CIEP 561-001: C & I Practicum
Spring 2015
Course Time: Friday 7:00-9:30 PM
Dates: Jan 12, Feb 9, Mar 16, Apr 13, & Apr 20 (poster session)
Location: Maguire Hall 303

Instructor: David Ensminger, Ph.D. Phone: 312-915-7527
Office: Lewis Towers, Room 1136 Email: densmin@luc.edu
Office Hours: By appointment. (I also am open to video office hours via adobe connect).

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, practitioners and providers in the service of social justice.

We encourage students to...

- Be aware of the social justice implications of their work as researchers and it practitioners.
- Be willing to confront injustice and advocate for the disadvantaged.
- Proactively pursue opportunities to contribute to a more just society.
- Be reflective about their own work in order to grow as a researcher and practitioner.

This course format is blended, meaning course activities will occur in person, (Both as a class and one on one with the instructor and online.) Practicum/seminar meetings will help further develop students’ personal and professional philosophy and vision that guide their practice and research.

Course Meetings:
CIEP 561 will meet formally (face-to-face) for four class sessions and the final poster presentation of practicum projects for a total of five face-to-face formal meetings. Students will also schedule two one to one visits during the semester with the instructor, Please set aside one hour for these meetings. One of these sessions will take place within the first three weeks of the semester and will and the second meeting should take place prior to the April 13th our last formal group meeting.

Formal face-to-face meeting dates meeting dates
January 12 – WTC Maguire Hall 303
February 9 - WTC Maguire Hall 303
March 16 - WTC Maguire Hall 303
April 13 - WTC Maguire Hall 303
April 20 – TBD – (We will meet at 6:30PM for our poster session)

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 study (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.

**Conceptual Framework:**
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. This course emphasizes the following framework standard:

• CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service. (M.Ed)
• CF8: Candidates apply ethical principles in professional decision-making. (Ed.D)

**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, fairness and/or the belief that all students can learn. 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: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
• Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs
• All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.
Assignments

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 and LiveText. 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 (7thed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited. Submit all assignments using the method noted next to the assignment description below.

Assignment Submission:
Electronically submitted assignments on Sakai or livetext must be named using the following format: Your Last Name_Assignment Name_Course Number.
Example: Ensminger_Refelction Paper 1_ CIEP 561

Practicum Project Plan: 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**). Project plans must include the following information.
Candidates are to meet with the instructor with in 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:

- Description of the practicum project including how it connects to a need or problem the project is addressing
- The goals and objectives of the project
- Personal and professional development goals and objectives the candidate wants to attain from the project.
- The essential roles and responsibilities the candidates will take on to complete the project. Also identify stakeholders who will be involved in the project.
- The key/essential activities involved in the project (e.g. solution activities, data collection activities, data analysis activates, communication activities, etc.)
- Timeline for implementing the project that includes the poster presentation and submission of final summary report of the practicum project due April 20th.
- 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 program evaluation project or pilot study project should meet with the instructor as soon as possible to develop their practicum project.
Seminar Discussion Participation: 20 points
We will meet in person four 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 plan. During seminar meetings, we will discuss each student’s project, 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 share literature. All conversations held in the seminar are strictly confidential. You are asked to listen attentively and sympathetically to colleagues and offer them thoughtful comments about their experiences, emotions, actions and motivations.

Reflective Journal and Reflection Summaries (Sakai): (40 points – 10 points for maintaining the journal and bringing it to seminar discussions and 10 Points each reflection summary)
Each Candidate is asked to reflect weekly on their practicum experiences and keep a reflection journal. Candidates are expected to bring their journal to the seminar discussions to be checked by the instructor. Each candidate is to submit three (3-4 pages) reflection summaries to the instructor drawing on their reflection journal as the source for the reflection summaries. In these summaries, candidates are asked to reflect on what they are learning and insights they may be gaining as they work on their practicum project. These insight 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 encourage 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 reflection summaries will be submitted to the instructor via Sakai by 11 p.m. the Tuesdays following face to face meeting dates.

Poster Presentations: (30 Points) Candidates will prepare a poster presentation on their practicum project. The poster will consist of a presentation of the project goals, structure, activities, methods, results, discussion, conclusion, recommendations and next steps. Candidates will also present these posters during a poster presentation evening on April 20th. During this session you should be ready to discuss and explain your practicum project and answer questions from your peers and invited faculty members.

Written reflection, analysis and critique of your practicum experience: (LiveText) (CF 6 M.Ed. & CF 8 Ed.D.) (60 points)
Candidates will prepare a written summary of their practicum project that also includes a reflection and critique of the practicum experience that identifies and summarizes the major areas of learning related to the 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. You will also submit a grade recommendation for yourself that includes honest, balanced, and specific reasons to support the grade recommendation.
Include descriptions of the following:
• How this has impacted your awareness of social justice implications of your work particularly as it related to instruction.
- How you proactively pursued opportunities to contribute to a more just society.
- How this experience developed your personal and professional philosophy and vision that guide your practice and research.
- How this experience help to identify and reinforce connections between the academic and experiential.
- How this experience help to develop your skills in applying knowledge and processes that you learned from your coursework.
- How this experience enhanced your ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.

See Course calendar for due date

**The Annual School of Education Research Symposium**

You are encouraged to submit a proposal based on your curriculum project to the SOE Research Symposium. This will provide an opportunity for you to share and receive feedback on your data and findings. Extra credit will be awarded to students who submit a proposal (5 points).

[http://luc.edu/education/symposium-research.shtml](http://luc.edu/education/symposium-research.shtml)

**Grade Scale**

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
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<tr>
<td>86% - 89%</td>
<td>B+</td>
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<tr>
<td>83% - 85%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
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<tr>
<td>&lt;60%</td>
<td>F</td>
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**Learning Community at Loyola University Chicago and School of Education**

As this is a graduate level course, I perceive each of you as students, learners and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations:

**University Policies:**

**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](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](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/

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

**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

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

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

**Livetext:**
An active LiveText account is required for this course. It is the students’ responsibility to obtain and maintain a LiveText account throughout this course.
## Course calendar

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<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 12</td>
<td>WTC Maguire Hall 303</td>
<td>Seminar discussion</td>
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<tr>
<td>January 26</td>
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<td>Last possible date to turn in Practicum project plan and have one to one meeting with instructor.</td>
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<tr>
<td>Feb 6</td>
<td>WTC Maguire Hall 303</td>
<td>Seminar Discussion</td>
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<td>Feb 7</td>
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<td>Reflection Summary 1 - 11:00 PM Sakai</td>
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<tr>
<td>March 13</td>
<td>WTC Maguire Hall 303</td>
<td>Seminar Discussion</td>
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<td>March 14</td>
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<td>Reflection Summary 2 - 11:00 PM Sakai</td>
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<tr>
<td>April 13</td>
<td>WTC Maguire Hall 303</td>
<td>Seminar Discussion</td>
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<tr>
<td>April 14</td>
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<td>Reflection Summary 3 - 11:00 PM Sakai</td>
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<tr>
<td>April 20</td>
<td>TBD - 6:30 PM</td>
<td>Poster session – TBD 6:30 PM</td>
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<tr>
<td>April 27</td>
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<td>Written reflection, analysis and critique of your practicum experience 11:00 PM LiveText</td>
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