CIEP 520-001: Doctoral Seminar

Spring 2015

Course Time: F 5:00-8:00 Dates: Jan 16, Feb 6, Mar 13, and Apr 24

Location: CLC 204

Instructor: Ann Marie Ryan, Ph.D. Phone: 312-915-6232
Office: Lewis Towers, Room 1054 Email: aryan3@luc.edu
Office Hours: By appointment

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 hour course that is delivered in three one-hour sessions across three semesters. Students can only register for one credit hour per semester and can only register for a total of credit hours.

Goals:
- Discuss the role, responsibilities, and dispositions related to doctoral study.
- Develop a degree plan with their advisor including a timeline for course completion.
- Discuss the role of the dissertation in the doctoral degree.
- Describe and discuss the major research methodologies used in educational research.
- Discuss the dissertation prospectus and proposal with emphasis on using the literature review to develop an argumentative case for a dissertation.
- Discuss the three major research paradigms.
- Analyze and critique the literature review of a dissertation.

Instructional Objectives
1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to analyze and critically evaluate ideas, arguments, and points of view
5. Acquiring an interest in learning more by asking questions and seeking answers

Technology: Candidates will use the Loyola University Chicago library electronic databases to complete reviews of the literature and search for dissertations.

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 and their influence on the research processes. We will address issues throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research practices.

The School of Education’s Conceptual Framework: The School of Education at Loyola University Chicago prepares professionals in service of social justice. 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. Research must also be carried out in such a manner that is ethical and therefore in keeping with the aims of social justice.

**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.

**Required Text:**


**Additional Readings:**


Loyola University Chicago School of Education EdD 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/media/lucedu/education/forms/disrtn/edd_stud-managed-submission_spr14.pdf](http://www.luc.edu/media/lucedu/education/forms/disrtn/edd_stud-managed-submission_spr14.pdf)


**Assignments and Evaluation**

**General Evaluation Criteria**
• Complete and submit work in a timely fashion. Assignments submitted after the class period on the due date will be subject to a lower grade.
• All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information. Most assignments will need to be submitted electronically via Sakai.
• Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

Assignments

Participation (30 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, as well as 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 5 points from your participation grade. This means 5 points per absence; excessive tardiness (e.g. being over 20 minutes late for class, being tardy on a regular basis) will be treated as an absence.

Vitae (5 Points): You must submit a one to two-page vitae. Your vitae must provide information about your future career goals, educational history, professional work history, and research-related experience. You must bring hard copies of your vitae (one for each classmate and one for the instructor) to the second-class meeting.

Review Teaching and Learning Faculty Web Pages (5 points): Candidates will review the web pages and posted vitae of the Loyola faculty who work within Teaching and Learning in Loyola University Chicago’s School of Education. Based on this review each candidate will submit a list of three faculty names they would like to have come speak to the class about their research interests and activities.

Location of Dissertation for Summary and Critical Analysis Assignment (10 Points): You must locate a dissertation completed by an individual who completed an EdD or PhD in the field of education. The dissertation must be related to the field of Curriculum and Instruction and preferably a dissertation conducted in an area related to your research interests. You will provide the instructor with the following information about the dissertation: author’s name, title of dissertation, university affiliation, dissertation chair, degree awarded, field degree was awarded, and a short explanation as to why you think it relates to the field of Curriculum and Instruction. The dissertation you select may not be the dissertation of a Loyola graduate, may not be the dissertation of a current Loyola faculty member, and may not have been chaired by a current Loyola faculty member.

Degree Plan Assignment (5 points): At some point during this semester candidates must set up a meeting with their faculty advisor to discuss their degree plan and timeline for completion of their course work. Candidates must submit to the instructor a signed copy of the completed EdD advising form. While I understand that this copy may not represent the final course work completion of the candidates, the purpose of this assignment is to have candidates work with their advisor to outline the completion of their degree program.

Summary and Critical Analysis of a Dissertation (45 points): Candidates will locate a dissertation related to the field of Curriculum and Instruction. Candidates will provide a 2,500 to 3,000 word (excluding title page and references) written summary and critique of the dissertation. The candidates will use the rubric presented in the Boote & Beile article to conduct their critical analysis of the literature review. Candidates must rate the literature review on each of the components represented in the rubric, including a justification of why you scored each component of the dissertation literature review component as you did.

Grading Scale
There are a total of 100 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), F (62 and below).

Important University Policies and Information
**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/](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](http://www.luc.edu/ethicsline)

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## COURSE CALENDAR

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<tr>
<td></td>
<td>2. Searching ProQuest for Dissertations</td>
<td>• Hostetler article</td>
<td>2) Title of Dissertation for Summary and Analysis Assignment</td>
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<td></td>
<td>3. Educational Research</td>
<td>• Creswell Chp 1</td>
<td>3) List of Faculty Names</td>
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<td>Feb 6</td>
<td>1. T &amp; L Faculty Research</td>
<td>• Boote &amp; Biele article</td>
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<td>2. The Literature Review and the Research Process - Discussion of the</td>
<td>• Creswell Chp 2, 3 &amp; 4</td>
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<td>Dissertation Summary and Analysis Assignment</td>
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<td>3. Epistemological Diversity</td>
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<td>March 13</td>
<td>1. T &amp; L Faculty Research</td>
<td>• Creswell Chp 8, 9 &amp; 10</td>
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<td></td>
<td>2. Quantitative, Qualitative and Mixed Methods</td>
<td>• Kadriye &amp; Wolff-Michael article</td>
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<td>April 24</td>
<td>1. T &amp; L Faculty Research</td>
<td>• Creswell Chp 5, 6 &amp; 7</td>
<td>1) Summary and Critical Analysis of a Dissertation</td>
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<td>2. Quantitative, Qualitative and Mixed Methods</td>
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<td>2) Last day to submit a signed copy of your advising form.</td>
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<td>3. Discussion of Summer Homework</td>
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