.

Please don’t take advantage of this flexibility.

**Absences**

Your health and the health of your family is of the utmost importance. Please contact the instructor if you are unable to attend to the classwork in forums and blogs. An excused absence is allowed for you or a family member’s illness or emergency or a school emergency. Make-up assignments will be given at the instructor’s discretion. *Zoom meetings will not be recorded.*

**Required Technology**

This course requires that you have a device and internet access for accessing course material on Sakai, and reading, viewing, and listening and conducting your own research. Technology is also needed for any Zoom meetings. *Zoom meetings will not be recorded.*

**Modules At a Glance**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1</td>
<td>Welcome! Curriculum Backward Design, UDL, Equity</td>
<td>January 18-February 14 Module closes February 14 at midnight</td>
</tr>
<tr>
<td>Module #2</td>
<td>Assessment, Feedback, and Grading</td>
<td>February 15 - March 7* Module closes March 7 at midnight</td>
</tr>
<tr>
<td>Module #3</td>
<td>Instruction Culturally Sustaining Pedagogy Inclusion</td>
<td>March 14* - April 11 Module closes April 11 at midnight</td>
</tr>
<tr>
<td>Module #4</td>
<td>Content-Area Coaching How to Lead Change</td>
<td>April 12 - April 25 Module closes April 25 at midnight</td>
</tr>
</tbody>
</table>

*March 7-11 is Loyola’s spring break.*
COURSE TEXTS

SIX REQUIRED - five free; note the edition of the Wormeli book.
(NOTE: We will not read every chapter of every book.)

   https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=6331818

Books highlighted in yellow: FREE EBOOK AVAILABLE at LUC Libraries - just sign in with your luc.edu email. Go to luc.edu and search LINKS for Libraries, or go to libraries.luc.edu.

OPTIONAL TEXT

ASSIGNMENTS

For this 16-week course, you will be asked to build your own assessment by choosing four assignments from the table below. Choose at least one Professional Learning item.

The goal is to customize what you need as a leader for your school, your PLC, team, or department.

This list is not exhaustive, so please propose alternatives if you don't see what you want.

<table>
<thead>
<tr>
<th>1. Curriculum</th>
<th>2. Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>audit</strong> of curriculum, program, etc.</td>
<td>• Analyze and provide recommendations for a lesson plan.</td>
</tr>
<tr>
<td>• create a year-long plan/curriculum map for one content area for one grade</td>
<td>Use...</td>
</tr>
<tr>
<td>level/class period</td>
<td>○ UDL progression rubric</td>
</tr>
<tr>
<td>• begin a unit plan that applies UDL, culturally sustaining pedagogy, etc.</td>
<td>○ this makeovers resource</td>
</tr>
<tr>
<td>• Apply UDL or culturally sustaining pedagogy to analyze and provide feedback</td>
<td>○ Use track changes or comments citing what changes you</td>
</tr>
<tr>
<td>on a unit (rubric)</td>
<td>make and why.</td>
</tr>
<tr>
<td>• Revise a unit to apply UDL and culturally sustaining pedagogy.</td>
<td>○ or other resources you have gleaned this spring.</td>
</tr>
<tr>
<td>• Revise or write a rubric, checklist, or grading criteria that applies UDL,</td>
<td>• Analyze then rewrite an existing lesson to adapt it to</td>
</tr>
<tr>
<td>culturally sustaining pedagogy, etc. (rubric)</td>
<td>be a UDL lesson. Use Katie Novak’s UDL Progression Rubric</td>
</tr>
<tr>
<td>USE THE HYPERLINKS to see the description and rubric.</td>
<td>and this makeovers resource as a guide. (rubric)</td>
</tr>
<tr>
<td>• Watch a colleague’s or your own instruction video and provide pluses,</td>
<td>• Watch a colleague’s or your own instruction video and</td>
</tr>
<tr>
<td>deltas, and Rx OR use an observation checklist.</td>
<td>provide pluses, deltas, and Rx OR use an observation</td>
</tr>
<tr>
<td>3. Assessment, Grading, Feedback</td>
<td>checklist.</td>
</tr>
<tr>
<td>• <strong>audit</strong> of an assessment, final exam, common assessment, etc. (template)</td>
<td>4. Professional Learning</td>
</tr>
<tr>
<td>• Create an assessment plan including a universal screener using this</td>
<td>This will bring the other three categories together:</td>
</tr>
<tr>
<td>template or something similar. (grade 6-12 example - bullets) (K-8 example</td>
<td>How will you propose this to the faculty?</td>
</tr>
<tr>
<td>-table)</td>
<td>How will you lead - what is the plan to lead?</td>
</tr>
<tr>
<td>• Create a common assessment for a course or content</td>
<td>What is the timeline?</td>
</tr>
<tr>
<td>• Create a proposal for the use of standards-based grading at your school -</td>
<td>Professional Learning Plan #1: Choose this plan if you</td>
</tr>
<tr>
<td>this could be a written like a professional memo</td>
<td>aren’t sure what your school’s professional learning needs</td>
</tr>
<tr>
<td>○ a专业 serious mem</td>
<td></td>
</tr>
<tr>
<td>○ a narrated slide presentation</td>
<td>are. OR</td>
</tr>
<tr>
<td>○ a recorded “speech” or other</td>
<td>Professional Learning Plan #2: Choose this plan if the data</td>
</tr>
<tr>
<td>• Analyze and give feedback on an existing assessment, then use the comments</td>
<td>from this course validates what we were already doing.</td>
</tr>
<tr>
<td>feature to recommend revisions based on UDL, culturally sustaining pedagogy,</td>
<td>OR</td>
</tr>
<tr>
<td>etc.</td>
<td>Professional Learning Plan #3: Choose this plan to create a</td>
</tr>
<tr>
<td></td>
<td>professional learning plan for family engagement (resource)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Check-in Dates and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Scavenger Hunt</strong></td>
<td>January 24</td>
<td>/10</td>
</tr>
<tr>
<td>5-minute video going through the syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-In: What four assignments will you choose? Complete this Google form and attend the Zoom meeting (synchronous zoom meeting)</td>
<td>Feb 15</td>
<td>/20</td>
</tr>
<tr>
<td>#1 One assignment due - choose and submit in Sakai “First Assignment”</td>
<td>February 21</td>
<td>/30</td>
</tr>
<tr>
<td>Check-in at synchronous meeting</td>
<td>March 14</td>
<td>/10</td>
</tr>
<tr>
<td>#2 Second assignment due - choose and submit in Sakai “Second Assignment”</td>
<td>March 21</td>
<td>/30</td>
</tr>
<tr>
<td>Check-in at synchronous meeting</td>
<td>April 5</td>
<td>/10</td>
</tr>
<tr>
<td>#3 Third assignment due - choose and submit in Sakai “Third Assignment”</td>
<td>April 11</td>
<td>/30</td>
</tr>
<tr>
<td>#4 Fourth assignment due - choose and submit in Sakai “Fourth Assignment”</td>
<td>May 6</td>
<td>/30</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>May 6</td>
<td>/30</td>
</tr>
<tr>
<td>EVERYTHING Due (including any revisions or late assignments)</td>
<td>May 6 at 5:00 pm central</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>For each of four modules *participation grades will be posted the Tuesday after the module is complete</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL points for the semester** 320

### SCHOOL OF EDUCATION GRADING SCALE

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>62% and Below</td>
<td>F</td>
</tr>
</tbody>
</table>
SOE COVID Response

Course Standards

Loyola University Chicago
Policies and Syllabus Requirements
School of Education Commitment - COVID-19:

*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.

KEY COVID-19 Resources for your Spring 2022 Return
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Course Standards

For those teaching in a Catholic school:
NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.
The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):

**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

**ISLLC Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Function E).

**ISLLC 4:** An education leader promotes the success of every student by collaborating with faculty and community interests and needs, mobilizing community resources (Functions A-D).

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**Loyola University Chicago**

**School of Education**

**Syllabus Requirements**

**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.

**The School of Education’s Conceptual Framework:** Our mission is social justice, but our responsibility is social action through education.

**SOE Conceptual Framework Standards (CFS)**

- **CFS1:** Candidates critically evaluate current bodies of knowledge in their field.
- **CFS2:** Candidates apply culturally responsive practices that engage diverse communities.
- **CFS3:** Candidates demonstrate knowledge of ethics and social justice.
- **CFS4:** Candidates engage with local and/or global communities in ethically and socially just practices.

All four CFS are addressed in this course.
**Dispositions: Inquiry, Social Justice, and Professionalism**

Participation will directly assess these three dispositions, but be sure that your writing, in-class participation, online participation, and interaction at schools with all stakeholders always reflect these three dispositions. See [rubric](#) here.

Loyola University Chicago  
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 four SmartEval objectives for ELPS 474:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

**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.
Digication (ELPS 474 does NOT have any Digication assessments.)
All students, except those who are non-degree, must 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. You can access more information on Digication. ELPS 474 does NOT have any Digication assessments.

Syllabus Addendum Link

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

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.

Additional ONLINE Course Policies

*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)*

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**Syllabus Addendum Link**

[https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)

School of Education Syllabus Requirement: Land Acknowledgement

Loyola University Chicago Land Acknowledgement Statement

Below you will find the University’s land acknowledgment statement, which recognizes that Loyola is a beneficiary of the United States’ settler colonial history. Noting that Chicago has the third largest urban Indigenous population in the country, this land acknowledgement should serve as a grounding point for our shared obligation to learn about our local Native communities as well as how to support Native youth’s success and well-being. You can find more information and resources [here](https://www.luc.edu/education/academics/syllabi/).

The Loyola community occupies the ancestral homelands of the people of **the Council of Three Fires**, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The **1833 Treaty of Chicago** forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.