

The College of William and Mary

EPPL 500 Orientation to Graduate Studies in Higher Education

Syllabus and Course Outline 2005

Instructors:

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Class Meetings

4:30 – 7:00 pm, Wednesdays, 8/24-9/21

Catalogue Description

This course introduces new graduate students to the field of higher education and to the resources available for research and professional development. Students are oriented to professional associations, to library and technological resources, and professional expectations in written and oral communications.

Course Purpose

The purpose of this course is to provide students with a foundation for a successful graduate study. Students are exposed to the range of resources, are assisted with conceptualizing graduate-level scholarship, and familiarized with the benefits of professional associations. In short, the course is intended to equip students at the beginning of their master's program with the requisite knowledge necessary to achieve professional proficiency.

Course Objectives

The faculty cooperatively will endeavor

- To demonstrate the variety of resources available from the library, including electronic resources, from governmental agencies, and professional associations and agencies;
- To illustrate methods of conceptualizing scholarly productions and provide short exercises that require practicing these methods;
- To assess students' writing skills and suggest developmental resources for improvement;
- To orient students to the purposes, natures, and activities of higher education professional associations;
- To explain the processes involved with successfully completing the internship and master's project.

Course Outcomes

At the end of the course, successful students will be able to:

- Utilize a variety of bibliographic and data resources for scholarly projects;
- Demonstrate an ability to conceptualize a scholarly project from thesis to completion;
- Detail the various professional associations and appreciate their purpose and functions;
- Begin the process of considering and planning their internship and master's project

Course Meeting Schedule and Activities:

August 24	Introductions and Course Overview (Finnegan, Foubert, & Leslie) The Program of Study The Trends Paper
August 31	Scholarly Research and Writing (Finnegan) Conceptualization, process, content, and form Lion and on-line resources Government and agency sources of data
September 7	The Internship & the Higher Education Field (Leslie & guests) Locating internships Participation & networking
September 14	The Master's Project & the Student Affairs Field (Foubert & guests) Purpose and Types Participation & networking
September 21	Sharing the Fruits of Labor (Finnegan, Foubert, & Leslie) Students share the their research

Minimum Student Requirements

Students will be expected to contribute to the course by participating in class discussions. In addition, they will write a short (five page) research paper on a trend in higher education topic of choice that utilizes a variety of forms and sources of data, employing proper documentation.

Students shall write, make copies for classmates, and distribute during the final class an abstract of the thesis or problem and the tentative findings of the trend paper. The final copy of the paper must be submitted to the instructors via an attachment by September 28.

Grading Weights

Trend Paper Abstract	10%
Trend Paper	45%
Participation	<u>45%</u>
	100%

Grading Criteria

Trend Paper Grading (with gradations)

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the goals of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the goals of the assignment.

C = Flawed work: One or more serious problems are noted; work is not acceptable for graduate level.

Academic Accommodations

Consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if you feel that you have a disability and need special accommodations of any nature whatsoever, we will work with you and the College's Disabled Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise us of such a disability and the desired accommodations within the first two weeks of class.

Class Standards

We expect the graduate students in the higher education program to employ the highest personal and professional standards that reflect the objectives of our graduate program and our professional ethics in higher education. Each student must become familiar with and follow all rules and regulations of the College and the School of Education. The College of William and Mary operates under an Honor Code and we expect all participants in the higher education program to uphold the highest forms of Academic Integrity. We perform within a community of trust in which students are treated as honest and trustworthy professionals. The work submitted by students must be their own. The work of others must be carefully and correctly cited both within and at the end of any paper.

In the unlikely event of a breach of the Honor Code by a member of the class, he or she will be held accountable through the appropriate procedures of the College.