Loyola University Chicago
School of Education

ELPS 580: Residency Seminar for Doctoral Students in Administration & Supervision

Seminar

**Course Description:**
The doctoral residency is a non-credit series of seminars taken over two consecutive semesters to address the interests and needs of Administration and Supervision doctoral students. The topics covered in the residency include: 1) utilizing the research core to test possible dissertation topics; 2) preparing for comprehensive examinations; 3) planning for the dissertation; 4) developing time-management skills; 5) preparing for the superintendent's state exam; and, 6) interviewing skills for principal and central office leadership positions.

**Conceptual Framework:**
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. 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 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.

“Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course is intended to support the doctoral student as she/he moves through the coursework and subsequent summative academic and professional benchmark assessments. It is the hope that the residency experience provides students with a professional learning community for upcoming academic and professional challenges.

**LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK STANDARDS ASSESSED WITHIN THIS COURSE:**

- Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field. (CF 1)

- Candidates apply ethical principles in professional decision-making (CF8)

**Outcomes:**
Students will assume the role of members of the “Collegial Support Team.” As such, they will actively engage in class conversations, class presentations, individual readings, searches and scholarly writing. Upon completion of all the requirements and learning experiences, students will:
- Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature.

- Develop a network of professional peers and aspiring researchers for mutual encouragement and support as they conduct research activities.

**Dispositions:**
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: 1) Professionalism, 2) Fairness, and, 3) the Belief that all students can learn.

**Instructor/Course Evaluation**
The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

**Essential IDEA online course assessment objectives:**
- Learning how to find and use resources for answering questions or solving problems (#9)

**ELCC STANDARDS (NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION – 2002)**

ELCC 1.2.b Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

ELCC 4.2a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. (CF8)

ELCC 6.1a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. (CF1)

**ISBE STANDARDS FOR THE SUPERINTENDENCY:**
- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (ISBE 4S)
- Initiate, manage, and evaluate the change process. (ISBE 2O, 2S, 5L)
- Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research. (ISBE 1I)
- Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. (ISBE 3J)
- Apply a systems perspective viewing schools as interactive internal systems operating within external environments. (ISBE 21)
- Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ISBE 3P)
- Make decisions based on moral and ethical implications of policy options and political strategies (ISBE 5S)

**ISSLC STANDARDS**
**Standard 1**
- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
Standard 2
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
- An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6
- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.


Diversity:
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education. This is the purpose of our work in the academy and in the schools we come to serve.

Addendum
You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies:
www.luc.edu/education/syllabus-addendum/

Academic Honesty
- [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

Accessibility
- [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

Conceptual Framework
- [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

Ethics Line Reporting Hotline
- [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

Electronic Communication Policies and Guidelines.
ELPS 580: Residency Seminar for Doctoral Students in Administration & Supervision (Seminar)
Fall 2015:
Monday, September 21; Tuesday, October 13; & Wednesday, November 18, 2015

- [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

**Required Texts:**

The following books are to be ordered online or purchased at the Loyola Water Tower Bookstore. The web address is: [www.luc.edu/bookstore](http://www.luc.edu/bookstore).


**Supporting Reference Literature:**
See list of references on last page.

The following materials are also necessary for this class:

- To search for Loyola University Chicago dissertations:
  
  [https://login.flagship.luc.edu/login?qurl=http%3a%2f%2fsearch.proquest.com%2fadvanced%3faccountid%3d12163%26selectids%3d1005987%2c10000011%2c10000011](https://login.flagship.luc.edu/login?qurl=http%3a%2f%2fsearch.proquest.com%2fadvanced%3faccountid%3d12163%26selectids%3d1005987%2c10000011%2c10000011)

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| **Class 1 – Corboy 423**  
*Monday, September 21, 2015*  
5 – 6:15 p.m. | • Orientation to class  
• Advising – Utilizing your research classes to test possible dissertation topics  
• Time management |
| **Class 2 – Corboy 423**  
*Tuesday, October 13, 2015*  
5 – 6:15 p.m. | • Preparing for comprehensive exams (panel of experts)  
• Preparing for the superintendent’s state exam |
| **Class 3 – Corboy 423**  
*Wednesday, November 18, 2015*  
5 – 6:15 p.m. | • Resume construction  
• Interviewing for building and central office leadership positions (panel of experts) |
| **TBD** | • Attend a public dissertation defense (dates will be provided as they are established) |
| **Class 1 – Room TBD**  
*Monday, January 25, 2016*  
5– 6:15 p.m. | • Planning for the dissertation  
• Elements of a prospectus |
| **Class 2 –Room TBD**  
*Tuesday, February 16, 2016*  
5 – 6:15 p.m. | • Digging into the dissertation prospectus  
• Literature review  
• Using the library smartly |
| **Class 3 – Room TBD**  
*Wednesday, April 13, 2016*  
5 – 6:15 p.m. | • Proposal defense simulation |
| **TBD** | • Attend a public dissertation defense (dates will be provided as they are established) |
Selected References


