

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
Strategies for Advocating in Education
CIEP 466
SUMMER 2018

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Office Hours: By Appointment

Class Hours: Online

Course Description: The purpose of this course is to: 1) develop an understanding of how to advocate for children and families as an educator in school-based settings and 2) develop advocacy skills that educators can use to bring about more equity and equality in education for children and families who are marginalized in US schools. Specifically, students will learn legal and ethical parameters for school-based advocacy efforts, learn different models of advocacy (e.g., strategies from Human Rights Campaign and others) that can be used in schools, and learn strategies (e.g., coalition-building) that can be used to bring about change in school-based settings.

Essential Course Objectives:

- ✓ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ✓ Gaining factual knowledge (terminology, classifications, methods, trends)
- ✓ Learning how to find and use resources for answering questions or solving problems
- ✓ Developing a clearer understanding of, and commitment to, personal values

Important Course Objectives:

- ✓ Learning fundamental principles, generalizations, or theories
- ✓ Learning to apply course material (to improve thinking, problem solving, and decisions)
- ✓ Developing skill in expressing oneself orally or in writing

Minor Course Objectives:

- ✓ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- ✓ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- ✓ Learning to analyze and critically evaluate ideas, arguments, and points of view
- ✓ Acquiring an interest in learning more by asking questions and seeking answers
- ✓ Acquiring skills in working with others as a member of a team

IDEA Course Evaluation Link for Students

Please follow this link to the IDEA Campus Labs website: <http://luc.edu/idea/> to complete the course evaluation at the end of the semester. Please click on **Student IDEA Log In** located in the top left menu bar to complete the course evaluation.

METHODS OF INSTRUCTION: This course will be delivered primarily in an online only format. We will have one in-person class session. I will use Panopto (video lecture system) to deliver all class lectures. Sakai will be used to house readings, lectures, and other class materials.

CLASS COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. I will not send emails to personal email accounts.

TECHNOLOGY: Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume students will be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. If you are not familiar with any of the preceding skills/equipment, it is your responsibility to become so.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education, as part of a Jesuit, Catholic University, espouses the following mission: Our mission is social justice, but our responsibility is social action through education. Throughout this course, you learn to effectively communicate with educators, parents, children, and community members to advance the social justice in education. Thus, the skills you learn will advance the mission of the LUC SOE. Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the mission statement for the SOE; faculty, academic activities, and learning environments will be sensitive to and driven by awareness of and respect for individual, cultural, social and economic diversity.

DISPOSITION: Dispositions in the areas of professionalism, inquiry, and social justice will be assessed at the end of this course. Professional dispositions are assessed in order to ensure students are developing the professionalism, temperament, and competence to effectively interact with and serve others.

STUDENTS RIGHTS and RESPONSIBILITIES: Please follow this link (www.luc.edu/education/syllabus-addendum/) to learn more about your rights and responsibilities regarding:

- ACCESSIBILITY
- ETHICSLINE REPORTING HOTLINE
- ACADEMIC HONESTY
- ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES:

Required Texts:

- None

Readings will be posted in Sakai.

COURSE REQUIREMENTS & EVALUATION PROCEDURES: Assignments must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

The primary assignment for this course will be the development of an Advocacy Action Plan. Each student will select a specific educational issue that they would like to change. Each student will develop an Advocacy Action Plan that can be used to work towards changing this issue. The Advocacy Action Plan will be divided into 3 mini-assignments. The mini-assignments are described below.

Mini-Assignment #1 (20 points): Description of the Problem. For this assignment, each student will write a detailed description of the educational problem they would like to change. The description must include the following information:

- explanation of the problem supported by empirical evidence (i.e., data)
- explanation of populations impacted by the problem supported by empirical evidence (data)
- explanation of the type of change you want to make (e.g., educational policy, social policy, discipline policy, teacher practice, finance, funding, individual human behavior, etc.)
- explanation of how addressing this issue will advance social justice

This paper must be in APA 6th edition format, double-spaced. There is no page limit, but keep in mind that you must be able to make cogent, concise arguments. Therefore, the more concise you can be while also clearly expressing your points then the better. **The must be submitted to the Assignments Folder in Sakai by 5-31-18 by midnight.**

Mini-Assignment #2 (20 points): Description of the Stakeholders and Targets for Change. For this assignment, each student will write a description of the stakeholders that are involved in the educational issue that you are trying to change. The description must include the following information:

- identification of within-system stakeholders (e.g., teachers, professors, university administrators, students, parents, psychologists, etc.) and explanation of why they are stakeholders in this issue
- identification of external stakeholders (e.g., community members, local/state/federal government, etc.) and explanation of why they are stakeholders in this issue
- explanation of which stakeholders you are targeting for change (i.e., who needs to make a change to impact this issue) and explain what change is needed

This paper must be in APA 6th edition format, double-spaced. There is no page limit, but keep in mind that you must be able to make cogent, concise arguments. Therefore, the more concise you can be while also clearly expressing your points then the better. **The must be submitted to the Assignments Folder in Sakai by 6-14-18 by midnight.**

Advocacy Action Plan (40 points): Description of Advocacy Strategies. For this paper, please include the content from mini-assignment #1 and #2. For this assignment, each student will identify the combination of strategies they will use to address the educational issue they have identified. This paper should include the following information:

- description of advocacy strategies you would use to change this issue
- explanation of why you selected each strategy
- if you use more than one strategy, explain how you will use the combination of strategy (e.g., a specific order)
- explain potential challenges that could occur in using these strategies
- describe your plan for self-care

This paper must be in APA 6th edition format, double-spaced. There is no page limit, but keep in mind that you must be able to make cogent, concise arguments. Therefore, the more concise you can be while also clearly expressing your points then the better. **The must be submitted to the Assignments Folder in Sakai by 6-30-18 by midnight.**

Course Evaluation. Students will be evaluated on the following basis:

Assignments	Points
▪ Mini-Assignment #1	20
▪ Mini-Assignment #2	20
▪ Advocacy Action Plan	40

Grading:

93-100	A	77-79	C+	60-62	D-
90-92	A-	73-76	C	<60	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		

COURSE OUTLINE				
Weeks	Dates	Readings	Activities	Assignments Due
Week 1	5-22-18 Review Syllabus and Course Requirements		The primary assignment for this course will be the development of an advocacy action plan. Therefore, each of you will need to select a specific issue that you would like to focus on in your advocacy plan. In the Discussion Forum, post the specific advocacy issue you would like to focus on for this course. Please post by 5-24-18 by 5:00 pm	▪
	5-24-18 Legal and Ethical Guidance on Advocacy in Education	<ul style="list-style-type: none"> ▪ Wohl (2005) Extent and Limitations of Teachers' Rights in Education ▪ Hayes and Burkett (2017) Social Media and the First Amendment: Educators' Trap Game ▪ Maxwell, McDonough, & Waddington (2018) Broaching the subject: Developing law-based principles for teacher free speech in the classroom ▪ Jo (2002) The Legal Standard on the Scope of Teachers' Free Speech Rights in the School Setting ▪ Optional: Tinker vs. Des Moines School District 	<ul style="list-style-type: none"> ▪ Watch Video Lecture 1 <p><i>Lecture will be posted by 5:00 pm in Sakai</i></p>	▪
Week 2	5-29-18 K-12 School Reform	<ul style="list-style-type: none"> ▪ Bass (2015) A Sociopolitical Eclipse: The Surrendering of Two Super Systems to Promote Equity in U.S. Education • Holme & Rangel (2012) Putting School Reform in Its Place: Social Geography, Organizational Social Capital, and School Performance • Fusarelli (2011) Demographic 	None	

		changes, privatization, accountability, and school finance		
	5-31-18 College Access Reform Community and Educational Reform	<ul style="list-style-type: none"> ▪ Cox (2016) Complicating Conditions: Obstacles and Interruptions to Low-Income Students' College "Choices" ▪ Glater (2016) Debt, Merit, and Equity in Higher Education Access ▪ Shirley (2009) Community organizing and educational change: A Reconnaissance 	<ul style="list-style-type: none"> • Watch Video Lecture 2 <p><i>Lecture will be posted by 5:00 pm in Sakai</i></p>	<ul style="list-style-type: none"> ▪ Mini-Assignment #1 Due
Week 3	6-5-18 Developing an Advocacy Plan (Part I)	<ul style="list-style-type: none"> ▪ Democracy Center (nd) Developing Advocacy Strategy: Nine Key Questions for Developing an Advocacy Strategy ▪ UNICEF (2010) Advocacy Toolkit: A Guide to Influencing Decisions that Improve Children's Lives ▪ ACT (2015). Advocacy Strategy Toolkit. 	TBD	None
	6-7-18 Developing an Advocacy Plan (Part II)	<ul style="list-style-type: none"> • Mapping Advocacy Strategies 	<ul style="list-style-type: none"> • Watch Video Lecture 3 <p><i>Lecture will be posted by 5:00 pm in Sakai</i></p>	
Week 4	6-12-18 Advocacy Strategies: Policy Change Strategies (Part I)	<ul style="list-style-type: none"> • Lewis and Kern (2018). Using education law as a tool to empower social justice leaders to promote LGBTQ Inclusion • Levant, Tolan, & Dodgen (2002). New directions in children's mental health: Psychology's role • National Center for Public Policy and Higher Education (2010). Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy 	None	None

	6-14-18 Advocacy Strategies: Practice Change Strategies	<ul style="list-style-type: none"> • AFB State and Local Government Advocacy Manual (Browse) • WI Association of School Boards. Advocating for Local Change 	<ul style="list-style-type: none"> • Watch Video Lecture 4 <p><i>Lecture will be posted by 5:00 pm in Sakai</i></p>	Mini-Assignment #2 Due
Week 5	6-19-18 Advocacy Strategies: Current Efforts	<ul style="list-style-type: none"> • California Local Control Funding Formula (video) • California Local Control Funding Formula In Action (Get Up, Stand Up) (video) • IL Bill to Include LGBTQ History in Curriculum (video) 	None	None
	6-21-18 Advocacy Strategies: Current Efforts	<ul style="list-style-type: none"> ▪ Increasing Access to College in Chicago (video) ▪ Faculty Mentors for First-Generation College Students (video) ▪ Role of Government in Higher Education Graduation Rates (video) 	<ul style="list-style-type: none"> ▪ Watch Video Lecture 5 <p><i>Lecture will be posted by 5:00 pm in Sakai</i></p>	
Week 6	6-26-18 Self-Care Change Fatigue	<ul style="list-style-type: none"> ▪ Basas (2015) Advocacy Fatigue: Self-care, protest, and educational equity ▪ Gorski (2015) Relieving burnout and the “matyr syndrome” among social justice education activists: The implications and effects of mindfulness ▪ Chen & Gorski (2015) Burnout in social justice and human rights activists: Symptoms, Causes, and Implications 	<ul style="list-style-type: none"> ▪ Panel Event 	Advocacy Action Plan Due 6-30-18 by midnight
	6-28-18 Panel Event	None		

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

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

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

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