

CIEP 561-001: C & I Practicum (Spring 2022-Jan 24-May/7)

Location: Corboy Law Center, Rm 203

Monday 7:00-9:30pm

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Virtual Office Hours: Monday 5:50-6:50 pm or by appointment (Zoom).

Email inquiries will be responded within 24 hrs.

Group or Class MTGS: Monday 7:00-9:30pm

Section I

1. Covid-19 Related Information

***School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.**

Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

Section II Essential Course Information

Course Description:

- This practicum is intended to help students integrate theoretical and research coursework with practice and to reflect on their own development as researchers and practitioners. 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 hybrid and seminar based, meaning course activities will occur 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.

Recommended Textbooks

- Renck Jalongo, M. & Saracho, O.N.(2018). Writing for Publication. Springer Nature.
- Herr, K. & Anderson, G.L. (2 Edition) (2015). Action Research Dissertation. Sage Publications.
- Peoples, K (2020). How to Write a Phenomenological Dissertation. Sage Publications.
- Waters, B. (n.d.). Writing for Publication (1-8). University of Nebraska-Lincoln.
- <https://researchwriting.unl.edu/writing-publication>

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 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.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Course Meetings:

- CIEP 561 will meet formally as a group for **6** class sessions via Zoom or in-person. Students will also schedule **two**, one to one meeting during the semester with the instructor, please set aside **one hour** for these meetings. Meetings can be done virtually. The **first meeting** will take place on (Feb. 7th Monday) and the **second** meeting should take place between March 21st (Monday) and March 28th (Monday). Sign-up sheet will be provided

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)

Assignments (Total 160 points)

General Evaluation Criteria: 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 (7th 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 LastName_Assignment Name_Course Number.
- **Example:** Wan_Reflection Paper 1_CIEP 561

Detailed criteria for each assignment will be on rubrics posted on Sakai.

1) Practicum Project Plan (submitted via Sakai): 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 (E.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 instructor's approval for the plan. **Students should come prepared with a completed practicum draft 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 activities, 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.
- 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.

*Candidates may carry out the participatory / 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 program evaluation 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 six or seven times during the semester. All students must attend the seminar sessions. These sessions will support students' efforts to develop, refine and complete their curriculum project plan. During seminar meetings, you will discuss your project with peers, reflect on the work up to that point. The seminar is an opportunity for each student to engage his or her peers in the development and maintenance of their plans, 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 and use

feedback about their work and experiences. Candidates are expected to make all 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.

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 report 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 suggest professional and personal development goals for the future. You will also submit a grade recommendation for yourself that includes honest, balanced, and specific reasons to support the grade recommendation.

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.

6) Extra credit (20 pts): Conference proposal submission

You are encouraged to submit a proposal based on your curriculum project to **a professional conference**. This will provide an opportunity for you to share and receive feedback on your data and findings.

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

Loyola University Chicago
 School of Education
 Syllabus Addendum

Section III

SOE 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.

School of Education 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.

SOE Conceptual Framework Standards (CFS)

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 DigiCation.

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.

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*.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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.

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center \(SAC\)](http://www.luc.edu/sac/) (<http://www.luc.edu/sac/>).

***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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.