

## Loyola University Chicago School of Education

### CIEP 561-001: C & I Practicum (Spring 2020)

Monday 7:00-9:30 PM

Location: Corboy Law Center, Rm 602

**Instructor:** Guofang Wan, Ph.D.

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**Office:** Lewis Towers, Room 1116

**Email:** gwan1@luc.edu.

**Office Hours:** Monday 5-6 or by appointment. Also available by virtual office hours via Zoom by appointment

#### Course Description:

- This practicum is intended to help students integrate theoretical and research coursework with their practice and to reflect on their own development as researchers and practitioners. As a culminating course, students are encouraged to reflect on their experiences in their programs and use this to examine how they have changed as researchers, practitioners, and people.
- This course format is seminar based, meaning course activities will occur in person, both as a class, and one on one with the instructor. Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their work as a researcher and practitioner.

#### Course Expectations:

- As this is a graduate level course, each of you will be perceived as learners, professionals and scholars. As such, I expect that you view yourself in the same manner. I expect you to take initiatives for your own learning and to be responsible for your own success while I support and guide you. As a group, we make up a class and as such are a professional and scholarly community, in which we support each other and contribute to each other's learning. I hope to create a positive and safe learning environment for everyone involved.

#### Course Meetings:

- CIEP 561 will meet formally (face-to-face) for **seven** class sessions. Students will also schedule **two**, one to one visit during the semester with the instructor, please set aside **one hour** for these meetings. Meetings can be either face-to-face in person or face-to-face via videoconference. The **first meeting** will take place prior to January 28th (Tuesday) and the **second** meeting should take place after March 16th (Monday) but prior to the March 30<sup>th</sup> (Monday).

#### 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.
- Plan and carry out an action research study (M.Ed. candidates), program evaluation or pilot work on dissertation (Ed.D. candidates)

#### IDEA Learning Goals:

- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
- Learning how to find and use resources for answering questions or solving problems.

- Acquiring an interest in learning more by asking questions and seeking answers.
- You can access the student login for IDEA Campus labs via the following URL to complete course evaluations: <http://luc.edu/idea/>

### Conceptual Framework:

- *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.
- *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.
- *Standards:* These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). – standards that are explicitly embedded in major benchmarks across all SOE programs.
- *Conceptual framework standards are listed below.*

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 ethical and socially just practices

### 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, Inquiry and Social Justice. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.
- This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.
- **Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others, and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.
- **Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and

- informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.
- **Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for all and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Dispositions will be assessed through LiveText and associated dispositions rubrics can be found in students LiveText account under this course section course. More information about LiveText can be learned through the following link [LiveText](#).

### **Assignments: Total 160 points**

- General Evaluation Criteria: In addition to the specific criteria described below, each work needs to address assignment specific criteria. Rubrics with these criteria are available in Sakai. 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 (7<sup>th</sup> 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.
- Due dates are listed on Course Schedule.
- Assignment Submission: Electronically submitted assignments must be named using the following format: Your Last Name\_Assignment Name\_Course Number.
- **Example:** Wan\_Refelection Paper 1\_CIEP 561

### **1) Practicum Project Plan (submitted via Sakia): 20 points**

Candidates are expected to develop a practicum project plan that outlines the action research project (M.Ed candidates\*), evaluation project or dissertation pilot project (Ed.D candidates\*\*). Candidates are to meet with the instructor within the first three weeks of class to share their practicum project plans and get the instructors approval for the plan. **Students should come prepared with a completed practicum plan.** Practicum plans must include the following information:

- a. Description of the practicum project including how it connects to a need or problem, and/or to your future research work.
- b. The goals and objectives of the project
- c. What is the significance of the project? What has previous research said about it? What will be your contributions to the existing literature?
- d. Personal and professional development goals the candidate wants to attain from the project, with explanation of how project will support these goals. Also identify stakeholders who will be involved in the project.
- e. The key/essential activities involved in the project (e.g. solution activities, data collection activities, data analysis activates, communication activities, etc.) and how they connect to the goals and objectives. In other words, research design of

- the project.
- f. Timeline for implementing the project that includes the poster presentation and submission of final summary report of the practicum project due April 27th.
  - g. Contact information of Principal for M.Ed. students action research site –  
Contact information of manager for program evaluations, dissertation chair if conducting pilot study.

\*M.Ed Candidates are expected to carry out the action research plan they developed in *CIEP 488 Action Research to Improve Teaching and Learning* and can draw on their CIEP 488 assignments to create their practicum project plan.

\*\* Ed.D. candidates who do not have an existing project or pilot study project should meet with the instructor as soon as possible to develop their practicum project.

## 2) Seminar Discussion Participation: 20 points

We will meet in person seven times during the semester. All students must attend the face-to-face seminar sessions. These sessions will support students' efforts to develop, refine and complete their curriculum project. During seminar meetings, you will discuss your project with peers, reflect on the work up to that point.

The seminars allow the instructor to work with the students to review or to learn research related skills, and serve as a Writer's Workshop, where students engage their peers in the development of their projects, share their learning, and exchange ideas, information and literature. **All conversations held in the seminar are strictly confidential.** You are expected to listen attentively and sympathetically to colleagues and offer them thoughtful comments. **Candidates are expected to make all face-to-face meetings.**

## 3) Reflection Summaries: (40 points total)

Each candidate is to submit **three** (3-4 pages) reflection summaries. In these summaries, candidates are asked to reflect on what they are learning and the insights they may be gaining as they work on their practicum project. These insights may include *understandings and awareness about themselves as researchers and practitioners, understandings and insights they have gained from data and literature as they work on their projects, understandings and insights about the context in which they are completing their projects, and understandings and insights about the population(s) involved in their project.* Candidates are encouraged to also reflect on issues of social justice that come to light as they work on their projects as well as their own personal and professional growth.

**\*\* The nature of the reflections may be decided in consultation with the instructor according to student individual plan of study.**

**\*\* In Spring 2020,** the students mainly work on their dissertation proposals. The **Reflection Summaries** become their initial attempt of dissertation proposal, Chapter 1 Introduction, Chapter 2. Literature Review and Chapter 3. Research Design. Each reflection is expected to be 8-10 pages in length.

## 4) Presentations: (30 Points)

Candidates will prepare a presentation on their practicum project. The presentation must include description of project goals, and an overview of the work they completed during the semester and how it relates to accomplishing the goals. Candidates will provide the lessons learned from their semester work. Discussion of the personal and professional goals associated with the project and reflection on these goals. During

this presentation you should be ready to discuss and explain your practicum project and answer questions from your peers.

5) **Final Project Written Reflection: (50 points)**

Candidates will prepare a written summary of their practicum project that may also include a reflection and critique of the practicum experience that identifies and summarizes the major areas of learning related to both the professional and personal project goals and objectives you defined in your project plan. You will also suggest professional and personal development goals for the future.

Reflection may include descriptions of the following:

- How this experience developed your personal and professional philosophy and vision that guide your practice and research.
- How this experience helped to identify and reinforce connections between the academic and experiential.
- How this experience helped 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 project’s focus.
- How this has impacted your awareness of social justice implications of your work.

**\*\* In Spring 2020, the final report will be a draft of the Dissertation Proposal for Ed.D. students. The expected lengthen would be about minimum 50 pages.**

**Grade Scale**

94% -100% A	77% -79% C+
90% - 93% A-	73% - 76% C
86% - 89% B+	70% - 72% C-
83% - 85% B	60% - 69% D
80% - 82% B -	<60% F

**University Policy Information:**

The University and the School of Education policy information regarding, Academic Honesty, Accessibility, Ethic Reporting Hotline, Electronic Communication Policies and Guidelines, and Conceptual Framework can be located through the following URL: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Please read though these policies.

**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 them as researchers, practitioners.

**Tentative Schedule and Due Dates**

<b>Date</b>	<b>Meeting</b>	<b>Assignments</b>
<b>January 13</b>	Corboy Law Center 602	<b>Seminar discussion: Introduction</b>
<b>January 27</b>	LT 1116	One-to- one meetings with instructor.
<b>Feb 3</b>	Corboy Law Center 602	<b>Seminar Discussion:</b> Chapter 1 Introduction Last date to turn in Practicum
<b>Feb 19</b>		<b>Reflection Summary 1 - 7:00 PM Sakai</b>
<b>March 9</b>	Corboy Law Center 602	<b>Seminar Discussion:</b> Chapter 2 Lit. Review and Theoretical framework
March 10		<b>Reflection Summary 2 - 7:00 PM Sakai</b>
<b>March 16 -23</b>	LT 1116	One-to- one meetings with instructor
<b>March 30</b>	Corboy Law Center	<b>Seminar Discussion:</b> Chapter 3 Design
March 31		<b>Reflection Summary 3 - 7:00 PM Sakai</b>
<b>April 13</b>	Corboy Law Center	Written analysis and critique of your practicum experience reflection; <b>Draft written research report due 7:00 PM LiveText</b>
<b>April 20</b>	Corboy Law Center: your own choice	Workshop day for final report and presentation
<b>April 27</b>	Corboy Law Center	<b>Presentations</b>

\*\*\* Blue and Green are dates for class meeting as a group

\*\* Yellow highlight indicate meeting with instructor

**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.

**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 are 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/](http://www.luc.edu/education/syllabus-addendum/)

**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](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.