

**It is your responsibility to have read and understand this Syllabus thoroughly!!!!!!
Otherwise, on-line instruction does not “work.”**

LOYOLA UNIVERSITY
School of Education
CIEP 488
Spring, 2015 – online/blended

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“Office hours”:

I check e-mail and SAKAI mornings (M-Th) around 11 a.m., in the evening around 11:00 p.m., and at various times on Saturday and Sunday. I post any Announcements on SAKAI in the morning. If you need to arrange a contact at another time, please send a regular email (not in SAKAI) to mwynne@luc.edu so that I will receive it promptly. **WHEN YOU WRITE THE INSTRUCTOR ABOUT THE COURSE, COPY THE CLERK AND TEACHING ASSISTANTS; WHEN YOU WRITE TO THE CLERK OR TEACHING ASSISTANTS ABOUT THE COURSE, COPY THE INSTRUCTOR. THIS KEEPS EVERYONE ON THE SAME PAGE.**

COURSE DESCRIPTION

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education (SOE), as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, great effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 401 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. **Knowledge:** candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. **Skills:** candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others-particularly the sick, the poor, and the young.

3. **Ethics:** candidates know and practice the ethical standards of their professions.
4. **Service:** from whatever faith tradition they may come, candidates strive to be "persons for others."

For your convenience, the SOE conceptual framework is quoted in full below:

CONCEPTUAL FRAMEWORK

Professionalism in Service of Social Justice

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education [Conceptual Framework standards](#) – standards that are explicitly embedded in major benchmarks across all SOE programs.

- **Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.
- **Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional’s skill set.
- **Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional’s depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- **Ethics.** No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education’s learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

The link to the above text is found at <http://www.luc.edu/education/mission/>

Professionals in Service of Social Justice

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to educate professionals able to develop and offer educational opportunities for children, adolescents, and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

REQUIRED BOOKS

The text books are available in the Bookstore on WTC (or on-line from the on-line bookseller of your choice.) I apologize for the cost of the Creswell book, but you need to buy it---not RENT IT. It will help you with your DRP if it has any qualitative aspect whatsoever. The other book (Andres) is less expensive fortunately. Do not rent it either if you are planning to do survey work. I always place a bookstore order but I strongly suggest students buy USED books from Amazon, which is where I get my books. One word of caution if you choose this option: do NOT use an international bookseller to save a bit of money—the books can arrive in 8 weeks or never. Order early so you will have the books when you need them! In addition to the textbooks, there will be .pdf files and journal articles posted on SAKAI.

Text Books:

Andres, L. (2012). *Designing & Doing Survey Research*. Washington, D.C.: Sage Publishing. ISBN: 978-1-84920-813-0.

Creswell, J. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. 3rd Ed. Washington, D.C.: Sage Publishing. ISBN: 978-3-4129-9530-6.

COURSE GOALS & OBJECTIVES

COURSE OBJECTIVES ARE IN ACCORDANCE WITH NASP/ISBE PROGRAM REQUIREMENTS

Based on the Performance Goals for this course, at the end of this course students should be able to:

- Recognize common forms of research design that are appropriate for small scale, field-based research.
- Work toward develop a researchable problem; identify the appropriate research strategy to answer the research questions.
- Specifically in this course, four general areas of research design will be covered:
 - Survey Research conceptualization and design
 - Using Survey Monkey to develop a practice on-line survey
 - Overview of qualitative approaches with emphasis on reliable coding of verbal responses
 - Introduction (or continuation) of skill-building using SPSS for data analyses
 - Requirements for writing a proposal including
 - Completion of the on-line training for the protection of human subjects (once every three years)
 - Requirements for submitting a proposal to the IRB

IDEA CENTER OBJECTIVES FOR THE FACULTY INFORMATION FORM

In addition to the specific goals for the course, the university-wide course assessment system (IDEA) requires that generic objectives be identified for each course. When you complete the on-line course evaluation, the highlighted goals will be weighted more heavily in the evaluation process. The yellow highlighted goals are “Essential” and those highlighted in green are “Very Important.” All other objectives are weighted as less important in the evaluation

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)

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

DISPOSITIONS

In addition, each course in the School of Education focuses on one or more professional dispositions. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels within programs. Students are offered opportunities to receive feedback on their dispositional growth in the above areas. The specific disposition or dispositions for each course and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in **LiveText** for this course. (At the time this Syllabus was written, none was posted in LiveText.)

EXPECTED TIME COMMITMENT

Students can expect to spend 10-15 hours per week in this course. This includes reading text and online materials, reflecting on key goals and objectives for each topic, and completing assignments.

ON-LINE ATTENDANCE/PARTICIPATION POLICY

Online courses are intended to be highly interactive and collaborative, to support authentic learning, which takes place within a social context. To help ensure an effective online learning experience, all students in online courses are expected to participate on a regular basis (as stated in the course schedule). **Participation is defined as “being an active contributor and responder, on a timely basis, to fellow students and instructor as set forth by online discussion guidelines in each course.”** Individual circumstances may prevent a student from entering the course site for a period of time. It is the student’s responsibility to contact the instructor if the student wishes to make alternative arrangement to receive credit for any missed online activities, these request should be infrequent, only for very good cause, and are at the discretion of the instructor.

INFORMATION ON ASSIGNMENTS AND ACTIVITIES

Or

WHAT YOU NEED TO KNOW/DO FOR THIS COURSE!

Late Work Policy

If work is submitted after the deadline, the following policy will apply.

1. Written work submitted more than 48 hours after the due date and time will lose points.
2. *Discussions submitted more than 48 hours after the due date and time will receive no points.*
3. Individual circumstances will be considered in administering the Late Work Policy. It is the student's responsibility to contact the instructor if the student wishes to receive credit for any missed online activities. Decisions are at the discretion of the instructor.

PLEASE use common sense concerning the above. The the Late Work Policy is necessary because an online course will break down if timelines are ignored. Timeliness is especially important on the Discussion Forum Boards because everyone must work together to accomplish those learning goals. That said, please DO NOT email me to let me know your discussion response is 15 minutes late or your written work is an hour late. If you make a conscientious effort to stay current with the stated calendar, you will never experience consequences of the "Late Work Policy" in action.

FACE-TO-FACE ON-CAMPUS CLASSES

The Ed.D. Program Handbook provides for from one to four on-campus classes per semester

We have designed each course to combine face-to-face on-campus meetings with online learning. The classes may meet on campus one to four times a semester, and course instructors will work with each cohort to make the learning process work as smoothly as possible. (p. 7)

This course will have four required class meetings on-campus and one optional wrap-up opportunity to provide faculty with feedback, share the semester's work with the cohort, and eat to celebrate the semester's accomplishments.

All classes meet on Mondays from 6:00 to 9:00 p.m. The scheduling office has provided the following rooms, but only three of them are held in computer labs as requested. Therefore, classes on 3/9/15 and 4/6/15 hopefully will be moved to computer labs.

Dates and locations of the classes are as follows;

1/12/15 Corboy Law Center (CLC) Room 201

2/9/15 CLC Room 201

3/9/15 CLC Room 202

4/6/15 CLC Room 522

5/4/15 CLC Room 201

ASSIGNMENTS

There are six types of assignments in this course that will be described below. They are:

Type of Assignment	Point Value
1. Warm-up assignment (Homepage)	10
2. Exercises posted on SAKAI for comment from peers and instructors that are based on the textbook readings (x 8=400)	40 points for posting 10 points for responding
3. A small scale survey research and qualitative on-line project with accompanying process description of the project's development	400
4. Completion of IRB training	40
5. Develop a mock IRB proposal	50
6. Participation in on-campus classes (x 4 =100)	25
Total	1000

Grading Scale

Scale:	Points:
94% and above = A	940 and above
90%-93% = A/B	900-939
85%-89% = B	850-899
81%-84% = B/C	810-849
75% - 80% = C	750-809
68% - 74% = D	680-749
Below 68% = F	below 679

There are a total of 1000 points available in this course.

SYLLABUS NOTES

TECHNOLOGY

Since this is an on-line course, it meets all requirements for students' using technology as part of learning. Students will introduce themselves to faculty, the clerk and teaching assistants by creating a one-page profile (Homepage), engage in online discussion threads with peers, and submit written assignments via SAKAI throughout the course.

Specific Online Course Requirements

In addition to meeting the technology requirement, online courses have additional specific requirements with which you should be familiar since this is not your first on-line class. To review:

Required Access

Access to (at least) a DSL Internet connection Loyola
Email Account with reliable access

Required Familiarity

Be able to download and upload (attach) files

Create and open a Zip File

Use these Microsoft Office Package components:

Microsoft Word Microsoft Excel
Microsoft PowerPoint

Access to Software

All are available for free download:

Adobe Flash Player

Adobe Reader

Java Software QuickTime RealPlayer

In addition to hardware access and software utilization, the following represent factors that facilitate a productive and effective online learning experience. Material adapted from the University of Wisconsin Online website on Online Etiquette. (<http://www.online.uwc.edu/technology/etiquette>)

Online Etiquette

Welcome to the world of online courses. This may be your first experience taking web-based courses, you may have some experience, or you may have taken a number of courses previously. Online learning is a form of social interaction, and as such, it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment.

Disembodied Discussions

A key distinguishing feature of online courses is that communication occurs solely via the written word. (Comment: CIEP 488 is a blended course so although most communication is written and via SAKAI, there will be in-person classes as well.) Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement. Also, DO NOT TYPE IN ALL CAPS. This is analogous to shouting at your peers in class and therefore, is not appropriate.

In general, avoid humor and sarcasm. It is not too appealing to think of a humorless class; however, think carefully before you use humor and do avoid sarcasm.

Humor frequently depends on either facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor, but also try to give the benefit of the doubt in ambiguous situations. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test for Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message. If you need to post a single message, use bullet points for main ideas to make reading easier.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

Citations and Other Etiquette Sources

Many of the points made here were taken from [The Core Rules of Netiquette](#) excerpted from the book *Netiquette*, by Virginia Shea.

Further information was taken from Arlene H. Rinaldi’s [The Net: User Guidelines and Netiquette](#) .

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/>

DIVERSITY

This course prepares students to address the diverse needs of all learners in both the general and special education settings within schools. The course considers the impact of children's unique academic, emotional/behavioral, cognitive, and adaptive needs in the context of applied research. Multicultural and bilingual issues in education are also covered in designing Doctoral Research Projects. It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. In order to pursue social justice in applied research, professionals need to account for the best interest of ALL children, not just those who have knowledgeable parents who are able to assert their rights on behalf of their child. In other words, you are upholding social justice when services to children depend upon what the child needs, not who the child is. This principle also applies to larger units than the individual; social justice is served when applied research projects are developed in school districts or schools that are under-resourced rather than in those able to conduct their own research.

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

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Syllabus Calendar

Date	Topic(s)	Reading
	N.B., Complete all reading for the week ON-TIME. Procrastination kills collegiality in on-line classes.	
1/12/15	ON-CAMPUS CLASS (Required) Introduction and overview of course SPSS Primer or Refresher Survey Monkey Introduction	Syllabus Survey Monkey SPSS Assignment: Get Survey Monkey free account Sign onto SPSS
1/19/15	What is a survey good for? If you have a possible topic, use it; if not, pick something suitable for a survey for the purposes of this course	Andres, Ch 1, 2 Exercises: Andres, p. 13, q. 1-3 Post by Wed, 1/21; Respond by Sat., 1/24 to members of your group; optional to respond to others.
1/26/15	Mapping out Survey research	Andres, Ch. 3, 4 Exercises: Andres, p. 44, q. 2, 3, 4 Post by Wed, 1/28 Respond by Sat. 1/31 to members of your group; optional to respond to others.

2/02/15	Writing Questions	<p>Andres Ch. 5 Exercise: Write 8 types of questions in SM; Post links by Wed 2/4 Respond by Sat. 2/7 to members of your group; optional to respond to others.</p>
2/09/15	“Office hours” (Required)	<p>Assignment: Post SM link On Forum PRIOR TO class; Receive feedback during class</p>
	<p>General discussion of surveys and questions will follow. Students will receive individual and/or small group feedback. In addition to Office Hours, students may post their surveys on the Discussion Forum to receive additional feedback from instructor, clerk, or T.As</p>	
2/16/15	NASP Please continue to work on surveys but the instructor, the clerk, and teaching assistants will be at NASP with limited email availability	
2/23/15	Sampling, validity, response rate	<p>Andres, 6-8 Exercises: Andres, p. 114, q.1 Andres, p. 147, q. 1, 3 & 4 Post by Wed, 2/25 Respond by Sat. 2/28 to members of your group; optional to respond to others.</p>

3/2/15	Spring Break TBD—if students want time off, this may work. If students want to recover time lost to NASP this could work also.	Andres, 9-10 Exercises: None
3/09/15	ON-CAMPUS CLASS (Required) Closure on Pt I of Surveys Introduction to Qualitative Research Philosophical Assumptions	Assignment: Download sample SM data into SPSS; post the link on-line PRIOR TO class; Receive feedback during class Creswell, Ch. 1 & 2
3/16/15	Five Qualitative Research Designs	Creswell, Ch. 3 & 4 (Ch. 5--one or two designs of interest selectively) Exercise: Creswell, p.110, q. 1 <u>or</u> 3 Post by Wed, 3/18 Respond by Sat. 3/21 to members of your group; optional to respond to others.
3/23/15	Focusing on Data Collection	Creswell, Ch. 6 & 7 Exercise: Creswell, p.143, q. 3 Post by Wed, 3/25 Respond by Sat. 3/28 to members of your group; optional to respond to others.

3/30/15 Data Analysis and Representation

Creswell, Ch. 8

Exercise:

**Creswell, p. 212, q. 1
Post by Wed, 4/1
Respond by Sat. 4/4
to members of your
group; optional to
respond to others.**

4/6/15 “Office hours” (Required)

**General discussion of coding and further
Demonstration of SPSS. Questions will follow.
Information/Demo on IRB Assignment.
Students will receive individual and/or small
group feedback. In addition to Office Hours,
students may post coding problems on
Discussion Forum to receive additional
Feedback.**

Assignment:

**Download sample
Coding from SM q. 9-10
post the link on-line.
Begin bracketing
the major themes
Receive feedback
during class.**

**If needed, this will be
demonstrated on 4/6 after
you attempt it**

**4/13/15 Focusing on Data Analysis (con't)
Writing results**

Creswell, Ch. 8 & Ch. 9

**Assignment: Outline
your write-up**

**Post by Wed, 4/15
Respond by Sat. 4/18
to members of your
group; optional to
respond to others.**

- 4/20/15** **Reliability and Validation** **Creswell, Ch. 10**
Creswell, p. 268, q. 2
Post by Wed, 4/22
Respond by Sat. 4/25
to members of your
group; optional to
respond to others.
- 4/27/15** **Conclusion** **Creswell, Ch. 11**
Mock IRB Due!
- 5/4/15** **ON-CAMPUS FACE-TO-FACE- CLASS** **Research Projects Due!!!**
Questions, informal student presentations,
feedback for instructors, closure, celebration!
- 5/8/15** **LAST ASSIGNMENTS MUST BE TURNED IN**
NO LATER THAN TODAY TO GUARANTEE
YOU WILL NOT RECEIVE AN “INCOMPLETE.”

**It is your responsibility to have read and understand this Syllabus
thoroughly!!!!!!!**