EDH 7935 Higher Ed. Capstone Seminar

Course Syllabus, Summer Session C, 2007

Class Location and Dates:  EDU 148 on the following 6 Saturdays: 5/19, 6/2, 6/9, 6/16, 6/30, 7/14.

Time:  One-half of class sessions will be held on Saturdays, from 9:00 a.m. to 12:30, with the remainder of the course delivered online.

Section Number:  201
Ref. #:  51131

Instructor:  Jan M. Ignash

Contact Information:
Office:  Room 151G Education Building,
4202 E. Fowler Avenue
USF-Tampa,
Tampa, Florida 33620-5650
Office phone:  (813) 974-1575
Office fax:  (813) 974-3366
E-mail:  ignash@tempest.coedu.usf.edu

Office Hours:  Please telephone or e-mail to schedule an appointment.

Communicating with the Instructor:  E-mail is the most effective way to communicate with me. Please allow at least 48 hours for a response to your e-mail, not including weekends.

Course Description:  This course is for advanced graduate students who are close to finishing their course requirements and are preparing to take their qualifying examinations and to begin intensive work on their dissertations. The course is designed to encourage students’ integration and synthesis of theories, concepts and themes in previous coursework; to critique research in the field; and to provide in-depth study of selected areas in higher education.

Instructional Methods:  Constructivism

According to constructivism, knowledge is something constructed by individual human beings, not merely discovered. This theory draws heavily from cognitive psychology. A constructivist learning environment

- provides experience with the knowledge construction;
- encourages and accepts student autonomy and initiative;
- provides experience in and appreciation for multiple perspectives;
• embeds learning in realistic and relevant contexts;
• allows student responses to drive lessons, to shift instructional strategies, and to alter content;
• encourages ownership and voice in the learning process;
• inquires about students’ understanding of concepts before sharing teachers’ own understandings of those concepts;
• embeds learning in social experience;
• encourages the use of multiple modes of representation;
• encourages self-awareness of the knowledge construction process; and
• provides time for students to construct relationships, patterns, and theories.


In this course, you’ll be expected to actively engage in synthesizing knowledge from your previous doctoral program classes and to work with your classmates to verify and clarify knowledge and insights. This class is a “finishing experience” for coursework in the doctoral program and serves as a bridge to success on the qualifying exams and the dissertation.

You need access to a computer and computer skills that are sufficient for you to interact with your fellow students and me. Topics and outlines of papers, for example, will need to be submitted electronically to Blackboard for on-line review and comments from your peers and from me. You will need to be able to send and open lengthy Word documents, Power Point files, perhaps occasional Excel files, tables, and figures, and find library journal articles and other resources on the internet.

Course Objectives:

This course has three major objectives:

1) to serve as a “finishing experience” for all the coursework you’ve taken in your doctoral program;
2) to help you prepare for quals; and
3) to serve as a bridge to beginning the dissertation

In this course you will:

• develop an overview of higher education as a field of study that serves to integrate the knowledge and understanding you have developed during your doctoral study;
• review and compare the major themes and issues from the various courses in the higher education program;
• explore issues and topics related to particular areas of interest in higher education;
• read, interpret and critique research studies and research journal articles in higher education;
• expand your understanding of appropriate research design and methods (both quantitative and qualitative) related to important topics within the field of higher education;
• review and apply what you have learned about research design, procedures, and tools to be able to critique research and explore paths for your own research;
• gain experience and develop skill in writing essays with the scope, synthesis, and level of analysis expected in qualifying exams responses; and
• identify and develop a research topic for your dissertation, including the purpose, statement, and significance of the problem (included in Ch. 1 of your proposal), a plan for your literature review (Ch. 2), and prospective research methods (Ch. 3).

Content Outline/Topics:

1) A review of the development of higher education as a field of study and the major topics of study and analysis within the field, including higher education institutions, mission, and philosophies; curriculum development and analysis, including the role of adult and vocational education; organizational theory and practice relating to higher education; governance and policy; ethics; law, and finance and economics.
2) A review of some of the major theories in sociology, psychology, management, and public policy you’ve covered in Foundations, Research & Measurement, or cognate courses throughout your doctoral program that have contributed to knowledge in the field of higher education.
3) A review of external trends in culture, society, and technology and their effects upon the higher education system of the United States.
4) Structured practice in writing qualifying exam essays to open-ended questions about higher education topics, including appropriate breadth and analytic depth.
5) The development of a plan for dissertation research and preparation of the critical elements for the first 3 chapters (e.g. the proposal).

Evaluation of Student Outcomes:

Your grade in this Capstone Seminar will be based upon the following:

1) A critique of four research articles that use different research designs and methods within higher education.
2) Written responses to sample qualifying exam questions.
3) The development of paired presentation on two significant issues in the field of higher education in which you synthesize major concepts pertaining to that topic and demonstrate that you’re aware of the major research and scholars in that specialization. (NOTE: Innovative and entertaining presentations are prized!)
4) A plan for your dissertation study (see last bullet point under Course Objectives)
5) Participation in class discussions (including online Blackboard assignments)

Grading Criteria:
1) Participation in Class Discussion 10%
2) Article Critiques (4 @ 5 points each) 20%
3) Qualifying Exam Responses (3 or 4 practice exams) 20%
4) Two Paired Presentations of Higher Ed. Topic (15% each) 30%
5) Dissertation Plan 20%

A regular letter grading scale is used, including plus or minus:
100-92=A
91-90=A-
89-88=B+
87-82=B
81-80=B-
79-78=C+
77-72=C
71-70=C-
69-68=D+
Policy on Academic Misconduct
This class will follow the procedures for academic misconduct set by the University of South Florida. Substantive and procedural due process will be afforded students charged with violations of cheating, plagiarism, fabrication, and misrepresentation.

Electronic Courtesy
Electronic rudeness has become a classroom problem to be managed. All cell phones must be inactivated while in class. A ringing cell phone interrupts class every time, and is also a strong breach of etiquette. You must leave the classroom to use your cell phone even during breaks. Text messaging also is disruptive to the classroom experience and is not to be conducted while in class. Laptop computers can be used in class only to take class notes. No surfing the Net in class, or doing work for other courses. Thanks in advance for being courteous.

Plagiarism
Plagiarism involves borrowing someone else’s words and writing them as your own. Plagiarism is academic dishonesty. More information can be found in the on-line Graduate Catalog: http://catalog.grad.usf.edu/currentpdf/USF_Graduate_Catalog_2006_2007_section7.pdf

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

Detection of Plagiarism
The University of South Florida has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssignment, or 3) ask you to submit your assignments to SafeAssignment through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. I receive a report showing exactly how a student’s paper was plagiarized. For more information about SafeAssignment and plagiarism, go to http://www.c21te.usf.edu. Click on Plagiarism Resources. For information about plagiarism in USF’s Undergraduate Catalog, go to http://www.uqs.usf.edu/catalogs/0304/adapad.htm#plagiarism

Statement on Equal Treatment and Disabilities
Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first
week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request. The Student Disability Services office is located in the Student Services Building, Room 1133 on the Tampa campus, telephone 813-974-4309, e-mail jfiler@admin.usf.edu

The instructor and students will act with integrity and engage in equitable and respectful verbal and nonverbal behavior with respect to differences of any kind including age, gender, race, disability, or religion.

USF Policy on Religious Observances
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Textbook(s) and Readings

1) The primary textbooks used in previous higher education courses.
4) USF Graduate School Handbook for Graduate Thesis and Dissertations (online)
5) Course readings which I will give you or which will be available through Blackboard
The Capstone in Higher Education

Summer Session C 2007

Calendar of Class Topics and Assignments

(The order of topics may vary from Saturday to Saturday.)

May 19

- Introduction to Course
- Constructivist Exercise #1
  - Identification of major issues in higher ed. today, along with accompanying concepts, themes, major research & scholars
  - Assignment of pairs for June presentations
- Review of concepts, themes, major research & scholars from EDH 7225

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- Blackboard and Home Assignments:
  - Complete 2-hour take-home qualifying practice exam exercise and post answer on Blackboard.
  - Critique of journal article #1 on original research (via Blackboard and/or the USF Library)
  - Start reviewing content of your higher ed. program courses now to prepare for quals, especially the core program courses (EDH 6061 or 6051, EDH 7225, and EDH 7636).
  - Start preparing for your paired presentation of Very Important Higher Ed. Issue X.

June 2

- 9:00 – 10:00 Discussion of practice quals and online research article critique assignments from last week
- 10:00 – 11:15 Class Guest Instructor: Dr. Cobb-Roberts (History of Higher Ed.; Issues in Multicultural Ed.)
- 11:30 – 12:30 Paired presentation of Very Important Higher Ed. issue

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- Blackboard and Home Assignments:
  - 2nd qualifying exam practice exercise
    - NOTE: I will be asking higher ed. program faculty to review and to provide feedback on your practice quals.
  - Critique of journal research article #2
  - Read your classmates’ critiques on Blackboard.
  - Continue to work on your paired presentation on Very Important Higher Ed. Issue.
  - Continue your review of higher ed. course content for quals.
  - Start thinking about your dissertation outline. (Due July 23)
June 9

- Discussion of last week’s practice quals results and research article critique
- Paired presentation of Very Important Higher Ed. issue
- Class Guest Instructor: Dr. Don Dellow or Dr. Jim Eison

Blackboard and Home Assignments:
- 3rd practice qualifying exam exercise
  - NOTE: I will be asking higher ed. program faculty to review and to provide feedback on your answers
- Critique of journal research article #3
- Read your classmates’ critiques on Blackboard.
- Continue to work on your paired presentation on Very Important Higher Ed. Issue.
- Continue your review of higher ed. course content for quals.
- Start working on your dissertation outline. (Due July 23)

June 16

- Discussion of last week’s practice quals results and research article critique
- Paired presentation of Very Important Higher Ed. issue
- Class Guest Instructor: Dr. Michael Mills

Blackboard and Home Assignments:
- 4th (and last!) practice qualifying exam exercise
- Critique of journal research article #4
- Read your classmates’ critiques on Blackboard. Continue to work on your paired presentation on Very Important Higher Ed. Issue.
- Continue working on your dissertation outline. (Due July 23)

Summer Quals: June 18-19-20
http://www.coedu.usf.edu/main/graduates.html

June 30

- Discussion of last week’s practice qualifying exam #4
- Discuss research article critiques
- Class Guest Instructor: Dr. Don Dellow or Dr. Jim Eison

Assignments:
- Continue working on your dissertation outline. (Due July 23)

July 14 (Last session)

- Class Guest Panel: Dissertation Stage Students
- Logistics: The Dissertation Process
- Assignments:
  - Dissertation Topics, Outline (Chs. 1, 2, and 3) & Plan due July 23.