

**Higher Education 596
Higher Education Capstone
Syllabus**

5/20 – 8/12

**Meeting on selected Wednesdays, 6:00 – 9:00 PM and online
Room 403 Rackley**

Course Instructors	Frederick Loomis 405F Rackley Bldg	814-863-5553 (o) 215-620-2864 (c)	fdl101@psu.edu
	David Guthrie	814 863 2690 (o)	dsg18@psu.edu
	Tyler Derreth		rtd154@psu.edu
Class Times	On Campus: 5/20, 6/3, 6/17, 7/1, 7/15, 7/22, 8/5 and online using Yammer and GoogleDocs	6:00 PM – 9:00 PM	Room 403 Rackley
Office Hours	Anytime by appointment	Send email to schedule	Phone, Collaborate, Skype or Office

Course Title: Graduate Capstone Seminar and Learning e-Portfolio

Description of the Course

This course is designed to document what you have learned about higher education as a field of study and practice. Through the completion of a scholarly-professional paper and a learning e-Portfolio with reflection, you will present evidence of how your learning aligns with the program learning outcomes of the M.Ed. curriculum. The course will also serve as a springboard for planning the next steps in your career path in higher education.

In this course, you will assemble a final learning e-Portfolio, including artifacts organized according to the M.Ed. learning outcomes. The portfolio will include a scholarly-professional paper (typically completed during one of your prior HI ED courses) that you will edit and revise as part of this course. Your scholarly-professional paper will be written following APA guidelines to a level of quality expected for submission to a professional journal. Lessons and learning resources will be provided to assist students in revising papers and writing for publication. The course will also include reflective writing in the form of a final entry in the student's learning e-Portfolio, summarizing the student's lessons learned and enduring understandings related to the program learning outcomes of the M.Ed. program. Students will present their learning e-Portfolio, scholarly professional paper and end of program reflection to the Instructor and one other HE faculty member in a formal, end of course oral presentation.

Learning Objectives

Upon successful completion of this course, students will be able to:

- Complete a learning self-assessment (with reflection) of the M.Ed. program learning outcomes and identify artifacts that demonstrate competencies in each area;
- Document lessons learned and enduring understandings from the M.Ed. program in a final learning e-Portfolio presentation with reflection, demonstrating graduate-level competency in academic, writing and communication skills;
- Plan for the next step in his/her career path in higher education and demonstrate an understanding of the importance of professionalism, ongoing development and lifelong learning;
- Fulfill all Graduate School and College of Education requirements for graduation, including the Scholarship and Research Integrity coursework and discussion.

Course Outline

Lesson Date	Topics of Study and Major Milestone Assignments
1 5/20	Introduction Purpose and Requirements of the M.Ed. Capstone Experience M.Ed. Learning Outcomes Self Assessment and Narrative Structure of e-Portfolio Documentation of Research Ethics requirements Review of Draft scholarly paper – organization of writing dyads/groups
2 6/3	Writing Workshop (Part I) Peer feedback (Tyler Derreth and Dave Guthrie) – all will meet at 6:00 PM
3	Writing Workshop (Part II) Results of peer review (online)
4 6/17	Writing Workshop (Part III) Reflection and Assessment (David Guthrie)
5 7/1	Writing Workshop (Part IV) Instructor Feedback (Final papers shared in advance no later than June 29)
6	Reflection and Assessment (Part I) (online) Research Ethics and Integrity – fulfilling graduation requirement
7 7/15	Career Strategy and Developing a Career e-portfolio
8 7/22	Individual consultations as needed
9	e-Portfolio Scholarship (online)
10 8/5	<i>e-Portfolio Presentations of Learning e-Portfolio, Scholarly Professional Paper and Reflection</i>

Grading & Assignments:

Assignment Value	Assignment
10	Class/Online Discussions
20	Peer Review
10	Final Reflection Journal
20	Learning e-Portfolio and Self Assessment
20	Capstone Scholarly Professional Paper
20	Final Capstone Presentations

Learning e-Portfolio and Scholarly-Professional Capstone Paper

Students create a learning e-Portfolio when they begin the M.Ed. program, updating it each semester with research papers and presentations completed for courses and an end of semester reflection. The artifacts (paper, presentations, reflections) are organized according to the M.Ed. program learning outcomes, as summarized below.

Academic Literacies and Habits of Mind:

- Demonstrate reading proficiencies to deal effectively with theoretical, empirical, and policy material in higher education.
- Demonstrate writing proficiencies to analyze problems of practice, draw upon and apply concepts studied, and synthesize ideas into relevant and useful conclusions.
- Demonstrate critical thinking skills that require suspended judgment and the application of relevant theory to varied areas of practice.
- Demonstrate responsibility toward the goal of becoming a proactive, reflective life-long learner.

Social Learning and Communication:

- Demonstrate the ability to collaborate with others to facilitate problem-solving and decision making through reflective practice.
- Demonstrate an understanding of purpose, audience, and context in communication activities.
- Demonstrate appropriate use of communication technologies.

Practical and Professional Capabilities:

- Demonstrate an ability to draw upon key theories, concepts and research findings to assess current issues and challenges facing higher education institutions.
- Demonstrate the ability to collect and analyze data to improve practice in particular administrative areas of higher education.
- Demonstrate an understanding of professional and ethical practice

In HI ED 596, students will complete their learning e-Portfolio to include the following elements: 1) papers and other artifacts from prior coursework, organized according to the

learning outcomes of the M.Ed. program (e.g., academic literacies, social learning and communication and professional capabilities); 2) one scholarly-professional paper on a topic stimulated from previous coursework, revised and written for publication (following APA guidelines), following specifications of a professional journal of the student's choice; 3) a final reflection journal summarizing the student's major learning from the M.Ed. program; 4) cover letter (general letter of career desires and expectations) and professional resume and 5) evidence that you have met the College's SARI research integrity requirements; 6) future contact information.

Final Reflection Journal

The final reflection journal entry to the student's learning e-Portfolio is designed provide students with the opportunity to reflect on the totality of their experience in the M.Ed. program. The final reflective journal entry can be guided by the following questions:

1. What personal goals and accomplishments were attained during your study in the program?
2. What challenges did you experience?
3. What strategies did you use to overcome these challenges?
4. Referencing the literature on leadership, what is your definition of leadership in the higher education context?
5. Referencing the intended program learning outcomes for the degree, what you have learned from the degree program?
6. What are your career goals and what next steps do you see in this path?

Final Capstone Presentation

The final capstone presentation will be held "live" in a webinar (recorded) format. Students will prepare a brief presentation that will include the following information:

- 1) professional introduction (name, current position/student, very brief professional overview, referencing highlights from the career e-Portfolio)
- 2) highlights from the student's signature capstone paper: (a) problem/purpose statement, (b) research questions and methods, (c) key findings from the literature and other sources and (d) recommendations for further study;;
- 3) what you have learned/gained professionally, academically, and personally from the MHE Program; and
- 4) your career goals in higher education.

Grading

The objectives will be assessed by a combination of measures including understanding of the content, active participation via blogs and discussion forums, module summaries based on readings and other resources, development of a practice-based individual inquiry project, and final synthesis and application of the course material to the student's growth as a future higher education leader.

The grades of A, B, C, D, and F indicate the following qualities of academic performance:

A = (Excellent) Indicates exceptional achievement B = (Good) Indicates extensive achievement C = (Satisfactory) Indicates acceptable achievement D = (Poor) Indicates only minimal achievement F = (Failure) Indicates inadequate achievement necessitating a repetition of the course in order to secure credit

Please refer to the [University Grading Policy for Graduate Courses](#) for additional information about University grading policies. If you are prevented from completing this course for reasons beyond your control, you have the option of requesting a deferred grade from your instructor. For more information, please see "Deferred Grades" on the [Student Policies Web Site](#).

Academic Integrity

Academic integrity — scholarship free of fraud and deception — is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the [Office of Student Conduct](#).

Academic dishonesty includes, but is not limited to: cheating plagiarism fabrication of information or citations facilitating acts of academic dishonesty by others unauthorized prior possession of examinations submitting the work of another person or work previously used without informing the instructor and securing written approval tampering with the academic work of other students

How Academic Integrity Violations Are Handled

In cases where academic integrity is questioned, [procedure requires an instructor to notify a student](#) of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Student Conduct](#).

All Penn State colleges abide by this Penn State policy, but review procedures may vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information that students receive upon enrolling in a course. To obtain that information in advance of enrolling in a course, please [contact us](#).

Additionally, World Campus students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for oneself and others, and a civil community.

For More Information on Academic Integrity at Penn State

Please see the [Academic Integrity Chart](#) for specific college contact information or visit one of the following URLs:

Penn State Senate [Policy on Academic Integrity iStudy for Success!](#) — learn about plagiarism, copyright, and academic integrity through an educational module [Turnitin](#) a web-based plagiarism detection and prevention system

Accommodating Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/ods/dcl>. For further information, please visit the Office for Disability Services Web site: <http://equity.psu.edu/ods>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Disclaimer: Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.