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 creation of a proposal that ultimately will result in a capstone action 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:

- Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature.
- Design and write a capstone research project proposal that includes the major components of a research plan.
- Successfully defend their capstone research project proposal to their Loyola committee.
- Provide meaningful feedback to their peers regarding specific areas of a proposal.
- 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:
- 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.  This is the purpose of our work and the capstone action research projects.
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/

Accessibility
➢ http://luc.edu/education/syllabus-addendum/

Conceptual Framework
➢ http://luc.edu/education/syllabus-addendum/

Ethics Line Reporting Hotline
➢ http://luc.edu/education/syllabus-addendum/

Electronic Communication Policies and Guidelines.
➢ 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. 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 search for Loyola University Chicago dissertations:
https://login.flagship.luc.edu/login?qurl=http%3a%2f%2ffsearch.proquest.com%2fadvanced%3faccountid%3d12163%26electids%3d1005987%2c1000011%2c1000011
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.
- Your APA manual.

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. Keep all individual appointments.
2. Submit all drafts, carefully incorporating all edits and comments, according to specific due dates (Late submissions will forfeit individual appointments).
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. Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>22</td>
</tr>
<tr>
<td>Revisions submitted by due dates that carefully incorporate suggested revisions</td>
<td>21</td>
</tr>
<tr>
<td>Committee established</td>
<td>5</td>
</tr>
<tr>
<td>Proposal date established</td>
<td>13</td>
</tr>
<tr>
<td>Implementation of capstone project begun in case study site(s)</td>
<td>13</td>
</tr>
<tr>
<td>Final proposal document completed</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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/Milestones:  
78 points total  
Each of the aforementioned assignments are milestones. The pace and completion of these milestones is dependent totally on the student’s work product and the incorporation of edits from each revision.  
Remember to submit all revisions according to specific due dates. Late submissions will result in forfeiting your individual appointments.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>Assignment Due Prospectus Goal</th>
</tr>
</thead>
</table>
| Class 1  
August 29, 2015 | • Orientation to class  
• Review of syllabus and assignments and resources  
• What I noticed from your last submissions  
• Mock Proposal Defense  
• Questions from edits  
• Writers’ Workshop | Continue reading to gain knowledge on your project’s:  
• Content  
• Implementation  
• Conceptual Framework | Bring last edited submission received from Summer 2015 |
| Due Date  
Friday, September 11 by 5:00 p.m. | | Friday, September 11 by 5:00 p.m. | Based on edits, email to misrael@luc.edu next revision |
| Class 2  
9/19/15 | • Writing Workshop  
• Individual Appointments | Continue reading to gain knowledge on your project’s:  
• Content  
• Implementation  
• Conceptual Framework | |
| Due Date  
Monday, October 19 by 5:00 p.m. | | Monday, October 19 by 5:00 p.m. | Based on edits, email to misrael@luc.edu next revision |
| Class 3  
10/24/15 | • Writing Workshop  
• Individual Appointments | Continue reading to gain knowledge on your project’s:  
• Content  
• Implementation  
• Conceptual Framework | |
| Due Date  
Friday, October 30 at 5:00 p.m. | | Friday, October 30 at 5:00 p.m. | Based on edits, email to misrael@luc.edu next revision |
| Class 4  
11/7 | • Writing Workshop  
• Individual Appointments | Continue reading to gain knowledge on your project’s:  
• Content  
• Implementation  
• Conceptual Framework | |
| Due Date  
Monday, November 30 at 5:00 p.m. | | Monday, November 30 at 5:00 p.m. | Based on edits, email to misrael@luc.edu next revision |
| Class 5  
12/5 | • Writing Workshop | Continue reading to gain knowledge on your project’s: | |
## Individual Appointments
- Planning for Spring 2016
  - Superintendent’s Practicum
  - Continuing Completing Capstone Action Research Project

## Content
- Implementing
- Conceptual Framework

### Distributions = 22 points

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<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>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always 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>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</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>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<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>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</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>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</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>
</tr>
</tbody>
</table>

### FAIRNESS
- Candidate is able to reflect and respect other points of view within the university setting
  - Candidate consistently reflects and respects other points of view within the university setting.
  - 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.
  - 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.

### ALL STUDENTS CAN LEARN
- Candidate demonstrates a belief that all students can learn within the university setting
  - Candidate consistently demonstrates a belief that all students can learn within the university setting.
  - Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.
  - Candidate does not demonstrate a belief that all students can learn within the university setting.
Candidate demonstrates respect for cultural differences within the university setting

Candidate demonstrates social justice within the university setting

Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.

The candidate advocates strongly for social justice within the university setting in both word and deed.

The candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.

The candidate supports social justice within the university setting in both word and deed.

The candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.

The candidate's words and deeds within the university setting do not support the principles of social justice.

Selected References


