Loyola University Chicago
School of Education
Professionalism in Service of Social Justice

ELPS 620: Dissertation Research

Professor: Felicia Stewart, Ed.D.  Meeting Time: Saturdays
               9:00am – 4:00pm
               09/02; 09/23; 10/07; 11/04; 12/02
Office: Lewis Towers #1031   Corboy Law Center – Room 204
Phone: (312) 915-6345    Office Hours: By Appointment (or before class)
Email: fstewart1@luc.edu

Course Description:
Conducting research is a complex, demanding, and time-consuming task. The instructor suggests 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.

School of Education Policies and Information

Conceptual Framework Standards

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.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. Our conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Technology**
Candidates will be responsible for regularly accessing their Sakai accounts at [http://sakai.luc.edu](http://sakai.luc.edu). Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their Live Text accounts. Candidates **MUST** use their Loyola University Chicago email address with Live Text. This course requires the use of Live Text in order for candidates to submit all course assessments.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

**Diversity**
By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.
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 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.
7. Review and locate application(s) for Loyola IRB and/ or CPS RRB process.

Dispositions:
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, three school-wide dispositions will be assessed in this course. These dispositions are: 1) Professionalism, 2) Inquiry, and, 3) Social Justice. These dispositions will be directly assessed in this course and will comprise 20 of the 100 points possible.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
<td>Candidate does not complete any work</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>
<td>Candidates does not complete or cite work</td>
</tr>
<tr>
<td>Candidate is punctual for meetings within the</td>
<td>Candidate is punctual on a consistent basis for</td>
<td>Candidate is punctual for meetings, with a</td>
<td>Candidate is consistently not</td>
<td>Candidate is consistently absent</td>
</tr>
<tr>
<td>professional setting</td>
<td>meetings within the professional setting.</td>
<td>few exceptions, within the professional setting.</td>
<td>punctual and or cancels consistently for meetings within the professional setting.</td>
<td>and unprofessional</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates/ responds/confirm when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.</td>
<td>Candidate usually communicates/ responds/confirm when needed with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate/ responds/confirm when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
<td>Candidates fails to consistently communicate with faculty</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>
<td>Candidate does not know how to use any technology.</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>
<td>Candidate consistently displays unethical behavior</td>
</tr>
<tr>
<td>Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Poor</td>
<td>Unacceptable</td>
<td></td>
</tr>
<tr>
<td>Candidate is able to reflect and respect other points of view within the class environment</td>
<td>Candidate consistently reflects and respects other points of view within the class environment.</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 class environment.</td>
<td>The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the class environment.</td>
<td>Candidate does not respect other points of view.</td>
</tr>
<tr>
<td>Social Justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Poor</td>
<td>Unacceptable</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the class environment</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the class environment. The candidate will not tolerate a culture complacent with failure.</td>
<td>Candidate demonstrates a belief that all students can learn within the class environment with a few exceptions. The candidate is not complacent with a culture of failure.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the class environment and is complacent with a culture of failure.</td>
<td>Candidate is discriminatory in words and actions.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the class environment</td>
<td>Candidate consistently demonstrates respect for cultural differences within the class environment and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the class environment with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the class environment and does not seek to gain inter-cultural competence.</td>
<td>Candidate is consistently disrespectful.</td>
</tr>
</tbody>
</table>
### Instructors/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 (2016) 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, evaluate, and use resources to explore a topic in depth (#9)

#### IDEA Course Evaluation Link for Students
- This is the link to the IDEA Campus Labs website: [http://luc.edu/idea/](http://luc.edu/idea/) to complete the course evaluation at the end of the term.

### 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 – 2011)

ELCC 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program. They will be able to use multiple methods of evaluation, accountability systems, data collection and analysis of evidence.

ELCC 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

ELCC 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school community.

ELCC 6.1 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a school environment.

ELCC 6.3. Candidates’ understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

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.


Required Texts:
The following books are to be ordered online or purchased at the Loyola Water Tower Bookstore or other book site, such as Amazon that you select. The web address is: www.luc.edu/bookstore. You are ordering books for ELPS 620 Stewart.

Required Texts:

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.

- 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, flash drives, 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. There is an expectation that assignments are written at a professional level using correct English grammar and syntax, with organized thought and higher level thinking skills.

Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>20</td>
</tr>
<tr>
<td>Completion and Proof of IRB (CITI training)</td>
<td>5</td>
</tr>
<tr>
<td>Title, Research Questions &amp; Abstract</td>
<td>5</td>
</tr>
<tr>
<td>Draft Introduction to the Study (Chapter 1)</td>
<td>5</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>15</td>
</tr>
</tbody>
</table>
Draft of Research Methodology (Chapter 3) 10 points
Draft Literature Review (Chapter 2) 5 points
Literature Review (Chapter 2) 15 points

Dissertation Proposal (Chapters 1 - 3) with full APA references 20 points

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 75 – 79 points
D 70 – 74 points
F Below 70 points

Dispositions 20 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) 5 points
September 23rd
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 13, 2016. CITI training can be found at http://www.citiprogram.org

Title, Research Questions and Abstract 5 points
September 23rd
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) 20 points
September 2nd
“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)  
October 7th**

“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)  
October 7th**

“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 Proposal (Chapters 1-3) with full APA references**

December 9th by 12:00 pm to fstewart1@luc.edu

You will receive edits and comments on these sections and you should incorporate these suggestions and email a copy to fstewart1@luc.edu by December 9th. Or bring a hard copy to class on December 9th.
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, and 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 Proposal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2nd</td>
<td>Orientation to class • Review of syllabus and assignments • The question drives the methodology • Introduction to IRB/CITI</td>
<td><a href="http://www.citiprogram.org">http://www.citiprogram.org</a></td>
<td>Candidate information document</td>
</tr>
<tr>
<td>September 2nd</td>
<td>Ethics of Research • Using research evidence to improve educational practice • Library Usage</td>
<td>• Calbrese Text • Chapter 1 – Applying Ed. Research SAKAI</td>
<td>Begin to refine prospectus from CIEP 488 1st Draft Chapter 1</td>
</tr>
<tr>
<td>September 23rd</td>
<td>Doing your own research: From Proposal to final report; • How to use Loyola Library system for Research</td>
<td>• Chapter 2 – Applying Ed. Research SAKAI • Review others’ dissertations (3) • Individual Meetings</td>
<td>CITI/IRB certification to instructor</td>
</tr>
<tr>
<td>September 23rd</td>
<td>Writing the Title, Research Questions, and Abstract • Review of Literature</td>
<td>• Calbrese pg. vii. - 12</td>
<td>2nd Draft Chapter 1</td>
</tr>
<tr>
<td>September 23rd</td>
<td>Introducing your readers to your study-Chapter One</td>
<td>Samples of Chapter One SAKAI</td>
<td></td>
</tr>
<tr>
<td>October 7th</td>
<td>Moving from approved title, research questions and abstract to a Chapter One</td>
<td>Writing Time and Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>October 7th</td>
<td>The question drives the methodology</td>
<td>Calabrese Pg. 29- 48</td>
<td>Intro to the Study</td>
</tr>
<tr>
<td>November 4th</td>
<td>Backing into methodology • Data issues: anonymity, confidentiality, data collected as “normal functions of work” • IRB resources</td>
<td>Samples of Chapter Three-SAKAI IRB resources</td>
<td>Title, Research Questions and Abstract Draft Chapter 2</td>
</tr>
<tr>
<td>November 4th</td>
<td>We stand on the shoulders of others • Why is your study unique? • What does your study contribute?</td>
<td>Calabrese Pgs. 13 - 28</td>
<td>Intro to the Research Methodology Draft Chapter Three</td>
</tr>
<tr>
<td>December 2nd</td>
<td>Review APA • Searching wisely</td>
<td>Samples of Chapter Two-SAKAI</td>
<td></td>
</tr>
<tr>
<td>December 2nd</td>
<td>Annotated Bibliography • Putting the pieces</td>
<td>Writing Time and Individual Meetings</td>
<td>Chapters 1, 2 &amp; 3</td>
</tr>
</tbody>
</table>
together

- Dissertation Committee
- Next steps in the process

Selected References


