

Loyola University Chicago
School of Education
Curriculum and Instruction
CIEP 561 Practicum in Curriculum
Spring 2011

Instructor:	Ruanda Garth McCullough, Ph.D.
Contact Information:	The best way to contact me is by email: rmccul1@luc.edu ; 312-915-6918
Office/Office Hours:	LT 1132: Office Hours by Appointment
Course Information:	Course materials are available on Blackboard.

Overview

This practicum is intended to help students integrate theoretical and research coursework with the practice and to reflect on their own development as curriculum developers, evaluators, and providers in the service of social justice. We encourage students to...

- Be aware of the social justice implications of their work particularly as it related to instruction.
- Be willing to confront injustice and advocate for the disadvantaged;
- Proactively pursue opportunities to contribute to a more just society.

This course format is blended, meaning course activities will occur in person and online.

Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their practice. (Seminar Schedule posted below)

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standards:

- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF8: Candidates apply ethical principles in professional decision-making.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

Technology

Students will use technology for a variety of purposes in this blended course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Important University Policies and Information

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/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and

appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Goals

- Identify and reinforce connections between the academic and experiential.
- Develop application skills learned through coursework.
- Provide a forum for discussing and exploring issues and challenges arising from each student's experiences.
- Enhance the ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.

Evaluation and Assignments

General Evaluation Criteria - In addition to the general criteria described below, each work needs to address assignment specific criteria. Rubrics with these criteria are available on Blackboard under "Assignments".

- Assignments submitted after the due date will receive a lower grade.
- Assignments need to be typed double-spaced with 1" margins in 12 point font.
- Include appropriate identifying information.
- Students are expected to use APA style (5th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- **Submit all assignments using the method noted next to the assignment description below.**

Assignment Submission

All hard copy assignments must be brought to class with the corresponding rubric attached.

Electronically submitted assignments on BlackBoard or email must be named using the following format:

Your Last Name_Assignment Name_Course Number.

When using LiveText to submit group assignments, each group member needs to submit the identical file.

There are no make-up or extra credit assignments, late papers run the risk of not being assessed, and assignments cannot be redone.

Practicum Project: During the course of the practicum students are expected to complete the following projects within their practicum site.

Curriculum Project Plan: (LiveText)

Students will develop and implement a curriculum project at a selected site. Students are expected to identify the following areas in a written plan that is due January 25th:

- mission and vision of project
- goals and objectives of project
- key stakeholders (identification and roles)
- assessment of current needs related to topic
- the key barriers to change/implementation,
- instructional strategies/techniques/approaches
- policies and procedures related to implementation,
- key activities/actions
- schedule for implementation
- formative and summative evaluation strategies
- professional development needs of involved faculty and administrators related to topic

Seminar Discussions:

We will meet in person four times during the semester. All students must attend the in-person seminar sessions. These sessions will support students' efforts to develop, refine and complete their curriculum project plan. During seminar meetings, we will discuss each student's project, fine tune the plan, and discuss related literature. The seminar is an opportunity for each student to engage his or her peers in the development and maintenance of their plans. All conversations held in the seminar are strictly confidential. Students are asked to listen attentively and sympathetically to colleagues and offer them thoughtful comments about their experiences, emotions, actions and motivations.

The Professional Development Contract (Hard copy)

Each student in the practicum will have both faculty and site supervisor approval for his or her practicum in order to finalize the professional development contract. The contract identifies specific and realistic learning goals for the practicum. The contract includes an agreement about how students will be evaluated at the end of the practicum. Although the appropriate parties have signed the contract, it is not inflexible; should a student wish to make changes, the approval of faculty and site supervisors should be obtained.

Experience Discussions: ([BlackBoard](#))

The Blackboard discussion board will be used as a means to engage one another in reflection on the practicum experience. Dates for discussion postings are 2/15, 3/15, and 3/29, 4/12. Students are expected to post no later than 11 pm. Posts do NOT need to follow APA format, but should be checked for spelling and grammatical errors. These should be short syntheses of your experiences, thoughts, strengths, challenges and run a minimum of two paragraphs in length. You are free to write more, but it is not expected. Students are also expected to respond to one another. Therefore, in addition to your original post, you are expected to respond to the posts of at least two of your peers by Tuesday of the following week. Responses to peers should reflect your thoughts and insights regarding their reflections. You can use this space to offer insight, guidance, resources, and/or empathy. This is essentially a means to engage one another in a virtual dialogue throughout the Practicum. Discussion entries are evaluated based on the quality of a student's presentation of experience, connections with research and theory, level of insight, and thoughtfulness. Students are also reminded that the course expectation around civility extends to how we engage with one another via Blackboard.

Reflective Journal Entries: ([LiveText](#))

Each student is asked to reflect weekly on their practicum experiences and to submit monthly journal entries to the instructor via [LiveText](#). In this entry, students are asked to reflect on what they are learning and insights they may be gaining about the institution, its students, the unit, the professional staff with whom they work, and, especially, about their own professional growth and development. The journals will be submitted to the instructor by 11 p.m. on the following Tuesdays 2/22, 3/22, and 4/19.

Review on the Professional Literature: ([LiveText](#))

Students are expected to review a total of five journal articles related to their curriculum project topic. These reflections on the literature must include a summary of the article/chapter and a discussion of how the student could incorporate the information into their current practicum setting. Emphasis should be placed on finding articles related to their instructional approach/context/objective. Students are expected to post the reviews on LiveText by 11:00 p.m. on the Tuesday, February 8th.

Article Share

During each in-person session students will be assigned to present an empirical article related to their practicum project. The presentation should include a brief presentation of the topic, research questions, method, sample, data collection procedures, results, conclusion and a discussion for how the article informs the practicum project. Each presenter will email the article to the class and post the article on BlackBoard the Thursday before the session.

Site visit/Presentation : There are two options to display your practicum work: 1) Site Visit or 2) Analysis Presentation. If your project is a fit for a site visit you will schedule a time with Dr. Ruanda Garth McCullough to see your practicum project in action, review your experience in relation to the professional development contract and to solicit feedback for ongoing professional and personal development. This meeting will involve a discussion of the learning outcomes you think occurred during the practicum experience. This meeting must take place no earlier than March 14th and no later than April 29th 2011. If your project is a fit for an analysis presentation, you will prepare and present a presentation for the final class meeting. The presentation will consist of a presentation of the project goals, structure, activities, methods, results, discussion, conclusion and next steps.

Site supervisor evaluation: (Hard Copy)

You will provide a copy of the “Practicum Evaluation Form” to your site supervisor 2 weeks prior to the end-of-semester site visit so s/he can fill it out in preparation for the site visit. You will meet with your site supervisor to discuss the evaluation. Submit a signed copy of the evaluation form, which includes your site supervisor’s grade recommendation, to Dr. Ruanda Garth McCullough.

Written reflection, analysis and critique of your practicum experience:(LiveText)

You will prepare a written reflection and critique of the practicum experience that summarizes the curriculum project, the fulfillment of practicum goals, identifies major areas of learning (both professional and, if relevant, personal), and suggests professional development goals for the future. The paper should also include multiple descriptive examples and a reflection of student work and a student evaluation of the unit. You will also submit a grade recommendation for yourself that includes honest, balanced, and specific reasons to support the grade recommendation. Due April 26th.

Include descriptions of the following:

- How this has impacted your awareness of social justice implications of your work particularly as it related to instruction.
- How you confronted an injustice and advocated for the disadvantaged;
- How you proactively pursued opportunities to contribute to a more just society.
- How this experience developed your personal and professional philosophy and vision that guide your practice.
- How this experience help to identify and reinforce connections between the academic and experiential.
- How this experience help to develop your skills in applying knowledge and processes that you learned from your coursework.
- How this experience enhanced your ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.

LiveText

An active LiveText account is required for this course. It is the students' responsibility to obtain and maintain a LiveText account throughout this course.

Practicum Grading

The grading for the practicum will be based on the following: The curriculum project plan, reflective journal, reflection on professional literature, article share, participation in seminar sessions, site visit, written reflection and critique of your practicum experience and your own recommendation for a final grade with a written rationale.

Points

1. Seminar Discussions	25 Points
2. Curriculum Project Plan	35 Points
3. Reflective Journal	30 Points
4. Review of Professional Literature	25 Points
5. Article Share	15 Points
6. Participation on BlackBoard Experience Discussions	20 Points
7. Site visit/Presentation	20 Points
8. Site supervisor evaluation	10 Points
9. Written reflection, analysis and critique of your practicum experience	35 Points
TOTAL	215 Points

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning points/grades. Late assignments will result in a lower grade. Letter grades will be assigned as follows:

- A = 100 to 93 percent
- A- = 92 to 90 percent
- B+ = 89 to 88 percent
- B = 87 to 83 percent
- B- = 82 to 80 percent
- C+ = 79 to 77 percent
- C = 76 to 70 percent
- D = 70 to 65 percent
- F = 64 and below

Course Schedule

The following is a schedule of topics with required readings and assignment due dates for the course. Those readings available electronically can be accessed through the course's Blackboard site. These readings should be printed and brought to class.

Date	January 18
Topic	Introduction
Note	In-Person session
Date	January 25
Assignment(s) Due	Curriculum Project Plan Draft: (LiveText)
Date	February 1
Readings	TBA – Posted on BlackBoard
Article Share	Barraco, Welsh, Coleman and Leider
Assignment(s) Due	The Professional Development Contract_ (Hard copy)
Note	In-Person session
Date	February 8
Assignment(s) Due	Review of Professional Literature: (LiveText)
Date	February 15
Assignment(s) Due	Experience Discussions: (BlackBoard)
Date	February 22
Assignment(s) Due	Reflective Journals: (LiveText)
Date	March 1
Readings	TBA Posted on BlackBoard
Article Share	Cook, Mugnola, Nguyen, and Pick
Note	In-Person session
NO CLASS	Spring Break March 7-12
Date	March 15
Assignment(s) Due	Experience Discussions: (BlackBoard) Schedule Site Visit
Date	March 22
Assignment(s) Due	Reflective Journal Entries: (LiveText)
Date	March 29
Assignment(s) Due	Experience Discussions: (BlackBoard)

Date	April 5
Readings	<i>TBA Posted on BlackBoard</i>
Article Share	Robertson, Iosue, Love, Titus and Sengupta
Note	In-Person session
Date	April 12
Assignment(s) Due	Experience Discussions: (BlackBoard)
Date	April 19
Assignment(s) Due	Reflective Journal Entries: (LiveText) Site Supervisor Evaluation @ site visit
Date	April 26
Assignment(s) Due	Written reflection, analysis and critique of your practicum experience:(LiveText)
Date	May 3
	Presentations in lieu of site visit (if needed)
Note	In-Person session