Course Description: Conducting research is a complex, demanding, and time-consuming task. It is suggested that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003).

Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, “Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback” (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations.

The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

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 explores various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to
promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ 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 Research 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:

1. Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature.
2. Obtain IRB certification as a researcher through the Collaborative IRB Training Initiative (CITI) course.
3. Design and write a dissertation prospectus and/or proposal draft that includes the major components of a research plan.
4. Provide meaningful feedback to their peers regarding specific areas of a proposal.
5. Understand the importance of the dissertation chairperson and other members of the committee.
6. 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. These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found on pages of this syllabus.

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:
- Acquiring skills in working with others as a member of a team (#5)
- Developing skill in expressing oneself orally or in writing (#8)
- Learning how to find and use resources for answering questions or solving problems (#9)

CPS PRINCIPAL COMPETENCIES
Competency E
Relentlessly Pursues Self-Disciplined Thinking Action
1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
a.) Models Equity and Dignity

2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a.) Protects Rights and Confidentiality

3. Create and supports a climate that values, accepts, and understands diversity in culture and point of view
   a.) Recognizes the Strength of a Diverse Population
   b.) Creates a Culturally Responsiveness Climate
   c.) Engages in Courageous Conversations about Diversity

4. Relentlessly pursues reflective behavior

**Competency F**

**Leads School Toward Achieving the Vision**

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
   a.) Collaborates to Develop and Maintain a Shared Vision of High Expectations

2. Ensures that the school’s identity, vision, mission drive school decisions
   a.) Ensures vision and mission drive school decisions
   b.) Confronts Low Expectations

3. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
   a.) Conducts Difficult Conversations to Improve Student Results

**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 1.3.b Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.

ELCC 2.2b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

ELCC 4.1.b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

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.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University
Chicago email to register this account. **Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.**

**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

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University— a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**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
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. You are ordering books for ELPS 620 Israel.


Recommended Texts:


The following materials are also necessary for this class:
- Additional readings will be posted on SAKAI. Please follow the syllabus calendar for a listing of these readings to be done BEFORE the assigned class session.
- To complete the IRB/CITI training:
  
  http://www.citiprogram.org
- 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

Things you need to find and bring to class:
- Your laptop so you can use the writing time provided effectively. (Remember cords, chargers, flashdrives, whatever you need so you can “set-up” and write during the 2nd half of most classes.)
- Additional readings and class notes can be found on SAKAI. Please print, read, and bring these cases to the assigned class as indicated on the syllabus.
- You must register your LIVETEXT account. You must register with your Loyola University Chicago email address for this LIVETEXT account to work.

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

General Course Expectations
Each member of this seminar must:

1. Attend all scheduled class sessions and actively participate in all activities. Any absence will result in a reduction of the specific percentage of attendance.

2. Submit all assignments according to specific due dates (Late submissions will not get full assigned credit).

3. Extend respect, courtesy, and support to peers, and their contributions to class.
4. Assess peers’ proposals and offer constructive feedback.
5. Practice “accountable talk” during class discussions and collaborative activities.

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus

Evaluation:

| Dispositions | 22 points |
| Completion and Proof of IRB (CITI training) | 8 points |
| Title, Research Questions & Abstract | 5 points |
| Introduction to the Study (Chapter 1) | 15 points |
| Research Methodology (Chapter 3) | 15 points |
| Literature Review (Chapter 2) | 15 points |
| Dissertation Prospectus (approximately 12 pages) with full APA references | |
| Or | |
| Dissertation Proposal (full three chapters) with full APA references | 20 points |

Total: 100 points

Grading Scale
A 93 points and above
A- 90 – 92 points
B+ 87 – 89 points
B 86 – 84 points
B- 83 – 80 points
C 70 – 79 points
F Below 70 points

Dispositions 22 points
Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Assignments: For each assignment, a rubric will be provided and reviewed in class. Assignment components and due dates are subject to change as the instructor sees fit in order to meet students’ needs.

Completion and Proof of IRB (CITI training) 8 points
Class 3 – July 6
To be able to conduct research, one must be a certified researcher BEFORE attempting to get one’s proposal approved by the IRB board. Therefore, all students in ELPS 620 must provide proof of successful CITI training that is current. The proof of passage must be provided electronically to the instructor by July 6, 2015. CITI training can be found at http://www.citiprogram.org
Title, Research Questions and Abstract

Class 5 – July 13

The questions one asks drives the research. The question(s) drive all other work. “A title should be fully explanatory when standing alone” (APA, 2010, p.23). And an abstract is “accurate, self-contained, concise, and specific” (Calabrese, p. xv). Students are expected to create a title, research questions and abstract that will drive the proposed doctoral research study. Upon submission, this document must be approved by the instructor before moving to the subsequent course requirements.

Introduction to the Study (Chapter 1 or Questions 1, 3, 4, 5)

Class 7 – July 20

“Chapter 1 introduces the dissertation topic and presents the blueprint for the study” (Calabrese, p. 1). The student is expected to write a draft chapter one that may contain, but is not limited to, the following components: introduction, background to the study, problem statement, purpose of the study, research questions, significance of the study, overview of methodology, biases, limitations and organization of the dissertation. Or the student may choose to write a draft of prospectus questions 1, 3, 4, 5. Correct grammar and appropriate APA citations are required for all.

Research Methodology (Chapter 3 or Questions 6 & 7)

Class 9 – July 27

“Chapter 3 presents the methods that the researcher uses to collect and analyze data for the study” (Calabrese, p. 29). The student is expected to write a draft chapter three that may contain, but is not limited to, the following components: research perspective, research design, sample, data collection procedure, limitations, validity, and summary. Or the student may choose to write a draft of prospectus questions 6 & 7. Correct grammar and appropriate APA citations are required for all.

Literature Review (Chapter 2 or Question 2)

Class 11 – August 3

“Chapter 2 presents a review of the relevant literature related to the researcher’s essential question(s) or hypotheses of the dissertation” (Calabrese, p. 13). The student is expected to write a draft chapter two that may contain, but is not limited to the following components: introduction to the literature review, relevant and related literature to the research questions, conceptual framework for the analysis, and summary. Or the student may choose to write a draft of prospectus question 2.

Dissertation Prospectus (approximately 12 pages) with full APA references

Or

Dissertation Proposal (full three chapters) with full APA references

August 7, 2015 by midnight to misrael@luc.edu

You will receive edits and comments on these sections and you should incorporate these suggestions for email a copy to misrael@luc.edu by midnight on – August 7, 2015
Elements of a Dissertation Prospectus

The following are parts to include in a dissertation prospectus in the field of educational leadership:

1) A defined topic or problem that is relevant and directly connected to the field of educational leadership.

2) A review of the relevant literature that establishes the importance of the topic for a dissertation and preliminary argument of discovery.
   a. Note: The prospectus is only 12 pages, excluding references, therefore your literature review should focus on broad strokes at this stage.

3) A preliminary argument of advocacy – why the study needs to be conducted – should be included and explain the potential contribution of the study to the field of educational leadership.

4) Make a clear statement of the purpose of your study (exploratory, descriptive, predictive, explanatory).

5) Include your working research question(s) that has supporting sub-questions that are directly related to the review of the literature and the argument of advocacy.

6) Give an overview of the theoretical framework and how it aligns to the purpose of the study.

7) Offer an overview of research method(s), data collection and the analysis. Include an explanation of why this method and analysis is appropriate for the study.

8) Proper APA citation and referencing of the literature is expected.

In addition to the prospectus, you may want to have an annotated bibliography of the sources you have read, even if they are not a part of your prospectus. It gives the potential dissertation chair an opportunity to see what literature you have read beyond what is in your prospectus.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>Assignment Due Prospectus Goal</th>
<th>Assignment Due Proposal Goal</th>
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<td>Class 1</td>
<td>June 29</td>
<td>• Orientation to class</td>
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<td>• Review of syllabus and assignments</td>
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<td>Candidate information document</td>
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<td>• The question drives the methodology</td>
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<td>• Introduction to IRB/CITI</td>
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<td>• Ethics of Research</td>
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<td>• Using research evidence to improve educational practice</td>
<td>Chapter 1 – Applying Ed. Research SAKAI</td>
<td>Begin to refine prospectus from CIEP 488</td>
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<tr>
<td>Class 3</td>
<td>July 6</td>
<td>• Doing your own research: From Proposal to final report</td>
<td>Chapter 2 – Applying Ed. Research SAKAI</td>
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<td>Review others’ dissertations (3)</td>
<td>CITI/IRB certification to instructor</td>
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<td>Class 4</td>
<td>July 8</td>
<td>• Writing the Title, Research Questions, and Abstract</td>
<td>Calabrese pgs vii. - 12</td>
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<td>Class 5</td>
<td>July 13</td>
<td>• Introducing your readers to your study-Chapter One</td>
<td>Samples of Chapter One SAKAI</td>
<td>Title, Research Questions and Abstract</td>
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<td>• Writing Time and Individual Meetings</td>
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<td>July 15</td>
<td>• Moving from approved title, research questions and abstract to a Chapter One</td>
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<td>Class 7</td>
<td>July 20</td>
<td>• The question drives the methodology</td>
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<td>Intro to the Study Prospectus – Questions 1, 3, 4, 5</td>
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<td>• Data issues: anonymity, confidentiality, data collected as “normal functions of work”</td>
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<td>Class 9</td>
<td>July 27</td>
<td>• We stand on the shoulders of others</td>
<td>Calabrese Pgs. 13 - 28</td>
<td>Intro to the Research Methodology Prospectus – Questions 6, &amp; 7</td>
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<td>• Why is your study unique?</td>
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<td>• What does your study contribute?</td>
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<td>• Review APA</td>
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<td>• Putting the pieces together</td>
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<td>August 7, 2015</td>
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<td>Prospectus Due to <a href="mailto:misrael@luc.edu">misrael@luc.edu</a> by midnight</td>
<td>Proposal Due to <a href="mailto:misrael@luc.edu">misrael@luc.edu</a> by midnight</td>
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<td>Dispositions = 22 points</td>
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<td>Acceptable (1)</td>
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<td><strong>PROFESSIONALISM</strong></td>
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<td>Candidate frequently does not meet deadlines.</td>
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<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
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<td>Candidate consistently attends class and is punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
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<td>and is punctual to class</td>
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<td>Candidate honestly and</td>
<td>Candidate honestly and accurately cites other's work in a consistent manner.</td>
<td>Candidate honestly cites other's work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other's work as his/her own.</td>
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<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
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<td>promptly with faculty</td>
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<td>Candidate uses technology</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
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<td>in the classroom only for</td>
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<td>academic purposes</td>
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<tr>
<td>Candidate demonstrates</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
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<td>ethical behavior in all</td>
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<td>ISLLC standards.</td>
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<td><strong>FAIRNESS</strong></td>
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<td>Candidate is able to</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
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<td>reflect and respect other</td>
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<td>points of view within the</td>
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<td>university setting</td>
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<td><strong>ALL STUDENTS CAN LEARN</strong></td>
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<td>Candidate demonstrates a</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
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<td>belief that all students</td>
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<td>can learn within the</td>
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<tr>
<td>Candidate demonstrates</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence</td>
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<td>respect for cultural</td>
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<td>Candidate demonstrates</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
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<td>social justice within the</td>
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ELPS 620: Dissertation Research – CPS Cohort 1 & On-campus
Summer 2015, Session 2:
Mondays & Wednesdays 5 – 8 p.m.
Selected References


