CIEP 522: Curriculum Policy  
Loyola University Chicago  
Spring 2015 Syllabus  

Wednesdays 4:15 – 6:45pm, McGuire 403  
Dr. Elizabeth W. Ferrell  
Cell phone: 203-912-7916  
E-mail: eferre2@luc.edu  
Office hours: by appointment

Required Instructional Material

ISBN: 0-13-615727-0

ISBN: 978-0-7006-1443-1

ISBN: 07-049151-8

Education Week Subscription (please set up a free account): www.edweek.org

Optional Texts


ISBN: 0-7879-6969-9


Course Description

This course offers an examination of the intersections of curriculum politics, policy, and practice. The goal is to increase students' understanding of the complexities of curriculum policy and to assist them in becoming effective leaders and practitioners who inform, shape, and implement curriculum policy. The course focuses on federal, state, and local curriculum policy. Students will examine research-based, standards-based, market-driven, and professionally led models of curriculum reform, looking at their underlying theories of change, implementation challenges, and the critiques leveled against the approaches. Students will be introduced to several frameworks to use as lenses for understanding the variety of issues that arise in curriculum planning and implementation. This will include the role of politics in shaping curriculum locally, statewide, and nationally. The federal role in curriculum policy will be explored through comprehensive consideration of federal policy. Students will consider the impact of various reform strategies on building teaching capacity, ensuring accountability, delivering adequate resources, and ultimately improving learning for all children.
Course Objectives

The conceptual framework of the school of education is “professionalism in service of social justice.” This course is aimed at developing curriculum leaders in the service of social justice. Educational leadership is an inherently moral act affecting the lives of children and their families and communities. Students’ professional attitudes, knowledge, and pedagogy will contribute positively to success of the members of their educational communities.

As a result of this course:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

Related objective from NCATE:

Educational Leadership Constituent Council (ELCC) 6.0: “a building-level education leader must have knowledge of how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowledge of policies, laws, and regulations enacted by state, local, and federal authorities.”

http://www.ncate.org/LinkClick.aspx?fileticket=zRZl73R0nOQ%3D&tabid=676

Related Illinois Professional Teaching Standards from ISBE:

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed below, and the descriptions for the expected behaviors for each disposition can be found on the rubric posted in LiveText for this course.

- The belief that all students can learn is a critical disposition for CIEP 522. Educational policies often promote and hinder students’ access to equitable educational opportunities, which drives our need to understand and navigate said policies.

IDEA Objectives

Of the 12 IDEA objectives for course evaluation in the School of Education at Loyola University Chicago, the following are considered most essential for CIEP 522:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
The following are considered to be important to CIEP 522:

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
8. Developing skill in expressing oneself orally or in writing
10. Developing a clearer understanding of, and commitment to, personal values
12. Acquiring an interest in learning more by asking questions and seeking answers

The following are considered to be minor to CIEP 522:

5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
9. Learning how to find and use resources for answering questions or solving problems

Course Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Conceptual Framework

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity and the advancement of social justice. CIEP 522 emphasizes the importance of ethical teacher behavior, equitable student access to a quality education, and strong support for the success of all. A reminder of the Conceptual Framework articles related to this course:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
Diversity

Loyola University Chicago strives to partner with schools and community agencies in the Chicago area. This provides students with the opportunity to embrace the challenges and benefits of diversity that enhance the environment for learning. In CIEP 522, students will study and discuss important social structures that may affect students’ prior knowledge and attitudes.

Technology

For this course, students will be expected to use web-based technology to do the following: access information about assignments on Sakai, submit assignments before their due date and time on Sakai, and use the LUC Libraries and other internet search tools to perform research. Additionally, it is expected that assignments will be typed and that course presentations will be created in programs such as PowerPoint or Prezi. Lastly, Loyola’s email system will be used as the primary means of communication between the professor and students enrolled in CIEP 522.

Electronic Communication Policies and Guidelines

The School of Education faculty, students, and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline
Course Requirements

1. Attendance: Your attendance is critical to your success in this class. Absences should be for extreme circumstances only. Inform the professor of such circumstances in advance when possible. Anyone absent more than twice is ineligible for an “A” grade.

2. Assignments*: The quality of work is expected to be consistent with expectations for doctoral students. All references and writing should conform to APA standards (6th Edition) using double spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course (and the doctoral program). There will be homework, papers, a midterm test, and projects. All written work should be submitted by the assigned due dates. Late assignments are penalized 50%. An assignment is considered late if it is not submitted by the date and time specified in Sakai.

* Assignments and point values are subject to change per the professor’s discretion.

Autobiographical Statement (10 points)
The first assignment is a short (2-3 pages) personal essay outlining your work history, career aspirations, course expectations, and anxieties regarding the course and the overall doctoral program. The completion and quality of this submission will be the basis of assessment. Basically, tell me about yourself and include where you have been, where you hope to go, and how you think this course may influence your journey.

Education Week Discussion (10 points each x2 = 20 points)
Most class sessions will open with an Education Week discussion. One candidate will summarize an article pertaining to policy and pose a question to the class. It is expected that each candidate will lead a summary discussion twice during the semester.

R2R: Reaction to Reading (10 points each x6 = 60 points)
You are asked to submit a two to three paragraph reaction to many of our weekly readings. These are due by 10:00 p.m. on the Tuesday before class. The purpose of these assignments is not to summarize the readings, but to respond, reflect and/or raise questions about the readings. Each R2R should have a focus, picking a particular aspect of the readings and reacting to it. Students may incorporate their own experience with a particular topic or they might offer a more general reaction to the subjects under consideration. These reactions will both help students to make sense of the readings and will inform class discussions. Note: One R2R is an individual jigsaw of course readings (see course calendar).

Each class member should plan to participate actively in class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared for every class session and to remain engaged in class activities until the session has concluded.

Midterm Exam (60 points)
An in-class written midterm exam will be administered on February 25, 2015.
Policy Analysis and Presentation (55 points) As a result of this course, you will be able to identify, situate, and analyze key theoretical arguments and perspectives articulated in response to current challenges in education specifically regarding curriculum. This assignment gives you the opportunity to delve into a contemporary curricular issue that you find particularly vital and relevant to your work, and to facilitate a focused discussion/exploration of that issue with the rest of us. You are encouraged to complete this presentation with a partner.

Presentation (40 points) You will offer analysis of and recommendations for a particular curriculum issue. Assume that you are delivering the report to a major public official or group at the federal, state, or local level. You will be responsible for determining the specific aspects of the issue you want to address. As a first formal step in your investigation, you are required to submit a prospectus. The format and due date for both the prospectus and presentation will be discussed in class.

After your presentation, you are also required to write an individual reflective essay (3-4 pages, 15 points) that addresses the following questions:

- How has your understanding of the issue been informed by your research and class facilitation?
- What were the strengths and weaknesses of your issue study? If you had more time to work on this project, what would you do to improve your study?
- How did your class presentation go? What went well? What did not go as well as you had planned? What did you learn about how to present and lead discussion on this type of study?

Individual Interest Policy Analysis (75 points) For this assignment, each student will select a curriculum controversy, problem, or policy of interest that s/he would like to change. Provide the following:

- Analysis of the historical context of the policy
- Power analysis
- Outline of change process
  - Impediments to change
  - Initiation strategy
  - Implementation strategy
  - Continuation strategy
- Timetable

This analysis should be 7-10 pages. Further details will be given in class.

Participation (20 points)
Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to class, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others' ideas (see next page for rubric).
Participation for this course will be determined using the following common rubric:

**Professional Attitude and Demeanor Part I**
- □ 4-Always prompt and regularly attend classes.
- □ 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- □ 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- □ 0- Often late to class and/or poor attendance of classes (More than 2 absences).

**Professional Attitude and Demeanor Part II**
- □ 4-Always prepared for class with assignments and required class materials.
- □ 3-Rarely unprepared for class with assignments and required class materials.
- □ 2- Often unprepared for class with assignments and required class materials.
- □ 0- Rarely prepared for class with assignments and required class materials.

**Level of Engagement in Class**
- □ 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- □ 3- Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- □ 2- Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- □ 0- Never a willing participant. Never contributes to class by offering ideas or asking questions.

**Integration of Readings into Classroom Participation**
- □ 4- Often cite from readings; use readings to support points.
- □ 3- Occasionally cite from readings; sometimes use readings to support points.
- □ 2- Rarely cite from readings; rarely use readings to support points.
- □ 0- Never cite from readings; do not use readings to support points.

**Listening Skills**
- □ 4- Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- □ 3- Listen when others talk, both in groups and in class.
- □ 2- Rarely listen when others talk, both in groups and in class.
- □ 0- Does not listen or interrupt when others talk, both in groups and in class.

**Grading Scale (Percentages)**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>87-89</td>
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<tr>
<td>84-86</td>
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<tr>
<td>80-83</td>
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<td>77-79</td>
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<td>70-73</td>
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<td>60-69</td>
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<tr>
<td>&lt;60</td>
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**Course calendar on next page** – subject to change with the needs of the class
**Tentative Schedule of Discussion Topics - CIEP 522**

(Assignments will be announced weekly in class and posted on Sakai)

<table>
<thead>
<tr>
<th>Class date</th>
<th>Guiding Topic(s)</th>
<th>Readings assigned for following week</th>
<th>Assignments given for following week</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Course Introduction, History of Curriculum</td>
<td>Fowler Chapters 1 &amp; 2</td>
<td>Autobiography</td>
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<td>January 14</td>
<td>Policy definitions &amp; Origins, Power &amp; Education</td>
<td>Fowler Chapters 3 &amp; 4</td>
<td>R2R: Fowler 3 &amp; 4</td>
<td>Ed Week:</td>
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<td></td>
<td>Policy</td>
<td>Finish reading *The Saber-Tooth</td>
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<td>Betsy</td>
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<td><em>Curriculum</em></td>
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<tr>
<td>Class 2</td>
<td><em>Saber-Tooth Discussion</em></td>
<td>McGuinn Chapters: 1, 2, &amp; 3</td>
<td>R2R: McGuinn 1-3</td>
<td>Ed Week:</td>
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<tr>
<td>January 21</td>
<td>Fowler 3 &amp; 4</td>
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<td></td>
<td>Jigsaw</td>
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<td>Prepare chapter for</td>
<td>Ed Week:</td>
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<td>jigsaw (counts as an R2R)</td>
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<tr>
<td>Class 4</td>
<td>Politics of Policy, Early Federal Influence</td>
<td>Jigsaw McGuinn: Ch. 4 __________</td>
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<td>Ed Week:</td>
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<td>February 4</td>
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<td>Ch. 5 __________</td>
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<td>Ch. 6 __________</td>
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<td>Ch. 7 __________</td>
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<tr>
<td>Class 5</td>
<td>McGuinn Jigsaw, Chapters 4-7, Organize group</td>
<td>Fowler: Chapter 5</td>
<td>R2R: Fowler 5 and McGinn 9-10</td>
<td>Ed Week:</td>
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<tr>
<td>February 11</td>
<td>projects (planning time)</td>
<td>McGinn: 9 and 10</td>
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<tr>
<td>Class 6</td>
<td>NCLB, Values and Ideology, Group planning time:</td>
<td>Fowler: Chapter 6, 7, 8, 9</td>
<td>R2R : Fowler 6-9</td>
<td>Ed Week:</td>
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<tr>
<td>February 18</td>
<td>Prospectus</td>
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<tr>
<td>Class 7</td>
<td>Midterm Exam &amp; Mid-point Self-Assessment</td>
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<tr>
<td>February 25</td>
<td>Reading: Change Theory</td>
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<td></td>
<td>Assignment: work on upcoming group and individual</td>
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<td>assignments</td>
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<tr>
<td>Class 8</td>
<td>March 11</td>
<td>Fowler 6-9</td>
<td>Fowler: Chapter 10</td>
<td>Work on Projects</td>
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<td></td>
<td></td>
<td>Project work time</td>
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<tr>
<td>Class 9</td>
<td>March 18</td>
<td>Change Theory</td>
<td>None – final group projects due next class</td>
<td>Work on Projects</td>
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<tr>
<td>Class 10</td>
<td>March 25</td>
<td>Group Policy Projects presented</td>
<td>Fowler 11-12</td>
<td>Individual Reflection Papers due</td>
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<tr>
<td>Class 11</td>
<td>April 1</td>
<td>Fowler 11-12</td>
<td>Articles as needed for memo</td>
<td>Start planning Individual Assignment</td>
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<td>Review Individual Policy Paper assignment</td>
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<tr>
<td>April 8</td>
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<td>Action Research as a vehicle for local policy reform (note: might be a virtual class)</td>
<td>Articles as needed for final assignment</td>
<td>Outline of final assignment due for feedback</td>
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<tr>
<td>Class 12</td>
<td>April 15</td>
<td>NO CLASS – CPS Report Card Pick Up</td>
<td>Articles as needed for final assignment</td>
<td>Work on Individual Assignment</td>
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<tr>
<td>Class 13</td>
<td>April 22</td>
<td>Peer and professor conferencing on final assignment</td>
<td>Articles as needed for final assignment</td>
<td>Work on Individual Assignment</td>
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<tr>
<td>Class 14</td>
<td>April 29</td>
<td>Last Class – Final Assignments due (no class meeting)</td>
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**This schedule is subject to change**