

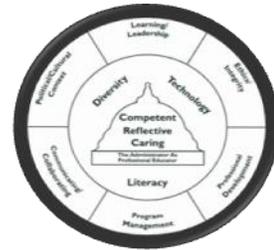
COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course NO: EA-670

New: Spring 2014

Title of Course: Higher Education Capstone



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

The course is a culminating experience intended to apply the knowledge and skills acquired in the degree program to complex problems of policy and practice in higher education. (3)

II. Prerequisites: PY 571 Introduction to Behavioral Statistics, GR 691 Methods of Research or permission of instructor

III. Purpose or Objectives of the Course:

A. Students will draw upon their various classes as a starting point to gathering appropriate information that will lead to providing recommendations to a university or program issue through research, interviews, data-collection, analysis, and evaluation.

B. Students will work with a contact person of the university administration or program who will serve as the client.

C. Students will present their findings and recommendations to the client and student colleagues.

D. Students will be able to discriminate among the research to identify the most relevant studies and scholarly works germane to the project problem.

E. Students will be able to develop research questions and design a research methodology that addresses the questions.

F. Students will determine issues that are specific to the project-problem that will need to be included in the overall recommendations as well as an assessment and evaluation plan if recommendations are implemented.

IV. Student Learning Outcomes

A. Demonstrate the ability to critically analyze and critique complex university problems and respond logically and rationally to the problem as measured by a research plan.

B. Demonstrate the ability to identify research questions germane to the project problem and an appropriate research methodology to answer the research questions.

C. Demonstrate the ability to synthesize data and present findings and recommendations regarding the problem in a logical and understandable manner as measured by a presentation and written report.

V. Expectations of Students:

A. Students are expected to demonstrate an appropriate professional posture in matters such as class attendance, participation, quality of performance, presentation of materials, and methods of inquiry.

B. Students are expected to submit a confidential peer review on each of their team members. Students will schedule a one-on-one with the instructor at the end of the semester

C. Students will present status reports at least twice during the semester.

D. Students will present their final findings and recommendations to their sponsor/client and fellow students.

VI. Course Content

	<u>Class Hours</u>
A. Project problem review team responsibilities	3
B. Initial appointment with contact, interview questions	6
C. Review project management protocols	3
D. Develop and submit project plan	10
E. Complete project	20
F. Final project presentation	3
Total	45

VII. Textbooks: None

VIII. Basis for Candidate Evaluations and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

A.	Status reports	20%
B.	Class participation and assignments	20%
C.	Final report	20%
D.	Final presentation/client evaluation	20%
E.	Peer review	20%

IX. Knowledge Base References

- Alexander, F. K. (2000). The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education. *The Journal of Higher Education*, Vol. 71, No. 4, pp. 411-431.
- Bates, A. W., & Sangrà, A. (2011). *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning*. San Francisco, CA: Jossey-Bass.
- Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco, CA: Jossey-Bass.
- Gasman, M. (Ed.). (2010). *The History of U.S. Higher Education: Methods for Understanding the Past*. New York, NY: Routledge.
- Gilardi, S., & Guglielmetti, C. (2011). University Life of Non-Traditional Students: Engagement Styles and Impact on Attrition. *The Journal of Higher Education*, Vol. 82, No. 1, pp. 33-35.
- Harper, S. R., & Jackson, J. F. (Eds.). (2011). *Introduction to American Higher Education*. New York, NY: Routledge.
- Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*, Vol. 79, No. 5, pp. 540-563.
- LaForge, L., & Hodge, J. (2011). NCAA Academic Performance Metrics: Implications for Institutional Policy and Practice. *The Journal of Higher Education*, Vol. 82, No. 2, pp. 217-235.
- Özdem, G. (2011). An Analysis of the Mission and Vision Statements on the Strategic Plans of Higher Education Institutions. *Educational Sciences: Theory & Practice*, fall, pp. 1887-1894.
- Pike, G. R., & Kuh, G. D. (2005). First- and Second-Generation College Students: A Comparison of Their Engagement and Intellectual Development. *The Journal of Higher Education*, Vol. 76, No. 3, pp. 276-300.

X. Academic Dishonesty:

Academic dishonesty is an offense against Southeast Missouri State University. A candidate who has committed an act of dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action, but is also relevant to the evaluation of the candidate's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html> website.

XI. Accommodations:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, students must contact Services for Students with Disabilities. Refer to: <http://www.semo.edu/cs/services/disability.htm> website.

XII. Harassment and Civility

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII Dispositions

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the students themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the students who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

Competent:

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others

- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

Reflective:

- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve candidate achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

Caring:

- Believes that all students can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others' feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

Questions, comments or request regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Ruth Ann Roberts, Chair, Department of Educational Leadership and Counseling.

DEPARTMENTAL APPROVAL DATE _November 27, 2012

COLLEGE COUNCIL APPROVAL DATE – May 14, 2013