

Loyola University Chicago
School of Education

CIEP 466: Capstone Prep
Summer 2021

Instructor: Laura Swanlund, Ph.D., LCP, NCSP

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Responsiveness: I will reply to emails within 24 hours

Group or class meetings: By appointment. There are no scheduled zoom or class meetings.

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 2020-2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Course Description

This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Define a problem of practice that reflect social justice principles in a school or district
2. Develop a coherent, concise literature review on a topic
3. Learn the fundamentals of school-based, action research and systems change
4. Design an implementation plan that is evidence-based and addresses the problem of practice.
5. Design an evaluation rubric for the implementation plan
6. Recognize legal and ethical considerations pertinent to the standards of practice in research and systems change.

IDEA Course Objectives

The Following IDEA objectives will be a primary focus of the course:

1. Developing skill in expressing oneself orally or in writing
2. Learning how to find, evaluate and use resources to explore a topic in depth
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Required Texts

No required texts for this course. Readings will be provided by the instructor.

Supplemental Texts

Efron, S. E. & Ravid, R. (2013). Action research in education: A practical guide. New York: Guilford Press.

Losoff, R.C, & Broxterman, K. M. (2017). Transforming Schools: Using the Problem-Solving Approach for School Change. New York, NY: Guilford Publications. 9781462529575

Additional Recommended Readings

American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

Rocco, T. S., & Hatcher, T. (2011). The handbook of scholarly writing and publishing. San Francisco, CA: Jossey Bass & Sons, Inc.

Stringer, E. T. (2014). Action research (4th ed.). Thousand Oaks, CA: SAGE.

Loyola Library Resources:

Library Tutorials (e.g., searching for books, articles, etc.):

<http://libguides.luc.edu/c.php?g=49660&p=2505294>

RefWorks is an online tool to help you organize and store your library searches. Here is the link to register for an account (Free to Loyola students). You can also generate references pages in APA style. <http://www.refworks.com/refworks2/?r=authentication::init&groupcode=RWLoyolaUC>

SOE Librarian: Tracy Ruppman, the librarian for the School of Education, is an invaluable resource. Over the years she has supported countless students at all phases of their research endeavors. Tracy can be reached at truppman@luc.edu, or via phone at (312) 915-6949.

Course Structure

This class will follow the structure of systems change as is aligned to your Capstone Project requirements. It will be broken down into the following components: setting, problem of practice, evidence base, implementation plan, and evaluation. Theories of practice for action research and system change will be integrated to provide the necessary components for each step of the project. It is recommended that you use your Capstone Project topic for this course, although it is not required. In addition, it is possible that you have completed some components of the project, in which case you can hand those in for that part of the assignment and work with the instructor about the timeline of assignments. It is not expected that you are writing the entire Capstone Project during the semester. For example, you may complete part of the literature review or an aspect of the implementation plan for this course that you will then build upon with direction from your project chair.

Format of the online course

The course calendar on page 10 details the topic, associated readings, and any assignments for that week. Here are some highlights of the schedule:

- Discussion questions and a screencast lecture for the week will be posted before Monday of that week.
- You post an initial response to the discussion by Thursday, and response to two peers by Friday.
- The assignment for that week are due by Friday.
- You will be provided feedback on the discussion and assignments by Sunday evening of that week. Therefore, each Monday is a fresh start to the new module.

Student Participation

I cannot stress enough how important it is to stay with the course timeline. Everything builds in this course leading up to your final product. This is why each week we start the topics on Monday and you receive feedback by Sunday. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback than you will have a snowball effect of not understanding the content, which will impact your assignments and final product. Based on

how far you are within your Capstone, in collaboration with the instructor, assignment due dates and components can be adjusted to meet your needs.

There is no times where we meet as a group on-line. You are more than welcome to hand in assignments before the day it is due or complete the discussion requirements before Thursday. Make the weekly format work for your schedule.

All assignment information is fully posted in Sakai. You will see detailed information about each assignment and directions posted in the “Assignments” tab and linked in the modules.

Course Requirements and Evaluation Procedures

Ten percent of the total points possible will be deducted for each day past the due date/time unless another plan was determined with the instructor. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition.

Course Requirement/Assignment	Due Date	Points Possible
Discussions	Ongoing 3 x 5 points	15
Project Setting	6/4	15
Problem of Practice: Definition and discrepancy statement	6/11	20
Problem of Practice: Why the problem is occurring	6/18	25
Literature Review	6/18	30
Implementation Plan: Logic Model	6/25	20
Implementation Plan: Outcomes and Evaluation	6/25	20
Final Project Paper	7/3	100
Project Presentation	7/3	20
Total Points		265

Assignment details:

Discussions

During this course there will be 5 discussions on Sakai. You need to participate on the discussions, and I will be monitoring your written responses. I will post a “**Threaded Discussion**” questions for the week based on the and topic assigned. **Each student in the class will provide one thoughtful initial response to each threaded discussion and two responses to peers.**

Your responses to each of these questions should be brief (2-4 paragraphs) but thoughtful. Note that the threaded discussion section is not where you ask me questions; it is where you discuss the material with the class. The initial responses are due by *11:59pm on Thursday*.

In addition, each student must provide a brief response to two posts by peers. These responses should be 3-5 sentences in length, and provide a thoughtful analysis of the discussion thread. Posting a message saying “I agree with person X” with no additional elaboration or logical thought is not an acceptable message *The responses to peers are due by 11:59pm on Friday.*

Please spread out your initial response and response to peers so that all conversations include a thoughtful analysis. I will be monitoring the discussion threads and clarify content throughout the discussion, as well as provide feedback at the end of the discussion.

Assignments

The following assignments are intended to help you develop skills in systems change and data collection procedures in order to make intervention and instructional planning decisions. Each assignment is aligned to a component of the Capstone Project, and at the end of the course you will combine each aspect for the final product. You will select a systems problem, ideally in your school or district, that addresses a social justice issue. We will be using the Problem-Solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) and Action Research / Systems change models.

Project Setting

The paper will start with an introduction. This section should include information such as the school’s (or district) location, grades, demographics, and any other pertinent information. You will describe the current practices in that system. You will also give the purpose of the project. The introduction may include information from interviews/staff reports or initial data collection that indicates how you selected the problem.

Problem of Practice: Definition and Discrepancy Statement

You will define the problem of practice and provide the discrepancy between what is expected and what is occurring. In this section you will identify the measures and information used to define the problem. You will compare your data to an expected number based on a comparison group, expected rate/percentage, criterion, or standard to create a discrepancy statement. Key stakeholders to inform the problem of practice are identified. Finally, the relation of the problem and it’s connection to social justice is defined.

Problem of Practice: Why the problem is occurring

Here you will provide a systematic analysis of the factors contributing to why the problem is occurring. To guide this analysis, you will create hypotheses for why the problem is occurring and address these hypotheses through utilizing the RIOTs table and SWOT analysis. From here you will identify barriers to the problem. Hypothesis will be confirmed or refuted.

Literature Review

You will have at least 15 peer reviewed sources and write a comprehensive literature review that examines the problem through providing theory, sets the stage for change, and

conceptualizes solutions. The literature review will include the evidence-based practice to support the implementation plan.

Implementation Plan: Logical Model

You will provide the implementation plan that includes the research-based, activities, outputs, and inputs. This will include both a visual logical model and a narrative of the implementation plan that provides the goal, timeframe, what will be implemented, who will implement, and other conditions of implementation.

Implementation Plan: Outcomes and Evaluation

You will determine the short term, intermediate, and long terms outcomes of successful implementation of the plan. This will be included in the logical model visual and the outcomes narrative. In addition, you will determine how the implementation will be effective for each outcome. This will be done by creating an evaluation rubric that defines success for each task in the short-term, intermediate, and long-term outcomes.

Final Product Paper

A key goal of this course is facilitation of your doctoral Capstone Project. Please note that the project for this course will not be as extensive as what your Capstone chair might require. However, you can use this paper as a solid start to the development of your full Capstone. This final paper will be the combination of each components from above to create the full paper.

Project Presentation

The purpose of this assignment is to give you an opportunity to explain your project to an audience. Students can use either Panopto or Voice Thread (both programs are in Sakai) to develop the presentation. The presentation should last no longer than 15 minutes. The presentation should include the following components:

- a. Setting description
- b. Problem of practice
- c. Brief overview of the literature
- e. Implementation plan
- f. Intended Outcomes—who may benefit from your plan and why?

This presentation will be graded primarily on the clarity and quality of your presentation. While the content is important, keep in mind that I will be reading about your proposal in more depth in your written proposal. Thus, the point of this presentation is not to restate every point of your proposal, but rather to serve as a run-through of your project. Further details are posted in Sakai.

Percent of Possible Points	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B

80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

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.

Conceptual Framework and Conceptual Framework Standards

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. Social action through education is addressed within this course. 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 and address diversity 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 will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just professionals. The case studies used in this course illustrate how educational research and systems change can illuminate issues of social justice. In addition, the practices used in this course also add to students' ability to understand the diversity of perspectives that researchers use to address social problems. www.luc.edu/education/mission/

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

All courses in the SOE assess student dispositions. The following SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. 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 is 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.

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.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Livertext

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:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

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.

Synchronous Meetings

There are no synchronous meetings for this course.

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.

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 [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

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. 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/>

Course Calendar

Week	Topic Area	Assignments due by 11:59pm on Friday.
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		Discussion questions are posted by Monday. Initial response due by Thursday, two responses to peers by 11:59pm Friday.
1 5/24	Introduction to the course Action Research and Systems Change	Discussion #1
2 5/31	Conceptualizing the problem of practice Engaging Stakeholders	Project Setting due 6/4 Discussion #2
3 6/7	Problem Analysis: Hypothesis statements and the RIOT / ICEL; SWOT	Problem of Practice: Definition and discrepancy statement due 6/11 Discussion #3
4 6/14	Connecting literature review and the implementation Plan	Problem of Practice: Why the problem is occurring due 6/18 Literature Review due 6/18
5 6/21	Implementation Plan: Logic Models Determining outcomes Evaluation Rubric	Implementation Plan: Logic Model due 6/25 Implementation Plan: Outcomes and Evaluation due 6/25
6 6/28	Addressing problems of implementation	Final Project Paper and Proposal Presentation Due Saturday 7/3 by midnight