**College of Education**

# Education Doctorate in Educational Leadership

# EDUC 790 Research Seminar - 03

**(1 unit)**

**Winter Quarter 2015**

## Course Title and Number: Research Seminar, EDUC 790-03

## Instructor: Deborah E. Stine, Ph.D.

**Office: CE-372/Office Hours: By Appointment**

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**Year/Quarter: Winter, 2015**

**Time/days: 1:15 PM – 3:15 PM, Saturday January 10, January 24, February 7, February 28, March 14.**

**Location: CE-303**

**Wise Reflective Educator Statement**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educational professional:

* Possesses rich subject matter knowledge.
* Applies sound judgment to professional practice and conduct.
* Applies a practical knowledge of context.
* Respects multiple viewpoints.
* Reflects and acts on professional practices and their consequences.

(College of Education *Conceptual Framework,* 2006)

**Program Objectives and Student Learning Objectives:**

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed. This seminar addresses only a subset of the indicators.

|  |  |
| --- | --- |
| **Student Learning Objective:**  Designers and users of quantitative and qualitative research to effectuate reform and increase student achievement. | |
|  | **Student Indicators:**   1. Comprehends the relationship and relevance of various theories of knowledge to the study and application of research methodologies in education. 2. Knows the differences between quantitative and qualitative research design and how epistemological perspectives are reflected in those research methodologies. 3. Comprehends how theoretical paradigms and perspective are reflected in those research methodologies. 4. Recognizes the qualities of an effective research question that expresses a direction for inquiry in precise terms, that is based on a review of the pertinent literature, and that avoids the pitfalls of advocacy. 5. Prepares a critical relevant review of the literature that situates the problem within that literature and indicates the importance of the problem. 6. Prepares an Institutional Review Board Proposal, based on the work situated thus far on the dissertation. |

**Catalog** **Description**

EDUC 790: Research Seminar – Mentors and guides candidates through the dissertation. Members meet and discuss their progress with the cohort and faculty. Faculty supervise dissertation planning, research and preparation. Must be repeated for a total of five units.

### Course Goals/Objectives

Upon completion of this fourth seminar candidates will be able to:

* Identify the specific factors that lead to a successful Institutional Review Board Proposal (K)
* Identify the goals of the Institutional Review Board
* Critically analyze several IRB Proposals
* Prepare (at the minimum) a Draft Institutional Review Board Proposal and present it orally for review by their peers and professor (K & S)
* Continue to develop literature review/dissertation proposal (K & S)
* Refine the research question to express a relationship between/among two or more variables of interest that are measurable or to describe the phenomenon of interest (K & S)
* Identify hypotheses and/or research questions (K & S)
* Identify constructs of interest (K & S)
* Identify construct measures (e.g., surveys, questionnaires, interview templates, etc.) (K & S)
* Identify the appropriate methodological method of inquiry implied by the specific research question (S)
* Identify plan for data collection and analysis (K & S)
* Identify the theoretical framework for literature review/dissertation proposal (K & S)
* Critically analyze and evaluate peer-reviewed research relevant to literature review/dissertation proposal (K & S)
* Write an abstract of literature review/dissertation proposal (K & S)
* Present literature review/dissertation proposal research to date (K, S, & D)

\* “D” in the NCATE framework refers to Dispositions; “K” refers to Knowledge; and “S” refers to Skills. These terms are relevant to NCATE Standards 1, 2.

**Purpose and Course Design**

This course is the fourth of five one-unit seminars designed as general seminars for all doctoral candidates in the Ed.D. program in Educational Leadership. This seminar focuses specifically on the components of a successful Institutional Review Board Proposal and necessary dispositions for success and is additionally designed to provide candidates with an overview of the requirements for completing a doctoral dissertation and a forum for discussing dissertation-related concerns and issues with other candidates. In particular, the seminars emphasize the development and application of the relevant conceptual and research skills necessary for the completion of the dissertation, an area and a topic, the development of the skills necessary for identifying and critically evaluating published research relevant to the chosen dissertation topic, and the knowledge to be able to successfully propose and defend an Institutional Review Board Proposal (which contains many of the elements of your chapter 3). Ethical issues in the conduct of the research and in the preparation of a written dissertation proposal will also be discussed.

**Standards**

As doctoral candidates you are expected to:

1. To attend all class meetings on time and to remain for the duration of the class time. If you are unable to attend a class meeting, it is your responsibility to notify the instructor (preferably in advance of the class meeting time). If you miss a class meeting, it is your responsibility for making up the missed class work and to borrow notes from a classmate. If you have questions regarding a missed class session after reading the assigned materials and reviewing the notes from a classmate, please contact the instructor.
2. To actively participate in all activities and discussions.
3. To turn in all assignments on time. A late penalty of 5% per day will be assessed on all assignments submitted after their due date. (Copies due during class time on the day that the assignment is due for full credit.)
4. To fully and appropriately participate in class discussions.

**All written work is expected to meet standards of academic and professional excellence**. All written submissions and oral presentations must be of scholarly, doctorate-level quality. Assignments will be typed. You will lose points for work with excessive errors.

Strict adherence to the *APA Publication Manual (6th edition)* is required. APA is the **ONLY** accepted manuscript style and reference citation **in this course**. It is additionally an imperative that all Graduate/Doctoral Students attend the sessions on the **Graduate Handbook** as well as those on Plagiarism. (Note: there are some discrepancies between APA and the Graduate Handbook – and graduate students need to be informed of the differences and the fact that the Graduate Handbook takes precedence.) All doctoral students are required to attend one or more Graduate Information Sessions.

Candidates are urged to proof their material **before submission**, and to solicit editing assistance from a friend or colleague or the Graduate Writing Center. Follow APA guidelines for page numbering, quotations and citations, references, punctuation, voice, etc.

All cell phones, pagers, electronic devices, etc., are to be turned off during class time. Failure to do so and/or using such devices during class time (for other than note taking or in class research) will result in a reduction in your participation grade. Use of such devices during class is disrespectful and disruptive. Only laptops that are utilized only for note-taking are acceptable.

## Journal Articles/Textbooks

**Required Texts**:

*Publication Manual of the American Psychological Association,* (6th Ed.). Washington, DC: American Psychological Association.

This will be an invaluable manual throughout your involvement in the EdD program. All papers, research works, etc., for this course, and all education courses at CSUSB must be formatted in *APA Style* (6th Edition).

**Additional Required Readings:**

**Blinded Institutional Review Board Proposals**

Other readings as assigned by the instructor.

## Course Assignments

1. Provide Instructor with Names and E-mail Address of all committee members **(January 10). Also complete contact sheet with title (or topic) of dissertation along with all of your contact information.**
2. Hard copy to instructor of current Rough Draft of Literature Review and/or your work thus far (up to the time of this class) **(January 24).**
3. Visitation to Institutional Review Board (IRB) Meeting on the CSU San Bernardino campus during winter quarter 2015. (As some students have already presented their own work at the IRB or visited, that will count as well - as long as they have full notes and are able to answer all questions and write and present an analysis of the meeting and process).

IRB Meetings are held in AD-103 or UE Executive Board Room from 1:30 – 3:30 (on Fridays) the rest of the year **(none held in the summer). (locations are up on the IRB website). Dates are posted on the IRB website. (note – to pass this class you MUST do this assignment). The dates for IRB meetings this quarter are:**

Jan. 9, Jan. 23, Feb. 6, Feb. 20 and March 6.

Please notify professor of date you plan to attend (email please: [dstined@msn.com](mailto:dstined@msn.com)) \*(at least two days prior to the date), as she needs to inform the IRB and if possible, will meet you in advance to accompany you to the meeting, explaining protocols. NOTE: IT IS IMPORTANT TO CHOOSE TWO OR THREE DATES AS IRB MEETINGS ARE CONTINGENT ON A QUORUM OF THE BOARD MEMBERS AND PROPOSALS SUBMITTED TO THE BOARD FOR THAT DATE.

1. Students who have already completed and submitted an IRB Proposal to the Board will be required to critique/answer questions/do oral presentations/complete assignments in regard to the proposal as all students.

Requirements/Questions to Answer in Regard to Your IRB Visitation

1. Script the session that you are observing and type up the script for submission. Include the **type** of proposal and the **area** (what dept. – for example psychology, sociology, education, business, theater, etc.) and your reflections on the submission and the process and evaluation of the board meeting. Also include how knowledge of these areas might assist you (or not) in preparation for your IRB Proposal – be specific. The script is one part of the assignment – the questions below are another part that must be specifically addressed.
2. What types of research are considered – who are the populations that are being considered, and why (or why not) are they at risk through the research. What risks were noted by board that may put the study population at risk.
   1. Why is the selection of a study population important to the researcher and why is the board concerned about putting certain vulnerable populations at risk? When should a proposed population be excluded or included in a research protocol?
3. What concerns of the board are addressed by the proposal/respondent/researcher (if he/she/they are present)?
4. What role does vocabulary/specifics of confidentiality play in the proposals, and how might this pertain to your IRB proposal?
5. Why, if a proposed protocol is so badly written that it places the population at further risk, is it so critical to the IRB?
6. Why is a researcher’s expertise in a proposed area of study important to and IRB? If a student researcher, why is the advisor’s expertise in a subject area so critical to the IRB?
7. How critical is it for you to work with your thesis advisor in preparation for your IRB submission?
8. Why do institutions of higher learning (colleges and universities) have IRB and ethics committees?

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1. Formal Write up of IRB Meeting, answering all questions handed in to Instructor (Due by **March 14th** – in class). Students may turn this in early.
2. Oral Presentation of visitation and write up (All students will sign up for specific dates for presentation on the first night of class).
3. In Class Critiques of Blinded Institutional Review Board Reviews
4. **IRB Proposal** (for your research)– Preliminary Draft – due 2nd Meeting **(January 24)**
5. **IRB Proposal** – (for your research) Final Draft - completed and turned in to professor by **March 14th** (with all attachments needed).
6. All students desiring guidance on their literature reviews will receive this as a benefit of this course.
7. Portfolio – Completed up to date and emailed as an attachment to dstined@msn.com – also uploaded to the Ed.D. Community of Practice (along with all required forms).

YOUR PORTFOLIO IS DUE BY Feb. 28, 2015..

FROM THE DIRECTORS:

All students in cohort 7 should have completed their:

* Program Plan
* Dissertation Committee Form
* Portfolio Review Form
* First Year of their on-line Portfolio

All of these forms and a place to submit these forms, can be found on the Blackboard Community of Practice site under the: Ed.D. On-Line Form Submission Subheader. All students are also asked to submit the URL of their portfolio through the portfolio link just under that subheader as well.

Note: Your EDUC 790 this quarter will have as a requirement the submission of your portfolio – electronic copy as email attachment and posting to the Blackboard Community of Practice.

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In-class Exercises:

In-class exercises will relate to the week’s topic and content. Exercises will be given in-class and completed during class time to be turned into the instructor for evaluation. In-class exercises are due at the end of the class period.

**Final Draft of CSUSB Institutional Review Board Proposal**

All components need to be fully addressed, demonstrating your growth in the process (from your initial draft to the Final Draft). **This is your draft for this class**. **Any work you do on this proposal will need to be approved by your dissertation committee prior to submission.** It is essential that you are present for classes, as compiling this final draft is a process, and the class will address necessary components and vocabulary needed.

1. Complete all pages with your signature (print in your chairs name, email and contact on the requisite lines.)
2. Type of review.
3. Affirmation of Compliance (complete with understanding of what you are signing as an ethical consideration.)
4. Recruitment of Participants (as applicable).
5. Description of Project:
   1. Objectives of the Study
   2. Hypothesis (as applicable)
   3. Methodology
   4. Data Collection
   5. Data Analysis
   6. Dissemination
6. Confidentiality of Data
7. Risks and Benefits
8. Informed Consent/Assent (with component parts)
9. Debriefing Statement (as applicable)
10. Attachments

**Literature Review/Dissertation Proposal**:

You will submit your literature review/dissertation proposal (to date) to the instructor for review, following the guidelines indicated in this syllabus. The rubric in your Doctoral Student Handbook will guide the grading.

**Sections that should be included in your final (not the one submitted in class)**

You will submit your literature review/dissertation proposal (to date). The following sections are required:

1. Title page.
2. Abstract – to be less than 200 words.
3. Literature Review.
4. Identify your theoretical framework.
5. Identify your constructs of interest.
6. Identify your research questions. The research questions must express a relationship between/among two or more variables of interest that are measurable or to describe the phenomenon of interest.
7. Hypotheses – predictions about your constructs/variables and groups/persons of interest. There should be at least two specific hypotheses predicting either relationships between constructs/variables or differences between groups/persons.
8. Methods – describe what will be done. Include a description of the participants (e.g., projected number, age, gender, etc.), recruitment methods, materials (questionnaires, surveys, tests or stimuli – be sure to include validity and reliability data), and a detailed description of the procedure. Write clear enough so an experienced researcher could read it and replicate your study.
9. Proposed Statistical Analyses – given the nature of your constructs/variables, describe how you will test your hypotheses and/or examine the phenomenon of interest.
10. References.
11. Appendices – include any relevant materials (e.g., recruitment flyers, consent forms, debriefing forms, measures, surveys, questions, etc.) to be used in the proposed study.

**Participation**:

Candidates should take class participation seriously. Full credit for attendance will be given for candidates who attend each class session and remain for the whole class. If you need to miss a class session or need to leave a class session early, please inform the instructor prior to the absence.

Class participation grades will be assigned for quality of participation in class discussions including contribution to the flow of scholarly, doctorate-level inquiry and not based on quantity. Candidates who excel in class participation stay abreast of the readings, engage in content-oriented dialogue, come to class prepared to participate, turn assignments in on time, and do not use electronic devices during class. Given the nature of the class and the assignments, expect to spend at least 4 to 8 hours a week outside of the class working on the materials.

## Course Evaluation Plan

All work must demonstrate academic and research rigor of doctoral-level quality.

There will be no **in-class exam** for this course.

All written work must be completed in APA style.

Grading will be assigned using the following benchmarks: 100 = excellent, 90 = good, 80 = adequate.

All late assignments will be penalized 5% for each day the assignment is late. In-class exercises are due at the end of the class period in which they are given. Other assignments are due on their due date.

**Required Assignments**

10 pts. – Preliminary Literature Review – up to date currently. Due 1/24

20 pts. - Preliminary IRB Proposal Draft – Due 1/24

20 pts - .Required Up to Date Portfolio w. email attachment sent to professor and uploaded to the Ed.D. Community of Practice - Due 2/28.

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| --- | --- |
| 40 pts - Visitation to CSUSB Institutional Review Board  Meeting on one of Required/Posted Dates – Due 3/14  40 pts - Narrative Summary of Questions & Script-IRB meeting  Due 3/14  20 pts. - **Oral** Presentation (in class) of visitation to IRB –  Due 3/14  60 pts. - FINAL IRB PROPOSAL DUE – MARCH 14, 2014  10 pts - Participation/Attendance (In class critiques, etc.) |  |
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**Grading Scale**

209 - 220 - A

208 - 198 – A –

197 - 187 – B

186 – 176 – B-

175 – 165– C

164 – 154 - C-

153 - 143 D

142 - 132 D-

131 - F

*If you are on financial aid: Please be aware that receiving grades of F, I, NC, and WU may impact on your financial aid. It is a candidate’s responsibility to maintain financial aid eligibility*

**Portfolios**

Candidates are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. program.
2. Current (updated) resume.
3. Examples of coursework reflecting (Reflections Needed in Some Detail), Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an indication of how each element submitted is relevant to their dissertation topic and research activities
4. Summary of research and dissertation activities. Candidates should submit a summary (no longer than one page for each element submitted) as to work dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, candidates may also submit a summary regarding any research activities that may be in addition to their dissertation they have completed.

Additionally, candidates may include optional elements, such as, but not limited to:

1. Conference participation and/or presentations
2. Manuscript/publication drafts
3. Additional noteworthy course work/projects
4. Professional work samples

**Reflection and Analysis – this will be completed for each element from #3 through #8 (both required and optional) included in the portfolio.**

Portfolios are to be submitted each summer quarter for evaluation. It is the student’s responsibility to ensure he/she is creating and maintaining his/her Portfolio throughout the year.

## Course Calendar:

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Assignment(s) Due** |
| Jan 10 | **The IRB Proposal** and Overview of Syllabus | In Class Examples of Proposal/Vocabulary/Sign up for Presentations | (Possible)  Students present who have 1) already completed their IRB Proposals and had them accepted AND/OR  2) Students present on IRB Session Observed  3) Provide instructor with full information sheet – names and email addresses of all committee members. |
| Jan 24 | The IRB Proposal/ | In Class Examples of IRB Proposals (Blinded)/Template for Symposium | **Preliminary**  **IRB Proposal Draft (Complete with Recruitment of Participants/Description of Project/Confidentiality of Data/Risks and Benefit – Minimum) and**  **Up to Date Literature Review.** |
| Feb 7 | Moving to Next Steps:  Literature Review/IRB Proposal |  | Student Presentations of IRB Meeting |
| Feb 28 | Findings Presentation & Discussion |  | Student Presentations of Proposals.  DUE: COMPLETED UP TO DATE PORTFOLIO |
| March 14 | The Journey – Literature Review/  Presentations/  IRB Proposal/  Qualifying Examination/  Dissertation Proposal | . | **Completed/Written IRB Proposal due to Instructor**  Fulfillment of All Assignments for Class.  Student Presentations  Final date for all students to orally present their visitation at the IRB and to hand in IRB visitation assignment (w. all questions answered).  All Class Assignments Due for Credit |

***Course Policies***

***Academic Honesty:*** “Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation of one’s own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used” (*CSUSB Bulletin*, 2001-2002, p. 57). In accordance with university policy, instances of plagiarism and/or cheating in this course will result in a reduction of the final grade and may result in a failing grade for the course.

Refer to the General Regulations and Procedures in the CSUSB Bulletin of Courses for the university’s policies on academic honesty, cheating, and course withdrawal.

If a candidate decides to withdraw from this course, it is the candidate’s responsibility to do so in accordance with university policies and, if necessary, to notify Financial Aid as withdrawal may influence the amount of funds available.

Candidates whose names appear on the final roster will receive a grade.

## Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995)

In keeping with the university’s Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any candidate with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909)537-5238.

**The rubric for the presentation follows:**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Performance Elements** | 5 | 4 | 3 | **2 -0** |
| **Awareness of Audience** | Significantly increases audience understanding and knowledge of topic;  Effectively convinces an audience to recognize the validity of a point of view. | Raises audience understanding and awareness of most points;  Clear point of view, but development or support is inconclusive and incomplete. | Raises audience understanding and knowledge of some points;  Point of view may be clear, but lacks development or support. | Fails to increase audience understanding or knowledge of topic.  Fails to effectively convince the audience. |
| **Strength of Material, Organization** | Clear purpose and subject;  Pertinent examples, facts, and/or statistics;  Concepts/ideas are supported by evidence;  Major ideas summarized and audience left with full understanding of presenter's position. | Has some success defining purpose and subject;  Some examples, facts, and/or statistics support the subject;  Includes some data or evidence which supports conclusions or ideas;  May need to refine summary or final idea. | Attempts to define purpose and subject;  Weak examples and very thin data or evidence in support of ideas or conclusions;  Major ideas may need to be summarized or audience is left with vague idea to remember. | Subject and purpose are not clearly defined;  Very weak or no support of subject through use of examples, facts, and/or statistics;  Totally insufficient support for ideas or conclusions. Major ideas left unclear, audience left with no new ideas. |
| **Delivery** | Uses power point, charts, etc. and poses questions to class stimulating discussion | Presentation is informative but lacking some facets of a stimulating discussion | Presentation lacks questions for stimulating discussion | Presentation is not informative and lacks posing questions for stimulating discussion |

**General Guidelines for Papers**

As you prepare your paper (carefully attending to the description in the syllabus as a guide), it might also help you to know what criteria I will use to assign a grade.

An “A” paper

A clear, thorough, well-organized paper reflecting a depth of knowledge and understanding of the topic.

* Addressing all components of the assignment.
* Reflecting style and language appropriate to the field of study.
* Supporting analysis with appropriate citations and references (and includes a complete reference list).
* No (very few) noticeable errors in composition or spelling.
* Demonstrating readings outside of the text and assigned readings in order to enhance the depth and breadth of responses to the assignment.

A “B” paper

A detailed, well-organized paper which reflects thorough knowledge and understanding of the topic.

* Addressing all components of the assignment.
* Supporting analysis with appropriate citations and references, although few and limited in scope (i.e., course readings and nothing more)
* Few errors in composition.
* No demonstration of readings outside of the text and assigned readings.

A “C” paper

A well-organized but insufficiently detailed paper which reflects only adequate knowledge and understanding of the topic.

* Addressing some, but not all, of the components of the assignment.
* Analysis lacking references to scholarly opinion and research.
* A distracting number of errors in composition or spelling.
* No demonstration of readings outside of the text and assigned readings.

The following matrix is also provided for your information. I use them as guides. You will receive one set attached to your paper.

## EDUC 790 - Seminar

For: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strong** | **Satisfactory** | **Lacking** |
| A clear, thorough, well organized paper reflecting a depth of knowledge and understanding. |  |  |  |
| Addresses all components of the assignment.  1.Clearly described the standard under study.  2. Clearly discussed the legal principles related to the provision under study.  3. Analyzed the topic clearly including references to applicable case law, (with full case briefs) administrative law, statures, constitutional principles, etc.  4.Clearly discussed conclusions/recommendations.  5.Demonstration of readings outside of the text and assigned readings. |  |  |  |
| Reflects style and language appropriate to the field of study. |  |  |  |
| No (very few) noticeable errors in composition. |  |  |  |

Overall Comments (See paper for specific comments)

SIGN UP SHEET FOR ORAL PRESENTATION (15 MINUTES) OF IRB MEETING

SATURDAY, January 10

1.

2.

3.

SATURDAY, January 24

1.

2.

3.

SATURDAY, February 7

1.

2.

3.

SATURDAY, February 28

1.

2.

3.

Saturday, March 14

1.

2.

3.