



Northeastern University

College of Professional Studies

Graduate School of Education Winter 2023 Quarter

Course Information

Course Title: Contemporary Issues in HEA Capstone

Course Number: EDU 6222

Credit Hour: 4

Course Format: 100% online. Login URL: <https://canvas.northeastern.edu/>

Instructor Information

Full Name: Mounira Morris, Ed.D.

Email Address: mo.morris@northeastern.edu

(Virtual) Office Hours: You may schedule an appointment via email.

Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Students are responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites

All general and HEA pre-requisite courses must be completed or in progress.

Course Description

Offers students the opportunity to reflect on their development as scholars, practitioners and leaders in the field of higher education. Students apply knowledge developed throughout the program to various contemporary issues, such as sexual assault, travel bans, mental health, academic freedom, and funding stream, in higher education. Requires students to demonstrate mastery of content through a significant project and present their final ePortfolios to showcase their work.

Course Materials

- All materials provided through Canvas

Program Learning Outcomes (PLOs)

Higher Education Administration graduates will be prepared to:

PLO1-Analyze law and policy regulations within a higher education context.

PLO2-Analyze, generate, and propose innovative solutions to contemporary issues in higher education, driven by data and applied theory.

PLO3-Integrate principles of social justice and inclusion for concrete actions in higher education.

PLO4-Articulate methods to continuously hone and upgrade professional skills in key higher education competencies.

PLO5-Effectively present ideas through multiple mediums for targeted audience in higher education administration.

Course Learning Outcomes

Based on satisfactory completion of this course, a student should be able to:

CLO1: Create a complete proposal to address a contemporary issue in higher education

CLO2: Reflect on their strengths and challenges

CLO3: Identify their strengths and challenges relative to a standard.

CLO4: Adapt presentations to stakeholders in various mediums

CLO5: Define next steps for career advancement

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; and (2) grades will be adjusted accordingly.

Policy on late work

Students must submit assignments by the deadline in the time zone noted in the syllabus.

Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.

Work submitted late without prior communication with faculty will not be graded.

Faculty / Student Communications

Email communication: students can expect that emails will be answered within 48 hours (except on weekends if that was set out in the syllabus).

Phone and video conferences: students should be able to request a phone or video meeting in addition to timely email communication. Meetings should be available within 5 days of the communication.

Course Methodology

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards

Grade Scale

| | | | | | | | |
|----------|----|----------|----|----------|----|----------------|---|
| 95-100% | A | 87-89.9% | B+ | 77-79.9% | C+ | 69.9% or below | F |
| | | 84-86.9% | B | 74-76.9% | C | | |
| 90-94.9% | A- | 80-83.9% | B- | 70-73.9% | C- | | |

Grade Breakdown

| Capstone Project | | Total = 60 |
|-------------------------------|---------------------|--------------------|
| Problem Definition | Sunday of Week 2 | 5 |
| Formative Presentation | Sunday of Week 5 | 5 |
| Written Report | Sunday of Week 7 | 30 |
| Presentation | During Week 8 - 9 | 20 |
| Reflections | | Total = 40 |
| Reflection/Learning Plan | Sunday of Week 10 | 25 |
| Career Preparation Reflection | Saturday of Week 12 | 15 |
| | | Course total = 100 |

Assignment Overview

More detailed information, including templates, is available in Canvas

Groupwork-

First, a word about group work in this course. This course is intended to facilitate group work through intensive small group project work. There will be no weekly discussion boards, instead, you will provide updates to the instructor through a mutually agreed upon method (weekly zoom meetings, a summary post to a discussion board, or some other agreed upon method). Suggested checkpoints and discussion points are provided, but these are not due dates – instead they are to help you plan your work together.

Therefore, while there are no traditional discussion boards, there is an expectation that you are in frequent contact with your group and at least weekly contact with your instructor. If you would like assistance in setting up collaborative spaces to work in Canvas, let the instructor know.

Assignment 1 - Capstone project

The goal of this assignment is for you to apply the knowledge you have gained in this program to a culminating project rooted in the contemporary issues facing higher education today. The final result of the project will be a practice ready product – in other words, a higher education practitioner should be able to pick up the product and implement it immediately into their work.

There are four graded parts in this project:

- Topic Identification
 - As a group, write a short reflection of your first ideas to approach your project. In 1-2 pages, provide a summary of the topic, an articulation of why this is a contemporary issue, and citation list (just citations) of at least 5 practitioner focused articles from the past calendar year and 5 recent (within the past 7 years) peer-reviewed articles that look promising as sources.
- Formative Presentation
 - Create a 5-7 minute presentation which covers your findings from your research and an outline of the plan that you will create. This is a rough draft and you should expect constructive criticism from both your peers and your instructor. Post in Canvas.
- Capstone Written Report
 - The written report contains two parts. Submit both parts together as one word document
 - Part 1 - Proposal/Justification
 - Identification/Summary of the issue (~2-3 pages)
 - History of the issue (~1-2 pages)
 - Institutional Context (~1-2 pages)
 - Theoretical Framework (~1-2 pages)
 - Proposal
 - Budget Implications(~1-2 pages)
 - Assessment plan (~1-2 pages)
 - Legal Considerations (~1 page)

- Student Concerns (if focused on classes)
 - Other considerations raised in your classes
- Part 2 – Final documents
 - Any documents needed to implement the plan. This could include an outline for a training material, marketing materials, and other items need to make this able to implemented immediately.
- Capstone Presentation
 - The presentation will be made to practitioners. This presentation will provide a high level overview of your issue, your recommendations, and your rationales (Part 1 of your written report). The presentation should include narration, a script, and visuals. The presentation should be between 20-25 minutes.

Capstone Project Suggested Ungraded Checkpoints

- Week 1 – Completed readings and posted preferred topic
- Week 2 – Sunday – Topic Identification Due. Submit interviewee names to instructor for feedback
- Week 5 – Sunday – Research complete and outlined into themes
- Week 6 – Rough Draft Completed
- Week 7 – Finalize Draft and create PP presentation

Assignment 2 - Reflection and Learning Plan

The goal of this assignment is for you to reflect on your growth through the program and identify supports for continued life-long learning.

- Written Reflection on Growth
 - Review e-Portfolio - First review your e-Portfolio assignments thoroughly, and preferably in chronological order. Review both the end of course reflections. Note your impressions of your work.
 - Identify the professional association most directly related to your functional area. Review their websites, their journal/publications (if they have one), and their Professional Competencies or Ethical Standards.
 - Identify and review 10 “next step” job advertisements. Next step jobs are not dream jobs, they are the job you hope to have after this one.
 - Write a growth oriented reflection identifying themes, your strengths, and areas of challenge. Discuss your areas of growth during this program. See the template for questions to guide you.
- Learning Plan

- In the areas you would like to grow, identify specific ways that you could continue growing (mentoring, mini-courses, research, internships, taking on responsibilities at work, volunteering etc).
- Identify ways that you can self-monitor your growth in the field and stay current with best practices and trends in the field.
- Write out an on-going learning plan. Identify how you will address areas of growth, and your plan to continue learning throughout your career. Be specific.

Assignment 3 – Career Preparation Reflection

The goal of this assignment is to provide space for you to prepare an personal webpage (or external e-Portfolio), to participate in a mock interview, and to integrate feedback received into your career preparations.

- Upon completion of your career preparation work, identify three areas you wish to improve upon. Author a 2-4 page reflection on how you achieve these goals in the future.

Course Overview by Week and Topic

| Module | Week | Topic | Assignment Due/Activity |
|------------------|----------------|-------------------------|--|
| Capstone Project | 1 1/9-1/15 | Topic Exploration | Complete Survey by Wednesday, January 11th (11:59 PM ET). |
| | 2 1/16-1/22 | Research I | Problem Definition Due Sunday, January 22nd (11:59 PM ET) |
| | 3 1/23-1/29 | Research II | Meet with Dr. Morris as a Capstone Project group |
| | 4 1/30-2/5 | Plan Creation I | Meet with Dr. Morris as a Capstone Project group |
| | 5 2/6-2/12 | Plan Creation II | Formative Presentation-Sunday, February 12th (11:59 PM ET) |
| | 6 2/13-2/19 | Final Material Creation | Meet with Dr. Morris as a Capstone Project group |

| | | | |
|-----------------|-----------------|--|---|
| | 7 2/20-2/26 | Final Draft Submission & Prepare for Presentation | Capstone Written Report-Sunday, February 26th (11:59 PM ET) |
| Self Assessment | 8 2/27-3/5 | E-Portfolio/Professional Competencies Review & Presentation Week | Capstone Presentations |
| | 9 3/6-3/12 | Learning Plan/ Presentation Week | Capstone Presentations |
| | 10 3/13-3/19 | Personal Branding | Reflection/Learning Plan due on Sunday, March 19th at 11:59 PM ET Meet with Dr. Morris individually |
| Career Prep | 11 3/20-3/26 | Mock Interviews | Mock Interview/Resume Review Meet with your assigned interviewer |
| | 12 3/27-4/1 | Final Reflection | Final Reflection-Saturday, April 1st (11:59 PM ET) ePortfolio Submission-Saturday, April 1st (11:59 PM ET) |

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions

regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

Northeastern University Online Copyright Statement

Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright 2023 © by Northeastern University Online
All Rights Reserved

The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.