ELPS 530: Doctoral Proseminar (Fall 2021)
Higher Education Program
School of Education
Loyola University – Chicago

Corboy Law Center - Room 205 / Zoom***
5:30-7:30pm CST/CDT

Instructor: Dr. Blanca Torres-Olave (btorresolave@luc.edu)
TA: Funmilayo Ojikutu (oojikutu@luc.edu)
Office Hours: Mondays 3:00-5:00, in person (LT Room 1130) or via Zoom. To make an appointment, please visit https://calendly.com/torres-olave.
Sakai entry page: https://sakai.luc.edu/

***Important: This course will be delivered using a Hyflex modality, meaning you can join in person (CLC 205) or via Zoom. For joining via Zoom, log in to the Sakai page for this course and use the Zoom link on the left-hand menu. Note that all Zoom meetings will be recorded and stored securely in the Sakai site for the class.

All course readings are available on Sakai. Sakai will be used as the main platform for class activities, assignments, and resources. Email will be used as the primary mode of correspondence for this course.

Given the emphasis on email and Sakai communications, please make sure you:

- Check your email frequently (at least once a day).
- Be patient. I am typically able to respond within 24-48 hours (not including weekends) and will do my best to get back to you as soon as possible.
- Be courteous and considerate. This includes observing adequate forms of address and signing off your message with your name. This is an important aspect of professional conduct in our field and it makes a difference. Ex. I prefer being addressed as Blanca, Dr. Torres-Olave, or Prof. B, based on your comfort level. Miss/Ms./Mrs. Torres-Olave are not appropriate in this context.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.
The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.
The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

**PART I: GENERAL COURSE INFORMATION**

**Course Description**
This course is designed to introduce doctoral students to critical questions facing academic labor, culture, and socialization while developing essential doctoral-level writing and communication skills. The course is designed to engage students in a critical examination of these questions from an equity lens, and to evaluate the various arguments and assumptions that underlie the major writings on these topics. Students will have an opportunity to reflect on these questions through class discussions and presentations, self-reflection, and through the crafting of key artifacts in an environment that encourages intensive peer-review exercises. Finally, throughout the course we will focus on emerging questions related to the doctoral journey, providing an open space to share, discuss, and contemplate the various roles, responsibilities, and opportunities available to graduates of the program.

**Course Aims:**
The course is built around the practice of four key intents:

- **Culture:** Students will develop a sophisticated understanding of the symbols, norms, and practices of doctoral and academic socialization through the critical examination of academic labor;
• Craft: Students will develop an appreciation of their doctoral journey as an ongoing process of skillful mastery, meaning, and growth;
• Community: Students will experience the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject;
• Care: Students will practice an ethos of mutual care and respect which honors and amplifies learning.

Course Pedagogy
This is a student-centered, collaborative course, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. We appreciate that we all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. I see this class as a community of scholars who are both teachers and learners at varying stages of development based on our own life experiences, interests, and motivations. As such, the course will emphasize the need to situate your own learning as an inherently social and dynamic process which involves learning as doing, learning as belonging, and learning as becoming.

Graduate courses are demanding; adding the asynchronous/synchronous online modality adds further challenges. It is imperative that students keep up with the readings and assignments. It is a good idea to schedule specific times to devote to completing the course readings and assignments. Some works are considerably longer than others, so check the syllabus each week and be certain you have allotted enough time to adequately cover the assigned readings.

Course Feedback and Special Circumstances
Students are urged to contact the instructors should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let us know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact us early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Throughout the semester, I welcome your input about course-related issues. If you have comments or suggestions about the class and how it might be improved, please do let us know as soon as possible—do not wait until the end of the semester. We take student feedback seriously and are open to make adjustments as far as circumstances allow.

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**Required Texts**
- There is no required textbook. All required readings are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs.
- All weekly course readings are available on Sakai under the “Resources” tab.

**Statement of Intent**
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.
PART II: SOE CONCEPTUAL FRAMEWORK & SMART EVALUATION

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society.

This course houses a core assessment for the following Conceptual Framework Standard:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

In our examination of academic* labor and socialization issues we will touch on various issues related to social justice in the academy and beyond, such as equity, diversity, and systemic discrimination. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of those groups. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The rubric for assessing dispositional behaviors can be found in Appendix A in this syllabus. The following are some general disposition-related expectations for all students in this course:

- I expect each of you to take an active role in your learning both inside and outside the classroom. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates.
- Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule. Our goal is not always to reach consensus, but to be open to hearing and exploring divergent perspectives, even if that means hearing some views we might not agree with; (2) not
using derogatory language or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate; and (3) behave with professionalism and kindness.

**Smart Evaluation**
Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous and the results are not released to faculty or departments until after grades have been submitted; therefore the feedback will not impact your grade.
- The feedback is important so that I as the instructor can gain insight into how to improve my teaching and the program can learn how best to shape the curriculum.

You can find out more details about Dispositions and Smart evaluation in the Syllabus Addendum (Appendix B).

**PART III: PARTICIPATION AND EVALUATION POLICY**

1. **Class Participation/Memory Work (30% of final grade)**
A seminar-style class relies primarily on the preparation and willingness of all members to share their insights. This means making a good faith effort to engage with all assigned readings prior to class, contribute thoughtfully to class discussions, and be fully present in workshop activities. Please refrain from texting and using email, Facebook, Twitter, and the like during class.

As a group, we will engage in collaborative memory-work exploring the experiences of being a PhD student and knowledge workers. Memory-work is a research method with roots in feminist, critical, and social constructionist views of the world. As a methodology, memory-work foregrounds experience as the focus of research, and it allows researcher-participants to examine “the complexity of moving between the subjectivity of their collective experiences, emotions and interpretations, and the more academic and distanced processes of theorising the meaning of those experiences” (Ingleton, 2007).

In class we will first explore the roots and main tenets of memory work as a research methodology.

During the first few weeks of the semester we will reflect on each of the topics for group discussion (see Schedule at a Glance). In small groups, each member will write down memories about the proposed topics according to the following set of rules:
1. Write 1-2 pages about each memory.
2. Write in the third person using a pseudonym.
3. Write in as much detail as possible, including what might be considered trivial or inconsequential.
4. Describe the experience.

During the second part of the semester we will use those initial reflections as a departure point to engage in memory-work analysis and interpretation activities. The goal of this assignment is to develop an understanding of the research process and create one or more manuscript outlines that could be submitted to the Journal of Critical Scholarship on Higher Education and Student Affairs.
2. Discussion Leaders (20% of final grade)
For one of our class sessions, you will work in a small group to lead a 40-minute discussion of our weekly readings (see Course at a Glance for topics and dates). There is no set format to these discussions; you can decide which strategy seems best suited for that week’s content. **These are only some general guidelines to keep in mind when planning your session:**
- Provide a brief overview (no more than 2-3 minutes) of the themes or main ideas in that week’s readings. Ideally, this recap should focus on connections across the readings rather than on individual summaries of each reading. Assume that everyone has done the readings. This is not meant to be a comprehensive summary but rather a recap that helps the group establish the main ideas to be discussed during the session.
- The rest of the session should lead to more in-depth discussion of the readings and themes. Allow yourself to be creative: you can pose a set of questions to generate discussion or self-reflection, but you can also lean on more experiential activities, visual aids, or whatever other artifacts you consider appropriate by making strategic use of the online format.
- **This is a formative learning experience**, meaning your grade will be based on evidence of good faith effort to lead a class discussion with the aim of enhancing your teaching/communication skills in a supportive, safe environment.

3. Book Review First and Final Drafts (20% of final grade, by self-assessment)
Early in the semester we will examine the Book Review or Book Critique as an important genre in academic* writing. Based on that information, you will identify a recently published book to review as well as a potential venue for publication (e.g. scholarly or professional journal). We will have a session dedicated to peer-review of your work in progress. The final draft should be a highly polished book review that you can submit for publication if you so choose.

4. Peer Review Exercise (10% of final grade)
You will present your work in progress (book review and literature review) for peer feedback during session. The more complete your work is at this point, the more useful the feedback you will receive. In turn, you will review the work of two of your peers and provide useful, concrete, and respectful feedback that helps improve their documents. See date on Course at a Glance.

5. Final Reflection and Weekly Self-assessment (20% of final grade)
An essential aspect of completing a PhD is to develop the ability to assess and improve your own work, as well as to identify your strengths and areas of growth. This is often one of the hardest tasks expected of anyone, and it’s an essential skill at the doctoral level. In this 2-4 page reflection you will look back on the tasks you have completed this semester and write a thoughtful assessment of your own growth. You will also be expected to assign a grade for your final portfolio based on your own evaluation of your work, timeliness, and effort.

To keep track of your progress and contributions (i.e. small group discussions; discussion leader activities) you will maintain a weekly log of your activities. You should be making weekly entries into the form rather than fill it all up at the end of class; this will result in a more accurate and less stressful self-assessment. You will find a rubric for the weekly progress self-assessment under Sakai Resources. **You will submit this completed form along with your final portfolio artifacts at the end of the semester.**
On the day of final you must submit four documents:
1. Finalized memory-work manuscript outline(s)
2. Finalized book review (attach copy of target outlet for publication)
3. Completed self-assessment sheet
4. Final reflection

Writing Expectations/APA Style
The ability to communicate clearly and effectively in writing is a major expectation of doctoral students. For this course, the expectation is that all papers in your final portfolio must be:
- Submitted as a Word (or equivalent) file. No pdf files unless otherwise indicated.
- Use the following format to label each document prior to uploading it to Sakai: [Last Name, First Name, Name of Assignment]. Omit the commas and brackets. Example: Torres-Olave Blanca Final Reflection

Submitting Final Paper to LiveText
The School of Education requires that your final paper be submitted via LiveText (www.livetext.com), as this assignment has been selected for a core assessment for School of Education CAEP accreditation purposes. See Appendix B for details on using LiveText.

Final grade on a 1-100 scale
A – 90
B – 80
C – 70
D – 60
F – 59 or below

Late Assignments/Participation Policy
Unless otherwise announced, all assignments must be posted in Sakai by the end of the day (midnight) of the due date. Sakai provides a date and time stamp for all posted materials.

Making up for a missed class. If you have an emergency or a major situation that keeps you from participating in a class session, please notify me as soon as possible prior to class. Doing so will allow you to complete the assignment below in lieu of regular class participation. Please note that advance notice is an absolute must to make up for a missed class. You can only request this extra assignment once during the semester.
- Post a response to each one of the group presentations for that week. What was interesting? How did it connect to your own understanding of the readings? Are there additional resources that can help us broaden our view of the topic? Do you have any questions for the group? This part of the assignment must be completed no later than 10 days after the missed class.
## PART IV: COURSE AT A GLANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Modality</th>
<th>Required readings / media</th>
<th>Tasks:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>08/30/21  Welcome &amp; Laying Ground</td>
<td>Hyflex</td>
<td>• Acquaint yourself with the syllabus ahead of class, as well as the Sakai site for ELPS 530 and the Doctoral Portal</td>
<td>• Prepare questions about syllabus, course assignments, etc.</td>
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<td>(Corboy Law Center - Room 205; see page 1 for Zoom link)</td>
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<td>• Come to class prepared to ask questions about PhD program structure, requirements, timelines, etc.</td>
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<td>Week 2</td>
<td>09/06/21  Labor Day</td>
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<td>Suggested, on your own time:                                                            Suggested, on your own time:</td>
<td>Begin searching for a book to review and a publication outlet for it. Bring potential leads to class for discussion.</td>
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<td>No Class</td>
<td>• Read supplemental materials on Writing a Book Review.</td>
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<td>• Watch “Book reviews” on Panopto</td>
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<td>Week 3</td>
<td>09/13/21  Academic Labor and the “Ideal” Worker</td>
<td>Hyflex</td>
<td>• Rhoades &amp; Torres-Olave (2015).                                                        Complete required readings and come to class prepared with questions and/or comments.</td>
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<td></td>
<td>• Torres-Olave, B., Brown, A., Franco, L., &amp; Ballinas, C. (2019).</td>
<td>• Discussion leaders:</td>
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<td>Week 4</td>
<td>09/20/21  Academic Otherness</td>
<td>Hyflex</td>
<td>• Kezar, A., &amp; Sam, C. (2010).                                                          Complete required readings and come to class prepared with questions and/or comments.</td>
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<td>• Kelly, B. T., &amp; McCann, K. I. (2014).</td>
<td>• Continue to work on your book review. Ask questions via email or at our next meeting.</td>
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<td>• Cooke (2014).</td>
<td>• Discussion leaders:</td>
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<td>• Bhattacharya (2016)</td>
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<td>Week 5</td>
<td>09/27/21  The Doctoral Path and Doctoral Socialization (I)</td>
<td>Hyflex</td>
<td>• Woolston, C. (2017).                                                                 Complete required readings and come to class prepared with questions and/or comments.</td>
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<td>• Gopaul, B. (2019).</td>
<td>• Continue to work on your book review. Ask questions via email or at our next meeting.</td>
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<td>• Sallee, M. W. (2016).</td>
<td>• Discussion leaders:</td>
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<td>• Gardner, S. K., &amp; Gopaul, B. (2012).</td>
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<td>Week 6</td>
<td>10/04/21  The Doctoral Path and Doctoral Socialization (II)</td>
<td>Hyflex</td>
<td>• Walker, J. &amp; Yoon, E. (2017)                                                          Complete required readings and come to class prepared with questions and/or comments.</td>
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<td>• Shahjahjan, R. A. (2019).</td>
<td>• Submit book review for peer-review on Sakai (Due 10/8).</td>
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<td>• Walker (2017)</td>
<td>• Peer-review due back to authors (10/18).</td>
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<td>• Thompson &amp; Bunderson (2001)</td>
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<td>• Parkman (2016)</td>
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<td>Week 7</td>
<td>10/11/21  Fall Break - No class</td>
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<td>Have a restful break!                                                                 Prepare to transition to a fully online modality after the break!</td>
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<td>Week 8</td>
<td>10/18/21  Beyond the Faculty “Core”: The “New” Higher Education Professionals</td>
<td>Online, synchronous</td>
<td>• Gumport &amp; Pusser (1995)                                                              Complete required readings and come to class prepared with questions and/or comments.</td>
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<td>• Rhoades, G., Kiyama, J. M., McCormick, R., &amp; Quiroz, M. (2008).</td>
<td>• We’ll discuss the group research assignment in class.</td>
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<td>• Schneijderberg, C., &amp; Merkator, N. (2013).</td>
<td>• Peer-review due back to authors (10/18).</td>
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<td>• Whitchurch (2012)</td>
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<td>• Stephenson (2003)</td>
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<td>• Ingleton (2007)</td>
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<td>Week 10</td>
<td>11/01/21  Memory work 2:</td>
<td>Online, synchronous</td>
<td>• Memory work collective analysis (1)                                                  Transcribe session</td>
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<td>Week 11 11/08/21</td>
<td>Memory work 3: Online, synchronous</td>
<td>• Memory work collective analysis (2)</td>
<td>• Transcribe session</td>
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| Week 12 11/15/21 | Memory work 4: Online, synchronous | • We’ll debrief the transcription process  
• From analysis to theory – connecting data analysis to an existing body of literature and articulating gaps in the literature | • Group work: Creating a literature map for a potential manuscript |
| Week 13 11/22/21 | Memory work 5: Online, synchronous | • We’ll discuss how to approach writing a methods section for a manuscript. | • Group work: Writing an outline of the methods section. |
| Week 14 11/29/21 | Memory work 6: Online, synchronous | • We’ll discuss how to approach writing a findings section based on the project, methods, and data at hand. | • Group work: Determining format for manuscript and finalizing an initial outline. |
| Week 15 12/06/21 | | TBD | |
| 12/13/21 | Final Portfolio Due | Final portfolio must include:  
• Self-reflection on the PhD pathways  
• Self-evaluation rubric  
• Transcription of memory work focus group  
• Edited and finalized book review (include link to or copy of potential outlet for publication)  
• Manuscript outline (collective) | |
Appendix A: Professional Dispositions

Beginning with Fall semester 2013, the School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a comprehensive rubric that will be used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students in higher education. During each academic year, all students are evaluated by faculty based on their collective assessments in courses completed during the year. The assessment rubric for Fall 2014 Higher Education courses is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText and these rubrics will also be available to students for review. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.

Professional Dispositions  
Loyola University Chicago  
Higher Education Program

CANDIDATE________________________________________________

FACULTY___________________________________________________  
___________________________________________________

DATE        ___________________________________________________

Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on</td>
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<td>coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Fairness</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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<td>All students can learn</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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Comments:
Appendix B
Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

• The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
• Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
• The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

This following objectives are deemed essential or important to this course:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team
4. Learning how to find, evaluate and use resources to explore a topic in depth
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

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.

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they
will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Synchronous Meetings**
One time per semester, students will meet with the instructor via Zoom to receive feedback on their Literature Review and discuss any questions or concerns they may have. Please see “Small Group Consultation” under Sakai/Lessons for specific dates/procedures to sign up for a meeting.

**Student Participation**

- I expect each of you to take an active role in your learning both inside and outside the classroom. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates.
- Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule. Our goal is not always to reach consensus, but to be open to hearing and exploring divergent perspectives, even if that means hearing some views we might not agree with; (2) not using derogatory language or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate; and (3) behave with professionalism and kindness.

**Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*
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*.

**Syllabus Addendum Link**

[https://www.luc.edu/education/academics/syllabi/](https://www.luc.edu/education/academics/syllabi/)

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