

**Michigan State University
College of Education
Department of Educational Administration
Program in Higher, Adult, and Lifelong Education (HALE)**

**Course Descriptions
2008-2009**

**EAD 801 (HALE Section)
Leadership and Organizational Development**

COURSE OVERVIEW

Leadership development is a broad concept with many varying interpretations. Certainly the literature on leaders and what attributes great leaders possess is continually debated. We will explore our own attributes and what each of us possesses that can be used to make us more effective leaders. This self-knowledge will be used to better understand some of the more common theories of leadership and leadership development. We will also examine the structure of current organizations and what those organizations might look like in the future. Likewise, we will spend time discussing the skills, values, abilities, etc. that the leader of the future will need to possess.

This course serves as an introduction to the academics of leadership on college campuses. As a graduate level course, it assumes some general exposure either to the theoretical concepts and/or the actual practice of leadership. The course is designed to blend these perspectives. Leadership is viewed as art, philosophy, social science, science, and a lifestyle choice.

Emphasis is given to manifestations of leadership in the higher education setting, which by nature draw on business, political, sociological and psychological constructs and approaches. Leadership is closely tied to administration/management, governance and organizational theory; we will not delve into distinctions nor attempt to duplicate courses in those areas, although we will in fact intersect all three of those domains. The course is limited in scope to institutional level leadership and to the US; however, students are encouraged to consider professional, state/federal, or international leadership for their individual projects.

COURSE OBJECTIVES

This course examines the interaction of leadership with organizational culture and development, within institutions of higher education. The readings and assignments in this course are designed to:

- Provide an opportunity for course participants to read, reflect and synthesize various views about higher education leadership.
- Develop an understanding of leadership issues as they pertain to institutions of higher education.
- Apply the aforementioned acquired knowledge to problem solving situations.
- Develop a personal definition of leadership based on readings, discussions, self-disclosure inventories, and experiential exercises.
- Develop a clearer understanding of and ability to articulate one's personal leadership philosophy.

- Describe, analyze, synthesize and evaluate various leadership theories discussed in the readings and class discussions and describe how they play a part in your personal definition of leadership.

REQUIRED TEXTS

- Bolman, L.G. & Deal, T.E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.
- Bowen, W.G. & Shapiro, H.T. (Eds). (1998) *Universities and their leadership*. Princeton, NJ: Princeton University Press.
- Northouse, P. G. (2007). (4th ed.) *Leadership: Theory and practice*. Thousand Oaks: CA: Sage Publications.
- Sashkin, Marshall & Sashkin, Molly G. (2003). *Leadership That Matters: The critical factors for making a difference in people's lives and organization's success*. San Francisco: Berrett-Koehler Publishers, Inc.

EAD 802 BUILDING A LEARNING ORGANIZATION

The purpose of this course is to help participants become designers and members of organizations which engage in practices that encourage learning in organizations. The focus of traditional staff training and development functions has often been to teach workers the skills needed to perform their jobs and to increase the effectiveness of employees and the organization. As we understand how learning occurs, and consider the current and future realities of organizations, we realize that learning in organizations must occur at the individual, group, and organization levels. Successful organizations will be ones that build capacities within individual employees, capitalize on the collaborative contributions of teams, and are able to effectively respond to change and increased complexity.

In this course, we will explore how communities of practice (Wenger, 1999, 2002) can allow organization members to share their learning, solve problems, and enhance organizational performance. The publication of *The Fifth Discipline* (Senge, 1990) provided organizations with a framework for creating "learning organizations" in order to enhance the individual and collective capacities of organization members for the purpose of increasing organizational success. We will examine the disciplines of learning organizations; identify practices to support creating learning organizations; and explore the implications of becoming a learning organization on organizational practices, the role of leadership, and members of organizations. We will also consider evolving organizational possibilities created by increased diversity, continual organizational change, and emerging concepts of organizations.

By the end of this course, students should be able to:

- Identify and understand organizational learning concepts and issues.
- Identify and practice a variety of strategies that build individual and collective learning capacities within organizational contexts.

- Discuss the characteristics and benefits of communities of practice within an organization.
- Articulate the implications of becoming a learning organization on organizational practices, the role of leadership, and members of organizations in the context of a changing world.
- Analyze a particular organizational culture, and design a theory-to-practice intervention to assist the organization in becoming more of a learning organization.

EAD 805 ADMINISTRATION IN HIGHER EDUCATION

This master's level course introduces students to administrative structures and processes in a postsecondary education context. The primary goal of the course is to help students develop a thorough understanding of how complex organizations, especially colleges and universities, work. Course objectives include:

- Introducing students to key literature related to the administration of higher education
- Acquainting students with specialized concepts, models, and theories useful in the administration of higher education
- Preparing students to think critically and comprehensively about the purposes, achievements, and directions of the U.S. postsecondary education system
- Enhancing students' understanding of career options within higher education administration

The course examines the goals, purposes, and functions of postsecondary education, varied institutional types, models of organizational operations, and the key internal and external influences that shape the U.S. higher education system. Course readings and assignments are designed to help students build a firm knowledge base and apply this knowledge to address realistic problems in postsecondary education settings. Class sessions are interactive. They include guided discussion of weekly readings, case analysis, team-based problem solving, and various other collaborative activities that simulate professional work groups charged with addressing complex issues and formulating effective courses of action. EAD 805 serves as an introductory level course in a graduate program that prepares professional staff members for student affairs and other areas of postsecondary education administration. As a professional preparation experience, the course emphasizes professional standards and practices and sets high expectations for student participation, collaboration, performance, and course products. Students who complete this course successfully will be better prepared to function effectively in the complex and dynamic environments of postsecondary education institutions.

EAD 850 ISSUES AND STRATEGIES IN MULTICULTURAL EDUCATION

This course will provide an introduction to multicultural education using a three-pronged approach that examines the history of ethnic/racial groups in the U.S., the development of a personal multicultural perspective, and educational strategies to work with diverse students

and curricula. Each of these prongs is important to gain the competency necessary to be an educator that is knowledgeable of multicultural issues and sensitive to the unique impact of ethnic, racial, gender and socioeconomic differences in the education of youth in K-12 schools and students in colleges and universities.

The course revisits the history of ethnic groups in the United States because much of this material is absent in our own educational experiences in history courses. The course encourages the development of a personal multicultural perspective because so much of our own attitudes and beliefs about those who are different from the "norm" are often distorted by the racism, privilege and exclusion that characterize much of "American" culture. Therefore, some of what transpires in this course involves "unlearning" what we have been taught. Finally, the course explores different ways to change our practice to better serve the wide range of students that are in our educational systems- primary, secondary and postsecondary education.

EAD 860 CONCEPTS OF THE LEARNING SOCIETY

"The Learning Society" is a popular but problematic phrase meant to describe recent developments in education across the life span and to guide institutions and individuals worldwide in their educational goals, activities, and plans for the future. By now, as it is used by many authors and leaders, the learning society refers to a complex global configuration of activities and possibilities.

Many of those who use the phrase the learning society credit it to the famous educational leader and innovator Robert Maynard Hutchins of the University of Chicago and his book *The Learning Society* (1968). He features the classical Greek *Polis*, or the ideal of an educated citizenry prepared for active participation in public affairs (an American version can be identified with Jefferson). For Hutchins, the learning society was an extension of his belief in the possibilities for a democratic culture, in which educational activities of all kinds—those supporting citizenship and the arts, for example—would be seen as a check on the narrowing of education by the demands of the workplace and the professions.

Today, business leaders and theorists (or gurus) of work and economic and technological organization are urging participation in the learning society based on a very different understanding of what the phrase means. Others propose individual growth as the cornerstone of the learning society, seeing it as an entitlement in the "post-industrial" world. Still others focus on the learning society as the domain in which technology will provide the essential format for education in schools and at work, and for learning everywhere else as well. Thus, the learning society stands for a combination of historical, organizational, and cultural forces at work in the 21st century which deserves critical attention.

The goals of EAD 860 online are to explore: 1) what is meant by the learning society as the phrase is used in the US and other nations, or how the phrase has come to mean several things in its brief history (the "genealogy" of the learning society); 2) primary domains and activities of the learning society in their historical, social, economic, and cultural contexts; and 3) the experiences and views of individuals living and working in the learning society.

Unlike other courses in the College of Education online masters program, this course is organized in a self-paced format. Students work individually to complete the eight units at whatever pace they choose but work must be completed by the end of the semester. The course designed in a hypermedia format. Thus abundant links to a variety of online

resources (text, video, audio, informational web sites, online exhibits, and more) complement the required readings:

Atul Gawande, *Better: A Surgeon's Notes on Performance* (Picador)
 Noah Adams, *Piano Lessons: Music, Love, and True Adventures* (Delta)
 Mary Catherine Bateson, *Peripheral Visions: Learning Along the Way* (Perennial)
 Rafe Esquith, *There Are No Shortcuts* (Anchor)
 Todd Gitlin, *Media Unlimited: How the Torrent of Images and Sounds Overwhelm Our Lives* (Metropolitan).

Also required, and available from all DVD rental and sales outlets, are these films:
Erin Brockovich (Directed by Steven Soderbergh) and *The Namesake* (Directed by Mira Nair)

EAD 861 ADULT LEARNING

The focus of this course is on developing a better understanding of learning in adulthood and what implications this knowledge holds for helping adults learn in postsecondary and other educational settings. The course is intended to be of practical use for students interested in teaching and learning in adult and other postsecondary education settings, as well as those interested in administration and leadership, student affairs and advising, and policy in postsecondary education. Using educational research and theory, popular culture, and the participants' own experiences as educators and learners, we explore (a) historical, psychological, and social foundations of adult learning, (b) developmental influences on adult learning, (c) various theoretical perspectives on how adults learn and (d) what all this means for helping adults learn in formal and informal settings.

At the end of this course, participants will demonstrate:

1. Knowledge and understanding of adults as learners;
2. Ability apply this research and theory in designing and implementing learning experiences for adults
3. A deeper understanding of the psychological, socio-cultural, and political dimensions of adult learning that inform in practice
4. Skill in clarifying, defining, and solving practice problems;
5. Skill in collaborative learning and collaborative work;
6. Skill in self-directed learning and learning how to learn.

Texts

1. *Learning & change in the adult years*, by Mark Tennant and Phil Pogson; Copyright: 95; Edition: ; ISBN: 0787900826; Publisher: Jossey-Bass.
2. *Learning in adulthood*, by Sharan Merriam and Rosemary Caffarella; Copyright: 99; Edition:2; ISBN: 0787910430; Publisher: Jossey-Bass.
3. *Learning to listen, learning to teach*, by Jane Vella, Copyright: 02; Edition: RV; ISBN: 0787959677; Publisher: Jossey-Bass.
4. *Doctors on the Edge: General practitioners, health and learning in the inner-city*. London: Free Association.
5. *Adult Learning Coursepak* (Electronic) Author Dirkx, J. M. (Ed.) East Lansing, MI: Department of Educational Administration.

EAD 863 TRAINING AND PROFESSIONAL DEVELOPMENT

One area of adult and postsecondary education of considerable interest to many individuals and organizations is professional development. Within universities and colleges, faculty members, administrators, and professional staff are expected to continue to improve their expertise and abilities to teach, lead, research, and carry out the multiple missions of the institution. Within workplaces, service, and community-based organizations, employees are expected to engage in on-going improvement through continuing professional education. Professional development has become even more important in recent years with the increasing pressures on academic organizations and other workplaces for greater evidence of quality work and outcomes.

This course is based on the premise that professional development is a profoundly important activity that involves an individual's heart, mind, and body. The nature of professional development, however, is also shaped by the social and cultural contexts of organizations and the broader society. At the core of professional development is the idea of lifelong learning, what it means to be a lifelong learner, and the ways in which organizational and societal structures inter-relate such learning.

The course is designed for individuals who hold or in the future will serve in professional roles in which they are responsible for organizing training and professional development opportunities for colleagues. Also the course should help those who work in postsecondary learning settings to plan for and engage in their own professional development. The course is designed primarily as an elective for master's level students in various disciplines, but may be useful for doctoral students interested in professional development and training.

The purpose of this course is to examine and unpack multiple understandings about the meaning, purposes, and approaches to professional development in various contexts. This course is not specifically about teaching strategies, adult learning, or program planning (Other courses in our program focus more directly on these aspects of training and professional development). Yet, aspects of each of these topics are relevant to this course.

Participants will develop:

1. Knowledge of the ways in which professional development and training are defined and conceptualized;
2. Knowledge of the purposes do professional development activities serve and what theories about human development and organizational purposes guide professional development;
3. An understanding of the values and beliefs that relate to different approaches or perspectives to professional development;
4. Knowledge of professional development and training differ in various settings and what strategies are most appropriate in which contexts?
5. Skill in using strategies to design and implement professional development within these various philosophical and organizational contexts.

Texts

- Silberman, M. (). *Active training*. San Francisco: Jossey-Bass.
- Schon, D. A. 1987. *The reflective practitioner: How professional think in action*. New York: Basic Books.
- Cranton, P. (1996). *Understanding and facilitating professional development as transformative learning*. San Francisco: Jossey.

- Whyte, D. (2001). *Crossing the unknown sea: Work as a pilgrimage of identity*. New York: Riverhead.

A coursepak containing readings not available in the above texts will also be available for students to use. This coursepak will be provided electronically through the course website on Angel (www.angel.msu.edu).

EAD 864 ADULT CAREER DEVELOPMENT

Adult career development is a critical part of the human life cycle, reflecting the nature of work in its many forms, opportunities for learning and leadership, the structure of occupations and professions, and the impact on individuals of organizations (and the reverse). So too must individual differences be accounted for (e.g. age, gender, and historical or cohort experience) when we think about careers. Accordingly, the study of how adults develop in their work requires attention to ideas in several fields of inquiry. There is as yet no widely agreed upon theory of career development that captures its variability and whatever principles are available to guide our understanding of the experiences of individuals.

In EAD 864 we study the structure of careers, including theories of career stages, and also key developmental features of work across the life cycle, focusing on how individuals make their work gratifying and meaningful. Our goal is not to discover an ideal or universal scheme for career development--as is the case in many popular books on careers--but to inquire into the variety of ways in which individuals have found satisfying ways to conduct themselves in their work. What we do in EAD 864 is part of an ongoing scholarly and scientific project encompassing many kinds of inquiry. EAD 864 focuses on cases of adult career development, with attention also to what can be said (within limits) generally about careers across occupations and professions, including teaching. Thus, the primary activities will be: 1) Exploring adult career development from the perspective of individuals reflecting on their work and lives in autobiographical narratives; and 2) Studying adult career development as it is represented in research on work, the professions, and the human life cycle, and in popular accounts of career choice and change; and 3) Reflecting on our own careers from the many perspectives the course will offer.

Unlike other courses in the College of Education online masters program, this course is organized in a self-paced format. Students work individually to complete the eight units at whatever pace they choose but work must be completed by the end of the semester. The course designed in a hypermedia format. Thus abundant links to a variety of online resources (text, video, audio, informational web sites, online exhibits, and more) complement the required readings:

Michael Bloomberg (with Matthew Winkler), *Bloomberg by Bloomberg* (1997; Wiley)

Linda Greenlaw, *The Hungry Ocean: A Swordboat Captain's Journey* (1999; Hyperion)

Jane Tompkins, *A Life in School: What the Teacher Learned* (1996; Perseus)

Danielle Ofri, *Singular Intimacies* (2003; Beacon)

Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* (2000; Jossey-Bass).

Mr. Holland's Opus, directed by Stephen Herek (1996)

The Insider, directed by Michael Mann (1999)

**EAD 866
TEACHING IN POSTSECONDARY EDUCATION**

The purpose of this course is to help participants become more reflective and effective teachers in postsecondary education. We address this goal by exploring the following themes: a) different conceptions of teaching; b) characteristics of learners in postsecondary educational settings; c) theories concerning the learning process; d) instructional design and planning; e) strategies to encourage active learning, including strategies involving lecturing, small groups and discussion, experiential learning, and educational technologies; g) approaches to assessing learning; h) approaches to improving teaching through assessment and faculty learning and development.

An underlying assumption explored throughout the course is that the self of the teacher is deeply connected with the process of teaching and therefore with the processes and outcomes of students' learning. We begin with the view that effective teaching must be considered in terms of specific students, contexts, areas of study, and purposes. That is, we do not seek to define or advocate a particular way of teaching but rather to explore the assumptions, choices, theories, and beliefs that should be considered as a teacher makes choices in particular contexts.

The course is useful to those involved in or interested in teaching in a variety of postsecondary contexts, including, for example, college and university classrooms, student affairs workshops, and professional or workplace settings.

Among the texts used in recent years are: B. Davis, *Tools for Teaching*; b. hooks, *Teaching to Transgress: Education as the Practice of Freedom*; R. Menges & M. Weimer, *Teaching on Solid Ground: Using Scholarship to Improve Teaching*; W. McKeachie, *Teaching Tips*; P. J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*; Pratt, D.D. and Associates, *Five Perspectives on Teaching in Administration and Higher Education*; Weimer, M. *Learning Centered Teaching: Five Key Changes to Practice*.

By the conclusion of the course, students should be able to:

1. Articulate a philosophical/theoretical approach to teaching and the values, beliefs, experiences, and ideas that shape one's philosophical/theoretical approach.
2. Discuss major conceptions of teaching in postsecondary education.
3. Use the research findings concerning students in various postsecondary settings and the theories concerning how learning occurs to make informed teaching choices.
4. Engage in systematic instructional planning and design.
5. Know, select, and use a range of teaching strategies that encourage active, involved learning, and that are appropriate for learners in postsecondary settings and their particular areas of study.
6. Design useful assessments of students' learning and of teacher effectiveness.
7. Be aware of strategies and resources available for encouraging the professional growth of teachers in postsecondary environments.

**EAD 868
HALE Master's PROSEMINAR IN HIGHER AND ADULT EDUCATION**

COURSE OBJECTIVES

This course is the foundational course for Masters' students in the Higher, Adult, and Lifelong Education HALE Program and has three primary purposes:

- To increase students' familiarity with foundations including: history, philosophy, key concepts, issues, questions, contemporary concerns, and literature relevant to scholars and practitioners of higher and adult education.
- To provide information on the masters' process in the Higher, Adult, and Lifelong Education Program (HALE) that will help students successfully navigate their programs.
- To help HALE masters students entering the program to enhance their abilities in the areas of learning, portfolio development and career options.

The course is designed to inform and develop your conceptual perspectives in the following ways:

- Increase students' understanding of the relationship between institutions of postsecondary education and social, economic, political and religious currents;
- Broaden your professional knowledge base through extensive reading, discussion and reflection;
- Strengthen your ability to evaluate and interpret historical, social, political and cultural sources and ideas through practice in written and oral expression.
- Develop a deepened awareness of the ideas and practices that have and are influencing the course of American postsecondary education.

EAD 870 FOUNDATIONS OF POSTSECONDARY EDUCATION

This course examines major events development of colleges and universities and the philosophical, historical and social forces that have shaped their development. We study contemporary issues in higher education by exploring the intersection of historical, philosophical and sociological forces that have shaped and continue to shape US higher education. The course encourages you as emergent scholars and teachers in postsecondary environments, to consider your role beyond the traditional transmittal of knowledge to a more emancipatory and transformative role. In this role you will (hopefully) foster an academic environment that will enable your students to develop the capacity to discuss controversial socio-political and educational issues and to engage with diverse constituents and participants.

The course is designed to inform and develop your conceptual perspectives in the following ways: 1) Increase your understanding of the relationship between institutions of postsecondary education and social, economic, political and religious currents; 2) Broaden your professional knowledge base through extensive reading, discussion and reflection; 3) Strengthen your ability to evaluate and interpret historical, social, political and cultural sources and ideas through practice in written and oral expression; and 4) Develop a deepened awareness of the ideas and practices that have and are influencing the course of American postsecondary education.

Texts used in this course include Altbach, P.G., Smith W.A., & Lomotey, K. (Eds.). (2002) *The Racial Crisis In American Higher Education: Continuing Challenges for the Twenty-First Century*. (2002); Altbach, P.G., Berdahl, R.O. *American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges*; and Loewen, J.W. *Lies My Teacher Told Me* (1996).

EAD 871
COLLEGIATE CONTEXTS FOR TEACHING AND LEARNING

The purpose of this course is to help participants consider the meaning of learning and the various contextual factors that influence the learning process in higher education. The course is appropriate for those preparing for roles as student affairs professionals as well as for those who plan to be faculty in higher education settings. The course is organized around four major questions:

1) *What is learning? What does it mean to be educated?*

Across higher education institutions, administrators and faculty are committed to supporting students' learning. Focused, thoughtful dialogues about the definitions of learning, what it means to be educated, the outcomes of an effective learning process, and the characteristics of contexts that foster learning will help prospective student affairs professionals, administrators, and faculty members enhance the quality of their work. We will use our course to examine such issues.

2) *What influences learning in the collegiate context?*

Although learning and teaching are typically associated with the formal classroom, other contexts also are sites for teaching and learning and influence what is learned and the learning process. For example, learning occurs in residence halls, during athletic experiences and social activities, in extra-curricular organizational meetings, in on-line classes, during work experiences, and as students and faculty interact informally. Not only does learning occur in various settings. Learning in higher education is influenced by a variety of contextual factors. These include, for example, the faculty, the institutional type, and the extent and kind of diversity in the educational context. Other factors that can affect the learning within the collegiate environment include the extent and kinds of technology with which students interact, opportunities to interact with and be exposed to international students and experiences, athletics, and student activism, opportunities to experience service learning or civic education, the extent to which spirituality is supported in student life, and the architecture and space configurations of the institution.

3) *What kinds of learning environments foster optimal learning?*

Over the past quarter-century, higher education leaders, faculty, and scholars have become increasingly interested in how to optimize the collegiate learning experience. An extensive body of research has developed that explores the characteristics of effective collegiate learning environments and that highlights the ways in which universities and colleges can interject strategic experiences at various points in students' collegiate careers—such as during the first year, as part of the general education requirement, or in developmental education-- to strengthen the quality of students' learning. We will explore the findings from this on-going research, and students will consider the implications of these findings for the institutions where they work (or plan to work).

4) *What does it mean to be an educator within the collegiate context?*

An underlying assumption that will be explored throughout the course is that the identity, beliefs, and values of educators are deeply connected with the process of teaching and therefore with the process and outcomes of students' learning. Thus, our work together is designed to provide each participant with the opportunity to become a more reflective professional—one who thinks critically about what learning is, the kinds of learning outcomes to encourage, the various contextual influences on the learning process, and the kinds of learning environments that particularly foster significant learning.

Key readings include: Baxter Magolda, M. B., *Creating Contexts for Learning and Self-Authorship*, 1999; Cranton, P., *Understanding and Promoting Transformative Learning*, 2006; Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates, *Student Success in College: Creating Conditions that Matter*, 2005; Smith, B. L., MacGregor, J., Matthews, R. S., and Gabelnick, F., *Learning Communities: Reforming Undergraduate Education*, 2004.

EAD 873 THE COLLEGE STUDENT EXPERIENCE

This course examines major bodies of theory related to college student development and the contexts in which that development occurs. The course entails course readings, participation in a variety of formats during class sessions, essay writing, conducting a literature review, a group project, and goal setting/reflection. Learning objectives include:

1. Understanding the history and nature of student development theory, how it is and has been created, used, and modified.
2. Being able to interpret and apply theories to understanding the context of students' development.
3. Developing the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice.
4. Applying existing theory to actual students' experiences and beginning to see additional ways of looking at those experiences through the creation of informal developmental "theories."
5. Being able to critique what is called "student development theory," both in terms of individual theories/models and the collective body of literature in the field.
6. Being able to set self/course goals and reflect on progress toward them.

REQUIRED TEXTS

- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- Lipsky, D. (2003). *Absolutely American: Four years at West Point*. New York: Vintage Books.
- Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: American Psychological Association.
- Suskind, R. (1999). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York: Broadway.

EAD 874 STUDENT AFFAIRS IN COLLEGIATE SETTINGS

Course purpose and goals

Student affairs personnel are employed in a wide range of institutional types and functional areas. To function effectively in these settings, student affairs professionals must understand the purposes of higher education and the role of student affairs personnel in facilitating learning and personal development among students. Knowledge and appreciation of the history, philosophy, and theoretical underpinnings of the field, as well as current and emerging issues facing higher education are key to working as an educator in student affairs. This course is designed to introduce you to the student affairs profession and the higher education environment in which it functions.

As a result of this course, students should:

- (1) become more familiar with the range of employment possibilities under the broad umbrella of student affairs and identify areas of particular interest with regard to future employment;
- (2) identify the multiple roles played by the student personnel professional and the contributions of student affairs to student learning and other goals of higher education;
- (3) understand the relationships between student affairs and other areas of the institution;
- (4) trace the emergence and development of the student affairs profession and the major philosophies that guide practice;
- (5) describe the theories and frameworks on which student affairs practice is based; and
- (6) write concisely, coherently, and analytically, using APA style guidelines.

As an introductory course, this experience serves as a foundation from which to start your lifelong learning about the profession and yourself as a student affairs educator.

Required Readings

The readings for this course are taken from six sources:

- Blimling, G., Whitt, E., & Associates. (1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.
- Council for the Advancement of Standards (2003). *The book of professional standards for higher education*. Washington DC: Author.
- Komives, S.R. & Woodward, D. B. Jr., & Assoc. (2003). *Student services: A handbook for the profession*. (4th edition) San Francisco: Jossey-Bass.
- Readings on-line.
- *The Chronicle of Higher Education*.
- The Publication Manual of American Psychological Association Style Manual, 5th edition. (This is a resource you will use continuously in your graduate work).

EAD 875 ISSUES AND STRATEGIES IN STUDENT AFFAIRS

Course Description:

This is a capstone course designed to promote the integration of the core curriculum and practitioners' experiences in the Student Affairs Administration master's degree program. Through readings, class discussion, and assignments, you should think about what you have learned in your classes, practica, and other professional experiences. We want you to gain experience at intentionally putting theory into practice as emerging professionals in student affairs and higher education and consider your philosophy of practice as a new professional.

Learning Objectives:

As a result of this course, students should

- Develop an understanding of traditional and innovative student affairs organizational models and understand how their professional philosophies and actions can support a particular model
- Learn how to methodically analyze a case study problem using theory and to recommend possible courses of action
- Construct and articulate your personal and professional statement of mission
- Synthesize, demonstrate, and apply your knowledge base as an emerging student affairs professional
- Describe and communicate your personal profile of professional qualities and skills

**EAD 876
HIGHER EDUCATION BUDGETING AND FINANCE**

The purpose of this online course is to introduce students to the fundamentals of higher education finance including: the private and public benefits of higher education, the cost of higher education, the role of the federal government in financing higher education, the role of state governments in financing higher education, and the implications of various financing strategies on access and affordability of higher education.

Students will examine external sources of funding, internal resource allocation processes, and social and economic principles and values regarding the distribution of resources among competing concerns.

Students should gain an understanding of the delicate balance between revenues and expenditures and an appreciation for the complex relationship between finance and other aspects of college and university administration, including institutional advancement, strategic planning, budgeting, decision-making, and evaluation.

Upon completion of the course, the student should be able to:

- Describe the major higher education revenue sources.
- Describe the major models of internal resource allocation, including administrative functions, and the concepts of productivity, cost containment, and total quality management.
- Understand and conceptualize the relationship between higher education finance and other administrative functions such as strategic planning, total quality management, institutional advancement, student affairs and services, enrollment management, plant maintenance and operations, & public and government relations.
- Identify the differences in funding patterns/models between different higher education sectors (2 year and 4 year; private and public).
- Articulate, analyze, and defend key finance, budgeting, and planning concepts through online discussions.

EAD 877
PROGRAM PLANNING AND EVALUATION IN
POSTSECONDARY EDUCATION

This course focuses on program planning as both a field of practice and inquiry. As a field of practice, program planning represents a series of activities in which most educators working in settings of higher and adult education find themselves engaged. As educators, we plan courses and lessons within courses. We design and implement degree and certification programs, as well as advise students on their own academic program plans. At times, we participate in the planning of professional conferences and meetings, design and implement workshops, make presentations to colleagues, practitioners, and to lay audiences. While these activities vary widely in many ways, they all represent a common set of curricular, organizational, and political challenges and decisions that we as educators, either implicitly or explicitly, must make. These decisions and tasks are grounded in particular conceptual, theoretical, social, cultural, and political frameworks that serve to shape and influence the ways in which these decisions and tasks are approached and the eventual nature of programs developed and delivered. Along with questions of effectiveness of processes and approaches, these latter issues suggest the boundaries of program planning as a field of inquiry.

Participants in this course critically reflect on their own beliefs and assumptions about educational program planning. Written, video, and real-world cases are used to foster awareness not only of the technical tasks involved in program planning but the underlying assumptions, values, and forms of rationality that guide the planning process.

In this course, students will develop:

- 1) Knowledge of the research and scholarship that focus on academic program planning in postsecondary education;
- 2) Skill in the planning, design, and development of educational and training programs for postsecondary education contexts;
- 3) Critical awareness and understanding of the social and political dimensions of academic program planning, particularly issues of power as they relate to teaching and learning in these settings;
- 4) Their own philosophy of program planning;
- 5) A simulated or real educational, academic, or training program consistent with this philosophy.

EAD 889
RESEARCH ASSESSMENT IN STUDENT AFFAIRS

Purpose

College environments impact students in many ways (e.g., certain environments may empower and facilitate high levels of learning for some students, while other environments may be alienating or stress-inducing). The purpose of this course is to provide an overview of different quantitative research and assessment techniques with environmental theories applicable to higher education settings. The use of multiple perspectives will be encouraged to better understand the influence of college and university environments to create positive learning situations for students. The course also provides an introduction to the practice of research and assessment in higher education. Since much of the course credit concentrates

on a major assessment project, the goals, assumptions, and important considerations involved in doing a well-constructed assessment project will be discussed.

Course Objectives

My goals for this course are that all of us in this class will be a community of learners and that we will accomplish the following:

1. An examination of selected environmental theories and literature on assessing the influence of collegiate environments on student outcomes;
2. Analysis of an issue or problem influenced by collegiate environments and conduction of a literature review to inform the investigation of the issue or problem;
3. Completion of a project studying how the college environment is related to the selected issue or problem; and
4. Preparation and presentation of a report of the project including recommendations for future research and practice.

EAD 953 Organizational Change

Organizational change occurs in many forms from relatively minor transitions that impact relatively few members and/ or departments within a given organization, to major transformations that have wide-reaching impact on various stakeholders across the organization. Managing organizational change is a complex process that involves varied responses depending on the scope of change. Using colleges and universities as the primary organizational focus, this course seeks to understand those elements that lead effective and sustained organizational change.

This course aims to help participants develop a diverse set of perspectives for understanding how organizations work and to provided different lenses for analyzing colleges and universities as organizations. We will examine the role(s) of various stakeholders (i.e. students, faculty, administrators, government officials etc.) within the change process; how they are affected by and in turn, how they influence and inform the dynamics of organizational change. To widen the participants' perspectives on organizational change in a global context, this course will examine examples of institutional transformation in contexts other than the United States.

EAD 960 HALE PhD PROSEMINAR

Designed as the first course for doctoral students in Higher, Adult, and Lifelong Education Program, this course has three primary purposes: 1) to increase students' familiarity with history, key concepts, issues, questions, contemporary concerns, and literatures relevant to scholars and practitioners of higher and adult education; 2) to provide information on the doctoral process in the Higher, Adult, and Lifelong Education Program (HALE) that will help doctoral students successfully navigate their programs; 3) to help entering doctoral students enhance their abilities in the areas of critical reading, critical thinking and analysis, writing, and inquiry.

To accomplish these goals, we engage in a seminar around some central questions facing all those involved in higher education: What are the purposes and roles of higher education institutions in society? What challenges and societal expectations face higher education institutions today? How have the purposes and roles of higher education

institutions changed over time? Underlying this course is a recognition that those involved in postsecondary education must grapple with changing contexts and forms for postsecondary organizations, shifting understandings of learning and teaching, and new expectations and challenges confronting teachers, leaders, and administrators in postsecondary settings. In this seminar, each participant develops an understanding of how his or her work in higher education is situated in historical and current contexts.

The Proseminar also encourages students to think about the relationships between theory and practice, and to deepen their knowledge and understanding of scholarly literatures and theoretical perspectives relevant to study of and practice within postsecondary education. Additionally, we focus on various aspects of the process of engaging in research: framing problems, developing research questions, conducting literature reviews, considering design choices. We also focus on approaches to scholarly writing in our field, strategies for inviting and providing peer review and feedback, and skills useful in analytical reading of scholarly work. Texts used in this course include, among others: J.J. Duderstadt, *A University for the 21st Century*; C. Kerr, *The Uses of the University*; J. Pelikan, *The Idea of the University: A Reexamination*; and F. H. Rhodes, *The Creation of the Future: The Role of the American Research University*.

Students achieve the following outcomes:

1. Develop understanding of the history of American higher education, how postsecondary education is organized as a sector and within organizations, and key issues and challenges confronting leaders and professionals in postsecondary education today.
2. Develop ability to identify and frame problems and questions within the field of postsecondary education. The study of higher and adult education draws on theories and conceptual frameworks from a variety of disciplines. As we examine selected studies concerning key problems, we will explore how such theories and conceptual approaches frame and guide the way problems are presented and examined.
3. Become familiar with library and web-based resources relevant to professional practice and scholarly inquiry within higher and adult education.
4. Strengthen the ability to read, think, discuss, and write about issues in postsecondary education in a thoughtful, analytical, and critical manner.
5. Develop specific strategies for critiquing and improving one's own and others' writing.
6. Develop expertise in reading thoughtfully and analyzing and critiquing research articles and reports.
7. Become familiar with HALE faculty members and their areas of interest and expertise.
8. Develop a sense of one's individual interests and scholarly/professional questions and ways in which to develop a program that addresses those interests and expands one's scholarly and professional expertise.
9. Prepare a mini-research proposal that includes fundamental elements of a statement of purpose, a critical review of the literature, a conceptual/theoretical framework, and a plan for research methodology and strategies.

EAD 963 LEADERSHIP IN POSTSECONDARY INSTITUTIONS

The purpose of this seminar is to examine leadership from a broad conceptual and theoretical basis. Leadership is such a seemingly common idea across all sectors of society. We talk about leadership as though it is a clearly understood concept that we all know when we see it. Or do we? We assume it is important in today's postsecondary institutions, but there is less written about leadership in this sector than in business and industry, or even in the not-for-profit sector. So what do we really know about leadership in postsecondary institutions, and more importantly, what do we need to know?

The literature base for the class is multi-disciplinary, drawing on authors in sociology, organizational behavior, management, psychology, women's studies, adult education, and higher education. Participants translate these readings to the postsecondary sector, determining the extent to which context shapes leadership and/or to which leadership shapes organizational context. We analyze the leader from a symbolic perspective, as a manager of meaning, and as a critical change agent. We look at the enactment of leadership as a cognitive, moral and ethical process, and at the leadership challenges facing those in colleges and universities today. We also explore different configurations of leadership (e.g., teams, non-positional leaders) and continually challenge the language, images, stereotypes and behavioral expectations that have come to represent those we label "leaders" and our own roles in perpetuating them. Through dialogue, critical discussion, and the various perspectives found in the readings, we will deconstruct our leadership realities as we prepare to reconstruct who leaders will, and need to be in the educational organizations of tomorrow.

At the end of the course, participants will demonstrate:

1. Knowledge and understanding of the multi-disciplinary literature and research on leadership
2. Ability to apply this research and theory to postsecondary institutions
3. A critical examination of one's assumptions, biases and beliefs about leadership in postsecondary institutions
4. Ability to facilitate a seminar discussion session
5. Ability to engage in critical self-reflection around leadership topics and issues as they relate to one's lived experiences through class discussion, journal writing, and a final paper

Texts

1. Bogue, E. G. (1994). *Leadership by Design* San Francisco: Jossey-Bass.
2. Bensimon, E.M. and Neumann, A. (1993) *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*. Baltimore: Johns Hopkins University Press.
3. Bolman, L. G. & Deal, T. E. (2004). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.
4. Heifetz, R. E. (1994). *Leadership Without Easy Answers*. San Francisco: Jossey-Bass.
5. Required reading packet.

**EAD 965
DIVERSITY AND EQUITY IN POSTSECONDARY EDUCATION**

COURSE OBJECTIVES

Diversity & Equity in Postsecondary Education addresses historical, contemporary, and research aspects of three major areas related to diversity and equity in postsecondary education: Access and Participation, Campus Climate and Curriculum, and Outcomes. Within these three areas, the course is designed to introduce students to information, concepts, policies, and controversies related to gender, racial, ethnic, sexual orientation, socio-economic, ability, and religious differences among students, faculty, administrators, and other employees in postsecondary settings. An emphasis is placed on critical reading, writing, and class participation. The successful student in this course will be able to describe and analyze historical and contemporary issues related to diversity and equity, as well as discuss current trends and coming challenges in educational research, theory, policy, and practice.

REQUIRED TEXTS

- Smith, W.A., Altbach, P.G., & Lomotey, K. (Eds.). (2002). *The racial crisis in American higher education: Continuing challenges for the Twenty-first century*. Albany: State University of New York Press.
- Martínez Alemán, A.M., & Renn, K.A. (2002). *Women in higher education: An encyclopedia*. Santa Barbara, CA: ABC-CLIO.
- Turner, C.S., Antonio, A.L., García, M., Laden, B.V., Nora, A., & Presley, C.L. (2002). *Racial and ethnic diversity in higher education*. ASHE Reader Series. Boston: Pearson Custom Publishing.

**EAD 966
STUDENTS IN POSTSECONDARY EDUCATION**

Students in postsecondary education is designed to provide advanced graduate students with a general understanding of theories and research related to student development in higher education. The course allows students to develop a deeper understanding of the nature of theory, how it is created, how it is used, and how it is modified. By reading and analyzing original writings in the field of student development theory, students will have the opportunity to study the philosophical bases of the field as well as to understand the complementarities - and differences - among and between traditional and emerging theories. Course readings incorporate research on the experiences of students of diverse backgrounds, providing information and theory relating to specific identity-based groups of college students such that we develop a deeper understanding of the broad range of college students, both those more similar to us and those more different. We will also explore how environments can enhance or retard student development. Students should expect that this class will be a community of learners and that a strong focus will be on a practical application of student development theory such that *it* becomes a *natural* part of our thinking and our work; and to create new and transformative theories, models, and ideas about how college students develop, psychosocially, cognitively, and in terms of their identities.

Textbooks

- Braxton, J. (2000). *Reworking the student departure puzzle*. Nashville: Vanderbilt University Press.
- Pascarella, E.T., & Terenzini, P.T. (2005). *How College Affects Students: A Third Decade of Research, Volume 2*. San Francisco: Jossey-Bass.
- Levine, A. & Cureton, J.S. (1998). *When hope and fear collide: A portrait of today's college student*. San Francisco: Jossey-Bass.
- Sedlacek, W. E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco: Jossey-Bass.
- Suskind, R. (1998). *A hope in the unseen, an American odyssey from the inner city to the ivy league*. New York: Doubleday/Broadway.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Wilson, M.E. & Wolf-Wendel, L.E. (2005). *ASHE reader on college student development theory*. Boston: Pearson Custom Publishing.

Course Objectives

Goals for this course are that all of us in this class will be a community of learners and that we will accomplish the following:

1. Develop a deeper understanding of the nature of theory, how it is created, how it is used, and how it is modified.
2. Study and understand particular dimensions (e.g., race, social class, sexual orientation) of identity development and how they are a part of a student's overall development.
3. Study and understand student growth and development during college and the role of college in promoting it.
4. Develop a deeper understanding of ourselves, as it is who we are that is the filter for how we see students and how we use theories.
5. Develop a deeper understanding of the broad range of college students, both those more similar to us and those more different.
6. Learn how environments can enhance or retard student development.
7. Gain skill and comfort with applying developmental theories and constructs to our work with students.
8. Become knowledgeable and comfortable with student theories and its application such that *it* becomes a "natural" part of our thinking and our work.
9. Develop new and transformative "theories," models, and ideas about how college students develop, grow, and learn.

EAD 967 POLICY DEVELOPMENT AND ANALYSIS IN POSTSECONDARY EDUCATION

PURPOSE:

EAD 967, the capstone core course in the Higher, Adult and Lifelong Education (HALE) doctoral program, is designed to help students integrate and apply knowledge gained from the four initial HALE core courses. The course follows two complementary strands of inquiry, policy development in post-secondary education and policy research design and analysis. Students will use a case-based approach to propose and assess solutions to a specific policy problem in post secondary education.

OBJECTIVES:

To understand and articulate the policy process as it operates in the United States

To identify current policy issues currently being debated at the institutional, state and federal levels

To explore concepts and theoretical frameworks for understanding public policy
To gain an understanding of the role that policy analysis and research play in the policy process

To investigate a policy problem in post-secondary education and present proposed solutions as part of a consulting team.

PROCESS: Students in the class will form a consulting team to assist in solving a specified policy problem in post-secondary education. For most class sessions we will spend a portion of the time in lecture and discussion about the relevant content (or analytical skill) and a portion on applying the information toward solving the case problem. Working in teams, students will prepare and present an oral "case presentation". Based on the recommendations in the case presentation, the EAD 967 "consulting team" of students will prepare a final written case report. This final report will contain a comprehensive proposal to design, implement, and assess a proposed solution to the policy problem. Each student will make an individual written contribution to this final report.

**EAD 968
TEACHING, LEARNING, AND CURRICULUM IN
POSTSECONDARY EDUCATION**

This course investigates the interrelated topics of teaching, learning, and curriculum in postsecondary educational settings. Students examine the historical and philosophical foundations of curricular issues and study teaching and learning processes from different analytical perspectives. The goal of the course is to provide students with a strong background for designing educational experiences, planning educational programs, and conducting research on a variety of teaching and learning-related questions. Students should achieve the following learning objectives by the end of the course:

1. Understanding distinctive perspectives on teaching, including the beliefs and assumptions under girding each perspective and the implications of each perspective for educational practice.
2. Understanding of several curriculum frameworks, including assumptions associated with different frameworks and key elements that should be included in a curriculum.
3. Familiarity with historical trends in curriculum development and recurring debates around the purposes of teaching and learning.
4. Development of a position concerning recent critiques and recommendations regarding curricular issues in American postsecondary education.

5. Ability to implement basic principles of curriculum design.
6. Knowledge of a variety of teaching strategies and how to implement these strategies.
7. Analytical knowledge of current issues of importance in the postsecondary sector pertaining to teaching, learning, and curriculum.
8. Improved skills as an analytical reader of research and conceptual writing concerning teaching, learning, and curricular issues.
9. Enhanced writing and instructional skills.

The course operates as a collaborative learning community where all participants are co-learners who support one another's learning. Class sessions are interactive and usually involve discussions about assigned readings as well as opportunities to apply educational concepts and models to resolve realistic educational problems and challenges. As class members gain knowledge and experience, they play an increasingly significant role in planning and guiding class activities. At the conclusion of the semester, student teams take full responsibility for developing, leading, and assessing an entire class session. This task encourages students to apply and test the principles of good educational practice they study throughout the semester.

EAD 969 PEDAGOGICAL ISSUES IN POSTSECONDARY EDUCATION

In recent years, the idea of lifelong learning has shifted dramatically from the ranks of empty platitudes to actively guiding policy and practice across a wide range of institutions and international contexts. Much of this attention focuses on the critical importance of continuous learning in adulthood.

Approximately one of every two students now enrolled in higher education is 25 or older and, in some institutions like community colleges, career colleges, online programs, and graduate schools, adults make up the majority of the student population. Even the idea of the "emerging adult" suggests a reframing of what we have heretofore called "traditional students."

Beyond formal schooling, adults are increasingly expected to continue learning in areas related to their work, their personal lives, and civil society. From Southeast Asia to Europe, Africa, and North and South America, the policies and practices of local, provincial, and national governments reflect and embrace a vibrant conception of lifelong learning.

This advanced doctoral seminar focuses on an in depth study of adult learning and development in individual, group, and organizational contexts (both face-to-face and online), and the implications of this research for policy and practice in higher and adult education. We will address such questions as:

- How might we understand learning within the context of individual lives?
- What does learning as a group mean? How is this different from individual learning in a group context?
- What do we mean by organizational learning? Do organizations learn or merely individuals within organizations? If so, how does this occur?

Within individual, group, and organizational contexts, our inquiry will examine:

- Developmental influences on adult learning.
- How individual differences are expressed in adult learning.
- Psychological and socio-cultural theories of how adults learn.

Required Texts

- From information to transformation. Author: HART; Copyright: 01; Edition: ; ISBN: 0820451312; Publisher: LANG
- Crossing the unknown sea. Author: WHYTE; Copyright: 01; Edition: ; ISBN: 1573229148; Publisher: PENGUIN
- Individuals, groups, and organizations beneath the surface: An introduction. Author: Lionel Stapley; Edition: 2006; ISBN: 1855753197; Publisher: Karnac;

Recommended Texts

- *Learning in adulthood: A comprehensive guide* (Third Edition), by Sharan Merriam, Rosemary Caffarella, and Lisa Baumgartner (2007).
- *Handbook on adult development and learning* Author: Hoare, C.; Edition: 2006; ISBN: ;
- *Continuous learning in organizations: Individual, group, and organizational perspectives* by Valerie Sessa, Manual London; Edition: 2006;
- *Learning in adulthood*. Author: MERRIAM; Copyright: 07; Edition: 3; ISBN: 0787975885; Publisher: JOSSEY

In addition, we will make use of a limited number of selections from popular culture, such as stories, novels, and film to help illustrate and contextualize our study.

EAD 970 ADMINISTRATION AND GOVERNANCE IN POSTSECONDARY EDUCATION

The purpose of this core doctoral course is to help those involved in postsecondary institutions to understand what organizations are, how they function (and dysfunction), and why. We do this by asking questions such as: How do context and environment influence the way we think about the structure and function of an organization? How do administrators manage modern postsecondary organizations? Can individuals create change in organizations? Why are management and change strategies effective in one organizational setting and futile in another?

We delve into a variety of scholarly literatures, examine many theories and concepts as tools for understanding complex academic environments. We debate and discuss the merits of these ideas and theories for describing and explaining the realities we experience in postsecondary institutions. We analyze a set of theoretical perspectives, identify their strengths and weaknesses, and assess their applicability/appropriateness for various situations or settings drawn from experience and a series of case study analyses. In the process, we make conscious the theories that guide our actions and shape our understandings. As a result, one outcome of taking the course is a deeper understanding of your own (possibly changing) viewpoint and a better appreciation of others' views.

At the end of the course, students will demonstrate:

1. Knowledge and understanding of organizational theory and research
2. Ability to critically examine organizational theory and research, and its applicability to postsecondary institutions
3. Understanding of the factors that affect how complex postsecondary institutions function

4. Skill in analyzing postsecondary case problems and situations
5. Ability to ground one's analysis in the organizational literature

Texts

1. Bolman, L.G. and Deal, T.E. (1997). *Reframing Organizations: Artistry, Choice, and Leadership*. 2nd Edition. San Francisco: Jossey-Bass.
2. Brown, M. C. (Ed.). (2000). *Organization and Governance in Higher Education*. 5th Edition. Boston: Pearson Custom Publishing.
3. Kezar, A. J. (2001). *Understanding and Facilitating Change in the 21st Century: Recent Research and Conceptualizations*. ASHE-ERIC Higher Education Report 28 (4). San Francisco: Jossey-Bass.
4. Morgan, Gareth. (1999). *Images of Organizations*. 2nd Edition. Beverly Hills: Sage Publications.
5. Scott, W.R. (2002). *Organizations: Rational, Natural, and Open Systems*. 5th Edition. Englewood Cliffs, NJ: Prentice Hall.
6. A required reading packet.

EAD991B COMPARATIVE HIGHER EDUCATION

The course has two main purposes. The first purpose is to gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings (national, institutional, in some cases regional). To assist students in making sense of these international developments, including the distinct national higher education systems in which they apply, we also examine the American "system" of higher education. The primary purpose here is to provide a comparative "benchmark" for interpreting these international higher education policy themes. The second purpose is to introduce students to the methods of international comparative research in higher education, the culmination of which will be a paper comparing one or more international settings with the U.S.

EAD 995 RESEARCH PRACTICUM

The Research Practicum, a required course for all doctoral students in the College of Education, is the final course in the research sequence. The purpose of the Research Practicum is to enable students to work toward preparing the dissertation proposal. Each student develops a plan for the specific work that he or she plans to accomplish and the particular tasks that will be most helpful in moving toward a formal dissertation proposal. For some students the goal will be to develop a defensible research topic and research plan. Others may develop a research design and conceptual framework based on a detailed literature review. Some students may develop a complete proposal. At the start of the semester, each student will develop a plan that explains the general topic for the dissertation and the specific tasks the student will emphasize (e.g., writing a thorough literature review, exploring theoretical perspectives that might inform the conceptual framework of the study, designing and pilot testing data collection instruments). The Research Practicum is organized so that students benefit and learn from opportunities to exchange ideas, respond to each other's questions, and read each other's writing—even when the ideas are still in incubation or the writing is in early stages of development.

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