American Public University System

American Military University | American Public University

SAHE695

Course Summary

Course : SAHE695 **Title :** Capstone Seminar for Student Affairs in Higher Education
Length of Course : 8 **Faculty :**
Prerequisites : EDUC640 **Credit Hours :** 3

Description

Course Description:

The Capstone is the culminating required course for the student who already works in a higher education student affairs-related role and desires to advance their career. The course exhibits the capability of the student within student affairs through the demonstration of their synthesis of the related theory and practice. Students work with a faculty advisor to develop a research prospectus that addresses a current issue facing student affairs in higher education, preferably within the student's present work context in higher education. The Capstone culminates with an E-Portfolio and/or Oral Presentation. [Prerequisites: EDUC640 Research Methods; Completion of all core courses plus all concentration-specific courses from one of the following concentrations: Academic Advising Concentration, Campus Leadership Concentration, or Career Coaching and Services Concentration]

Course Scope:

This Capstone Seminar focuses on the development of appropriate responses to relevant issues and trends facing Higher Education Administrators in a contemporary setting. Via the creation of a Capstone Research Prospectus, students will develop a research plan that allows a higher education administrator to examine their current learning environment in such a way as to find practical and useful answers to important contextual questions. The skills needed for developing a research prospectus incorporate typical educational research techniques. This Capstone Prospectus course requires that students research an issue and develop a plan, but stop short of actual human subject data collection. Special emphasis will be given to consideration of the administrator's own educational setting to formulate research questions, to apply research techniques, and to propose evaluation results. Thus, the workload is similar to the production of a thesis. Additional consideration will also be given to the application of potential results applicable in a higher educational setting.

Objectives

Pursuant to the successful completion of this course, the student will:

- CO1 - Design a research prospectus project pertinent to higher education administration and its varied applications affecting faculty performance and student success. [PLO1-11]
- CO2 - Develop key research questions pertaining to a selected topic in higher education administration. [PLO1, 2, 3, 7]

- CO3 - Organize resource base from the existing literature that pertains to a selected topic in higher education. [PLO1, 2, 3, 7, 8, 9, 10]
- CO4 - Evaluate administrative functions, strategies, and solutions for working through issues typical for higher education. [PLO3, 4, 5, 6, 7, 11]
- CO5 - Appraise appropriate ethical and legal considerations and standards for administration in higher education. [PLO1, 6, 7, 11]
- CO6 - Analyze the effectiveness of addressing problems and solutions in a higher education context. [PLO1-11]

Outline

Week 1: Beginning a Journey into Higher Education Research

Learning Outcomes

- Analyze historical and current events in education and their impact on Student Affairs.

- Explain educational experiences to discover personal attitudes and expectations of various student affairs issues

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Introduction Discussion
- Prospectus Topic Selection Assignment

Week 2: The Journey and Chapter One

Learning Outcomes

- Evaluate the value of using ePortfolios

- Develop an introduction to discussing a pertinent issue or trend in higher education student affairs.

- Formulate appropriate research questions or problem statement pertaining to the issue or trend studied in the prospectus.

- Discuss the purpose of the study and why it is significant in student affairs.

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Note: This course utilizes all CLOs (1-6) throughout.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- ePortfolio Introduction Discussion
- Prospectus: Chapter One

Week 3: Higher Education Options

Learning Outcomes

- Compare and contrast the various options available for higher education: onground/online, public/private, religious/secular, and for-profit/non-profit.

- Inspect the organizational structures, laws and regulations, and effectiveness of the various options for higher education in the United States.

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Note: This course utilizes all CLOs (1-6) throughout.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Different Learning Opportunities
- Prospectus Annotated Bibliography
- Higher Education Options/Video New Story

Week 4: The Importance of Key Sources

Learning Outcomes

- Distinguish the uses of Annotated Bibliographies and Literature Reviews

- Construct a literature review based on the collected sources of the annotated bibliography

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Note: This course utilizes all CLOs (1-6) throughout.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Key Sources Discussion
- Prospectus Chapter 2: Literature Review

Week 5: Research Methodology and Data Collection Strategy

Learning Outcomes

- Propose a suitable strategy for data collection and analysis pertaining to the prospectus

- Discuss ethical considerations and any potential risks to humans associated with data collection.

- Summarize educational community workings as they apply to common research needs.

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Research Design and Research Strategies Discussion
- Prospectus Chapter 3: Methodology

Week 6: Knowing Your Audience and Sharing Your Findings

Learning Outcomes

- Explain the concept of audience and how it affects a research presentation.

- Identify a strategy for data sharing.

- Evaluate educational community likelihood toward receptivity of research outcome(s).

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Note: This course utilizes all CLOS (1-6) throughout.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Knowing Your Audience; Strategies for Data Sharing Discussion
- ePortfolio
- Prospectus Chapter 4: Findings and Discussion

Recommended Optional Reading
Recommended Media

Week 7: Presenting Yourself and Your Discoveries

Learning Outcomes

- Discuss ePortfolios and their use as a tool for employment

- Justify proposed research findings based on established scholarship and experience in the field.

- Create a Prospectus that investigates a particular issue or trend affecting Student Affairs in Higher Education.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Completed ePortfolios Discussion
- Powerpoint and Oral Presentation

Week 8: Finalizing the Capstone

Learning Outcomes

- Create a Prospectus that investigates a particular issue or trend affecting higher education.

- Evaluate the value of Research in the field of Student Affairs in Higher Education.

Note: This course utilizes all CLOS (1-6) throughout.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Final Thoughts and Reflection on the Prospectus and Program Discussion
- Prospectus Chapter 5 and Completed Capstone Prospectus

Evaluation

Forum Discussion/Reflection (CO1-6)

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the discussion forum your thoughts, questions, and concerns about the concepts and positions presented. Students must post an initial answer to weekly forums (by Wednesday, except during week 1) and then follow-up by replying to at least 2 other students every week. This means that each week you should have one (1) initial post and at least two (2) responsive posts. A minimum of three posts are required on weekly forums. You must support your initial answers with outside research or literature (no particular format, but attribution must be clear). Replies must be posted in the current week, and replies after the end of the each week will not begraded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

1. Post the initial answer/response to each forum by 11:55pm, ET, Wednesday.
2. Initial responses should be no less than 300 words.
3. Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
4. Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
5. Replies to classmates should be no less than 150 words.
6. Responses to classmates are significant to advance the forum.
7. All forums can be accessed in the Forums section of the course.

ePortfolio (CO1, 3, 6)

Candidate shall create a multi-page ePortfolio (use the Portfolio tool here in MyClassroom) that shows/depicts their work experience/skills and qualifications. Consult internet and resources below to assist. Note: if you already have an ePortfolio, you may elect to use it (making sure it is up-to-date with this course). Two Uploads are required as part of this assignment: First, prepare a 150-word statement (uploaded as a Word.doc in the Assignments section, no particular format required) regarding the overall value in the creation of an ePortfolio. Use the Portfolio tool in Course Tools (at

the top of your home page of this class) to develop your ePortfolio so the instructor can see what you have developed. If you elect to use another program or eportfolio from another site you have developed, you may use it but you must make sure that the instructor is able to access your work and you must include an accessible link to the site (include the link at the top of your 150-word statement). Note that the values in the rubric may be affected by the orderliness and overall quality of the writing and use of technologies involved. Second, gather screen shots of your ePortfolio and put them onto a PowerPoint or pdf that you upload in the appropriate Forum Discussion (Week 7) so that other members of the class may see and discuss your work.

Higher Education Options and Contrasts Summary Video (CO3, 4, 5, 6)

Students create a four-six-minute video news story summary of the contrast between the main higher education options facing prospective students. The video should be accompanied by a 500-600 word written script/text of the video (with minimum four citations/references – strict APA will not be followed). The video (and script) should provide an analysis and contrast between the main higher education options, including online/onground, for-profit/non-profit, public/private, religious/secular. Be sure that your presentation states research-based definitive differences, advantages, and disadvantages of each option. Conclude the video/script with how you see higher education options evolving in the future.

Prospectus Assignments (CO1-6)

Weekly assignments in this course contribute to the overall development of the Research Prospectus associated with this Capstone course. The Capstone Research Prospectus gives students an opportunity to discuss a plan for investigation into a particular issue or trend affecting a higher educational setting. It is essentially a research project completed in weekly increments throughout the course, minus the actual data collection from human subjects that otherwise would require IRB (Institutional Review Board) approval. The assignments that contribute to the development of the Capstone Research Prospectus contain much of the structure of a typical full-blown social science research approach: Title Page, Abstract, Introduction/Problem, Literature Review, Methodology, Discussion of Findings,

Summary/conclusion, References Page. However, since the human subjects' part of the research is not actually carried out, the prospectus can easily be completed in an eight-week class and is more like the workload of a Thesis. A separate document provides the details of the construction of the individual components of the research prospectus.

PowerPoint and Oral Presentation (CO1-6)

Candidate shall prepare a 10-12 slide PowerPoint presentation that provides an overview of the Research Prospectus. Required elements include similar research elements as contained in the prospectus.

Conclude with 1-2 pages presenting the description of the program journey and what was learned throughout, including an observation of key areas to address in current higher education organizations. Additional pages may be included as needed/desired.

In addition to uploading the completed PPT for grading, the student will share the presentation with the class, instructor, and Program Director, via a live Zoom session TBD during the last two weeks of the course.

[Rubric assumes fulfillment of Oral Presentation, which is a requirement for completing the program.]

Grading:

Grade Instruments	% of Final Grade
Forum Discussions	25%
ePortfolio	10%
Higher Ed Options Video News Story	10%
Weekly Prospectus Assignments	30%
PowerPoint and Oral Presentation	10%
Final Capstone Prospectus	15%
TOTAL	**100%**

Materials

Book Title: Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom.

Author:

Publication Info:

ISBN: D2L Note

Information will provided from the APUS library and outside professional websites. As a professional administrator, it is imperative that you develop essential skills as an academic consumer. See the Additional Resources section below.

Library: Please take a moment to explore the online library. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

Websites: Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

Additional Course Materials:

Additional suggested course material is provided throughout the course. Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

A copy of the ISTE National Educational Technology Standards. Available online:

www.iste.org/standards

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information

regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in theDiscussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com:* AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the

Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy

- Extension Requests

- Academic Probation

- Appeals

- Academic Dishonesty / Plagiarism

- Disability Accommodations

- Student Deadlines

- Video Conference Policy

Mission

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for undergraduate and graduate courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.