CIEP 520-003: Doctoral Seminar
Spring 2015
Course Time: Friday 5:00-8:00 PM
Dates: Jan 16, Feb 6, Mar 13, Apr 24.
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).

Text Required


Text Recommended:


Recommended Reading:
Loyola University Chicago School of Education Ed.D. Directions for Student-Managed Submission of Dissertations located on the SOE Forms web page for additional information regarding the dissertation process.
http://www.luc.edu/education/servicesandresources_forms.shtml

Highly recommended book

Social Justice Foundation: While educational research aims to further the scholarly understanding of the events, practices, and variables that influence the field of education, research can also provide a means to increase social justice. Through the conduction of valid research and the reporting of findings educational researchers can help shape the policy and practice of the profession so that all individuals no matter their ability, race, religion, socio-economic status, age, or gender have the opportunity to reach their full potential as human beings.

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:

- **CF7**: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

**Course Description**

This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation. This course is designed to provide students with the knowledge to develop and write a prospectus and to develop the foundational justification for a dissertation study. This is a variable three hour course that is delivered in one hour sessions. Students may only register for this class three times.

**Goals:**

- Discuss the dissertation prospectus and proposal with emphasis on using the literature review to develop an argumentative case for a dissertation
- Develop a dissertation prospectus based on the review of the literature that can be used to communicate your dissertation topic to faculty.
- Refine their prospectus based on critical reflection and peer feedback
- Complete the CITI online ethics course in preparation for their IRB approval
- Discuss the elements of a dissertation (a) its scholarly contribution to the field (b) the degree of rigor involved in conducting the investigation and (c) the quality of writing required.

**Emphasized IDEA objectives:** During this semester this course will emphasize the following learning objectives/outcomes through course assignments and activities.

- While creating their prospectus, peer reviewing the prospectus of a peer, and revising their prospectus rough draft candidates will learn to analyze and critically evaluate, ideas, arguments and points of view.
- While creating their prospectus, peer reviewing the prospectus of a peer, and revising their prospectus rough draft, candidates will increase their ability to express their thinking and themselves in writing.
- As discussion leaders and through theoretical framework discussions candidates will increase their ability to express their thinking and themselves orally.
- Through readings and discussions using theoretical frameworks in research candidates will gain deeper understanding of the theories and principles that influence the practice of research in the field of curriculum and instruction.

**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:**

**Outline for Prospectus**: (0 points) You should provide an outline for your prospectus on the first day of class. While there are no points associated with this outline it is critical that you are working on how you plan to organize your prospectus particularly your thinking of how you to organize the argument of discovery and the argument of advocacy.

**Participation (10 points)**: Class participation includes but is not limited to, attending class, completing all reading assignments before coming to class, actively participating in class activities, contributing to class discussions, asking and answering questions, listening to and respecting the views, thoughts, and opinions of your classmates, providing constructive critical feedback on peers work. **Since we only meet four times class attendance is mandatory** – missing a class will result in a loss of 10 points from your overall total. This means 10 points per absence; excessive tardiness will be treated as an absence.

**Rough draft (15 points)**: You will provide an electronic copy of your prospectus to both the instructor and your peer reviewer. The elements of the prospectus are available on Blackboard in the course documents section. You should be writing a prospectus to build a case for your research. For the prospectus you are creating a broad stroke argument of discovery and broad stroke argument of advocacy around your topic. You must submit an electronic copy of your prospectus through Sakai assignment for your instructor as well as e-mail a copy to your partner. **Please note that you must submit quality work for your partner to review, I will look through these submissions and award points based on degree of content. Remember to should be practicing self-review of your own work prior to having others review it.**

**Discussion Leader (10 points)** Student groups will be responsible for leading the discussion on one of the chapters from *Theoretical Frameworks in Qualitative Research*. Groups should be prepared to lead a 30 minute discussion on your chapter. **This is NOT a PowerPoint presentation on the reading. I expect you come with a set of 3-4 questions that will guide the class discussion around the reading and help us understand how theoretical frameworks assist us in research and how the specific theoretical framework in your chapter was employed in this study.** You will also be responsible for moderating the discussion. In most instances I have provided the article associated with the Chapter in the *Theoretical Frameworks in Qualitative Research* book they are located in the resource area of Sakai, you may find them useful to read.
Peer Review (25 points): You will be assigned to review an electronic copy of a classmates prospectus. You will be responsible for providing feedback on the argumentation (i.e. clarity, organization, quality of evidence) the communication of the ideas in the prospectus (i.e. how well it presents the case, and communicates to the audience). The reviewer must provide critical feedback to assist the author in clearly communicating the argument and building the case for the research. Your score will be based on the quality of the feedback you provide, to your classmate. You are expected to use MS Word track changes and comments to provide your feedback. You are responsible for providing an electronic copy of your review to me (submitted via Sakai) an electronic copy of your review to your partner (sent via e-mail) and a hard copy review to your partner to be brought to class on March 13.

Collaborative IRB Training Initiative (CITI) course (15 points) (CF 7)
Prior to conducting a research project through Loyola University Chicago, all researchers must complete the CITI Course about the rights of human subjects and Institutional Review Boards. You must complete the course and turn in a copy of the certificate you receive. This certificate can be turned in at any time during the semester, but please keep in mind it takes about 5-7 business days to receive the certificate once course is complete. You can find the instructions for completing the CITI course in the resource area of Sakai. You will need to upload the certificate into LiveText. Please keep in mind that the certification is good for three years, you must be certified while you are working on your dissertation.

Working Prospectus: (25 points): Based on the feedback provided by your peer reviewer, and your own critical analysis of your work, you are to complete a working prospectus. The elements of the prospectus are available on Sakai in the resource section. I call this a working prospectus since you may make changes to it prior to asking a potential chair to look it over.

Grading Scale
94-100   A
90-93    A-
86-89    B+
83-85    B
80-82    B-
<70      F

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. For additional academic policies and procedures refer to: 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**
A characteristic of research is an awareness of one's own values, beliefs, and biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential.

**Technology**
Candidates will use the Loyola University Chicago library electronic databases to complete reviews of the literature and search for dissertations. Candidates will use Word (review/track changes) to peer edit the work another candidate.

**COURSE CALENDAR**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan 16</td>
<td>Theoretical frameworks, creating your rough draft – moving from the map to the writing. Please bring a copy of the map you created in CIEP 520-002.</td>
<td>Anafara – Chapter 6 (Jerry and Patty) Booth – pages 11-15, Chapters 2, 12 and 13 Creswell Ch 5-6</td>
<td>Outline of Prospectus</td>
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<tr>
<td>Feb 6</td>
<td>Theoretical frameworks, review of argumentation,</td>
<td>Anafara – Chapter 7 (Adam and Marlene) Booth Chapter 7-11. (I suggest you review these chapters prior to your peer review work)</td>
<td>Review Copy of Prospectus</td>
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<tr>
<td>Mar 13</td>
<td>Theoretical frameworks, sharing rough draft feedback. Revising your work.</td>
<td>Anafara Chapter 9 (Kathleen and Katie) Booth - Chapter 14, 16,17</td>
<td>Peer review of classmates prospectus.</td>
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<tr>
<td>April 24</td>
<td>IRB processes, Overview of CAPS/IRB application. The dissertation time line.</td>
<td>Anafara – Pages 189-195 - Each student should bring a question to lead a discussion we will randomly draw questions. Questions should discuss how theoretical frame works are used. Creswell –Pages 87-93 Booth -Pages 273-277 Example consent and assent forms in Sakai Resources. Dissertation Timeline Document.</td>
<td>Working prospectus CITI course (last day to submit certificate)</td>
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