

**University of Southern California
Rossier School of Education
EDUC 616 Higher Education Seminar, Fall 2014**

Tracy Poon Tambascia, EdD
Associate Professor, Clinical Education
tpoon@usc.edu; 213-740-9747
WPH 1003C

Office hours by appointment

Class meetings:

Mondays, 7:00 – 9:00 p.m. WPH 205 (27043D), Gerald Corporal, course assistant,
corporal@marshall.usc.edu.

Wednesdays, 2:00 – 4:00 pm WPH 202 (27042D) Amber Payne-Hepp, course assistant,
amberpay@usc.edu

Course Description & Learning Outcomes

This course is designed to help encapsulate the experiences of the master's degree for students in the Postsecondary Administration and Student Affairs (PASA) program. The seminar serves as a resource to allow candidates to reflect upon the entirety of the masters program. The seminar will be summative, reflective, and also forward-looking.

As PASA students are preparing to graduate, this course is intended to look ahead to changes within our field. The first part of the course will focus on the relationship between practitioners and the field. The second part of the class will examine the future of student affairs, allowing students to envision a time in which student populations, priorities and challenges will be different than those present today. The last part of the class will focus more broadly on the future of higher education. Though PASA has prepared graduates to work specifically in student affairs and student services, the future roles of our graduates will be as higher education leaders. Therefore, focusing on big picture challenges, needs, and innovations will help prepare the minds of the next generation of change agents.

In addition to providing a summative and reflective experience, the seminar course will integrate different presentation and learning modalities, such as video, web page development, and blogs. While many of you regularly use such media in your daily lives, you will have the opportunity to integrate the use of these tools into the development of professional products and services that could enhance your work with college students,

Learning objectives:

1. Students will develop a distinctive and well-defined educational mission.
2. Students will be able to identify and examine critical issues affecting the practice of

student affairs and the field of higher education currently and in the future.

3. Students will be able to develop and respond to case studies using an integrative, high level and scholarly approach that reflects theories, practices and knowledge learned in the course of their masters program.

4. Student will develop an electronic portfolio that encapsulates their academic and professional growth in the masters program.

5. Students will begin to identify resources related to their own job search or job advancement.

6. Students will strengthen their ability to use technology to support their learning and teaching.

7. Students will develop competencies related to research or assessment from individual projects that are aligned with short term professional needs and interests.

Course Structure

This course is taken for 3 units, for a letter grade. Attendance is required at every class session. In addition, there will be weekly, asynchronous, online activities that are required and are considered part of the course. Failure to participate in the online activities one week would mean “missing” part of the class that week.

To optimize the learning process, students are expected to prepare in advance of class meetings and to actively participate in all related discussion and activities. Students are also encouraged to complete *additional* readings related to their own areas of interest, as a basis for making more personally relevant contributions in class.

Independent work, peer to peer teaching, and significant levels of in-class engagement are essential to the learning process in this class. Students in this course should not expect to come to class to simply listen to a lecture; information will not be “delivered” by the instructor, to be consumed or absorbed by students. Knowledge, ideas, and information will be developed, shared, formed, and debated among all in the class. We often say that a course is only as good as what you put into it – and that is absolutely true of the seminar course. Specific details pertaining to each session are delineated below to afford students ample opportunity to prepare.

While laptops and tablet computers are welcome for note-taking, Please do not use them to check email or chat during class.

Please note that this syllabus is subject to change. The instructor may notify you of changes to readings and assignments during the course of this semester.

Evaluation

Your grade for the semester will be based on the following:

10 pts.	Educational Mission Statement
15 pts.	Student led discussion online
10 pts.	The lead off
20 pts.	Capstone
15 pts.	Case study
20 pts.	Literature review or Assessment project
10 pts.	Class participation

Your final grade is based on a 100-point scale, as follows:

A = 94-100	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73
B+ = 87-89	C+ = 77-79	D = 69-60

Students working on a project together will receive the same grade on the completed assignment.

Incompletes (INs) will be considered only in the most extreme and unforeseen circumstances. More detailed information about [Incompletes](#) is available in the [University Catalogue](#).

Grading for *most* written assignments will reflect 3 components:

- Content
- Writing
- APA style (sometimes included in Writing)

A high score in Content reflects a clear organizational approach that:

- Addresses all questions and sections outlined in the assignment or prompt
- Reflects a strong understanding and synthesis of relevant published research
- Uses evidence (data, research findings, other literature) to support assertions
- If reviewing a study, clearly states the author, title/purpose of study, methods and summary of findings

A high score in Writing reflects:

- Appropriate use of APA style
- Few typographical errors, misspellings or grammatical errors
- Little or no redundancy
- Clear transitions from one section to another
- Clear focus on the study and not extraneous topics
- A scholarly tone, with no use of slang
- Primary citations from reputable or peer reviewed publications and sources

- Summaries of concepts in lieu of direct quotes (use of direct quotes should be limited)

Due Dates

Assignments are due before the start of class on the due dates. Late work will reflect a deduction of 2 points for not meeting the initial deadline, then an additional loss of 2 points for each week thereafter. Assignments not turned in by the last class meeting will be factored in as a zero.

Format and Length

Assignments should follow APA format unless otherwise noted. Standard font size is 12 point, double spaced. No cover page is needed except for the Literature Review. You will be given an approximate page length (and, in some cases, a strict limit) for assignments.

Course website and email communication

Our course website will be housed on Blackboard, USC's teaching and learning web portal. We will use this site for our online discussion boards, for file sharing, and for access to online readings.

Your USC email account is the primary mechanism for sending official communications to students, as outlined in the "[University Email Notifications to Students](#)" in [SCampus](#). Please check your USC email account daily or ensure that it is forwarded.

Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can

participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

Required Texts

- Hirt, J. (2006). *Where you work matters*. University Press of America.
- Amey, M.J. & Reesor, L.M. (2009) *Beginning your journey*. National Association of Student Personnel Administrators.

Additional required readings are posted on Blackboard.

Optional Texts

Klaus, P. (2003) *Brag! The art of tooting your own horn without blowing it*. Warner Business Books.

Galvan, J. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th ed). California: Pyrczak Publishing.

Emergency or natural disaster

In the event of an emergency or natural disaster that requires temporary cancellation of face to face class meetings on campus, please check this course on Blackboard for further instructions.

Group work

In this course and in the higher education masters programs, you will be asked to engage in group work. It is important to state up front several expectations:

- 1) Participation in these group projects should reflect the same level of professionalism, engagement, commitment and high standards as a group project in a professional work environment.
- 2) Each member is expected to participate fully in meetings, respond to group

conversations via email, chat or other media, contribute meaningful and complete content or work, meet deadlines and assist in completing the final phases of the project.

- 3) Segmenting responsibilities to the point of individual ownership of pieces is discouraged. While this may be a good tactic to start a project, a high quality project cannot be completed in this way. Highly segmented work seldom reflects the quality of a project that involves everyone.
- 4) Communicate abilities and assets, and be honest about limitations. Bring everything you can to a project and let people know when you need help.
- 5) Accept feedback about the betterment of a project without concern for defending a position.
- 6) Try to be democratic or open in decision making.

Last thought – student affairs is a really small field. Please bear in mind that though you are working with friends, academic reputations become professional reputations in due time. Please engage in group work seriously and respect the contributions that everyone needs to bring forth.

Assignments

Assignments in the Seminar course will be both collaborative and individual. At the beginning of the semester, you and a work partner will choose an area of focus and draw this theme through your work as discussion leaders, with the lead-off, in the case study assignment and in the literature review or assessment project. This work will be done in pairs.

Additional assignments will relate to your individual development and planning for your future. The educational mission statement and capstone projects will be completed individually, but tie into the larger conversations about the future of higher education and how your professional interests will develop in this changing environment.

Timeline of Assignments and Grading

Specific guidelines for each assignment will be discussed in class.

ASSIGNMENT	DUE IN WEEK	POINT VALUE
Educational mission statement	2	10
The lead off (completed in pairs)	As scheduled	10
Discussion leader, online (completed in pairs)	As scheduled	15

Case study development (completed in pairs)	7	15
Capstone project	13	20
Literature review or Assessment project (completed in pairs)	14	20
(Participation)	n/a	10

1. Educational mission statement – Due week 2 on Blackboard.

The primary purpose of this assignment is to provide an opportunity for you to synthesize the learning and academic experiences you have gained through courses in the master's program into an educational mission statement. This statement should be concise – 600-800 words (about 1 page, single spaced).

Please discuss how the courses in this program have changed your view of higher education administration and student affairs, and how it has affected your intellectual, social, and professional development. Explain how the theories, concepts and ideas from courses interrelate with and/or differ from what you have experienced from internships or other practical experiences. Most of all, talk about where you want to go – what you want to do, and how you will change the world. That sounds idealistic, but this is your chance to think big and state your case.

Ideas from this mission statement will inform your employment applications, consolidate ideas for your interviews, and give you language for cover letters. It will also be part of your Capstone Project website.

2. The lead off – each week, one dyad will offer a perspective, quote, headline, or similarly brief and provocative “brain warm-up” to get the group thinking and talking. The operating term here is brief –no readings should accompany this, but the lead off must be organized, professional and facilitated equally by the dyad. You should not be reading from an article on your laptop and thinking of prompts along the way. A crisp, focused, energetic and fast-paced presentation is what we are looking for. Five to ten minutes will be allocated for this at the start of each class.

3. Discussion leader – (schedule varies) Between weeks 2 and 11, pairs of students will sign up to lead the online discussion following class. Each Discussion Leader dyad will sign up for one week and identify one reading/viewing related to the class topic. The dyad

will also have a prompt related to the week's topics posted to Blackboard Discussion area (create a new Forum for each week/topic). Prompts and reviews/links/viewing for the class must be posted by 5:00 pm on the day of class. Students will have 6 days to read/view the posting, respond to the prompt and also comment on at least one other post by a peer on Blackboard Discussion.

4. Case study development – Due Week 7 on Blackboard

Frame the case. Working with one classmate, identify a possible case study, following the parameters defined below. You are advised to cover all the points and requirements in writing to outline the case before moving ahead with next steps.

Good case studies 1) define a specific problem, population, subject or issue; 2) provide context; 3) ask specific questions; and 4) are worthy of being studied. What does that mean? It means that THIS case is special, unique, challenging and complex – otherwise it would not be interesting enough to examine.

Case studies are both **illustrative** of a specific issue or phenomenon, and are sufficiently **complex** to require a thoughtful and deep response. In framing your case study, please include enough detail to clearly illustrate your case, and provide enough complexity so that the response may include a multitude of approaches – and not just one obvious solution.

There are three options available to present the case study:

- 1) **VoiceThread.** Using images, text, or imbedded video, create a 5-10 minute narrated presentation that is professional and detailed enough to allow any viewer to fully understand your case.
- 2) **Video.** Using good quality video recording device, create a 5-9 minute narrated video that is professional and detailed enough to allow any viewer to fully understand your case. Use of text on select images is acceptable. The video should have basic editing and good sound quality.
- 3) **Prezi** is a online presentation tool that offers a blank canvas for users to display text, images, or video content. Prezi presentations can move from one part of the canvas to another quickly – creating an effect that some might find dizzying!
The full run time for a Prezi presentation should be about 5-10 minutes.
Use of this online program is free and can be found at <http://prezi.com/learn/>
Reviewing demo's and user tips is recommended.

BEFORE class, please post the url for your presentation on Blackboard, along with a **one-page summary/outline of the case study**, under the Discussion section, in the thread the

instructor has created. Outline files must be saved with the last names of the students and "outline." Example: "GonzalesSmithOutline." Also, bring 2 copies of the one page outline to class.

5. Capstone project & presentation– Due Week 13

The capstone website that you create will summarize your experiences, growth and development in the PASA program and reflect a professional philosophy, competencies, and areas of interest or passion. One section will be devoted to noting the coursework you have completed, documenting the theories and research you learned. Please see the Capstone Schedule for more details.

6. Literature review or assessment project - Due week 14 on Blackboard

You will have a choice of assignments to complete. Each option reflects an opportunity for students to choose an assignment that reflects personal goals and interests.

For example, students who have limited research experience, and those interested in pursuing a doctoral program, may wish to complete a literature review to deepen skills related to the development of research questions and the synthesis of published literature. Students who are committed to issues of practice may opt to develop their program assessment skills by completing an assessment project.

Students will once again work in pairs, but will each turn in a unique, individual final paper or assessment project write-up. Student dyads working on the literature review may share one set of research questions and also share the research. However, each will turn in a written literature review that will receive an individual grade. Those pursuing the assessment option can work on a shared assessment project. Each will submit a portfolio with an assessment write-up that clearly includes work from both students.

Each project will have interim deadlines, with an opportunity for phased feedback and support from the instructor throughout the semester. All projects are due in week 14.

For more information about writing a literature review, please see the recommended text, *Writing Literature Reviews* by Galvan.

EDUC 610 -- Seminar Schedule

Part I The Role of Self in Student Affairs Practice	
<p>Week 1 Monday, August 25 Wednesday, August 27 <i>The role of self in student affairs practice</i></p>	<p>Due: Nothing</p> <p>Before Class Read/View</p> <ul style="list-style-type: none"> Guthrie, "A Portrait of Balance ..." (on Bb) Boehman, Affective Commitment ..." (on Bb) <p>In Class</p> <ul style="list-style-type: none"> Welcome and overview of the seminar course Assign educational mission statement and synthesis Discuss Capstone Project Develop teams; pick Discussion dates and assign the Lead Off <p>Online TBA</p>
<p>Week 2 No class - Labor Day holiday</p>	<p>Due: Wed, Sept 3: Educational mission statement, on Bb</p>
<p>Week 3 Monday, September 8 Wednesday, September 10 <i>Personal agency</i></p>	<p>Due: (Assessment project) – Dyads submit written assessment project proposal to Blackboard (see example in Assignments)</p> <p>Before Class Read/View</p> <ul style="list-style-type: none"> <i>Beginning Your Journey</i>, Chapters 10, 2, 3, 4, 7 & 11 Kiyama, "A Critical Agency Model ..." (on Bb) Rhoades, "New Models of Professionals" (on Bb) <p>In Class</p> <ul style="list-style-type: none"> The lead off ... Intro capstone project; view examples <i>Beginning Your Journey</i> – overview and discussion

	<p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
<p>Week 4 Monday, September 15 Wednesday, September 17 <i>Practitioners and institutions: Inter-related systems</i></p>	<p>Due: Capstone advisory group identified; turn in Capstone Info Sheet & URL</p> <p>Before Class Read/View</p> <ul style="list-style-type: none"> • <i>Where You Work Matters</i> • Cooper & Hardee, "Managing from the Middle" (on Bb) • Human Ecology model (see image link on Bb) • Renn, "Research on Peer Culture" (on Bb) <p>Optional reading: Klaus, P. (2003) <i>Brag! The art of tooting your own horn without blowing it</i>. Warner Business Books.</p> <p>In Class</p> <ul style="list-style-type: none"> • The lead off ... • Institutional types • Bronfenbrenner • Marketing or branding yourself • Elevator speeches • Discussion: job search/advancement, more grad school and transitions <p>Online</p> <ul style="list-style-type: none"> • Post a video of yourself doing your own elevator speech (directions on posting TBA). • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
Part II Future of Student Affairs & Student Services	
<p>Week 5 Monday, September 22</p>	<p>Due: Capstone homepage; (Lit Review) A topic and 2 research questions due to</p>

<p>Wednesday, September 24</p> <p><i>Framing the conversation: Identifying the major issues affecting higher education</i></p>	<p>instructor</p> <p>Before Class:</p> <p>Read/View</p> <ul style="list-style-type: none"> • Hirt, "Student Affairs Profession ..." (on Bb) • Kezar, A. (2003). Achieving student success: Strategies for creating partnerships between academic and student affairs. <i>NASPA Journal</i>, 41 (1), 1-22. (on Bb) • Wolverton, B. (2007). The athletics department of the future. <i>The Chronicle of Higher Education</i>, 73(3), 48-50. (on Bb) • Likins, P. (2005). The future of division I college sports. <i>The Presidency</i>, 8(3), 28-32. • Haynes, M. (2008). The impact of financial aid on postsecondary persistence: A review of the literature. <i>NASFAA Journal of Student Financial Aid</i>, 37(3), 30-35. (on Bb) • Catullo, L. A., Walker, D. A., & Floyd D., L. (2009). The status of crisis management at NASPA member institutions. <i>NASPA Journal</i>, 46(2), 301-323. (on Bb) • Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. In S. R. Harper, & L. D. Patton (Eds.), <i>Responding to the realities of race on campus</i>. New Directions for Student Services, No. 120. San Francisco: Jossey-Bass. (on Bb) <p>In Class</p> <ul style="list-style-type: none"> • The lead off ... • Review elevator speech videos • Discussion – examining and framing issues in the field. • Discuss Case Study assignment <p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
--	--

<p>Week 6 Monday, September 29 Wednesday, October 1</p> <p><i>Impact of technology on the future of higher education</i></p>	<p>No class meeting. Complete asynchronous class material.</p> <p>Due: TBA</p> <p>Read/View + Tambascia, Overview video introducing course material (on Bb) + The lead off, recorded + Christensen, "Disruption in Education..."</p> <ul style="list-style-type: none"> • Educause – future of online learning (on Bb) • PBS Frontline report: College, Inc http://video.pbs.org/video/1485280975/ <p>+ Other readings TBA + Other assignment TBA</p> <p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
<p>Week 7 Monday, October 6 Wednesday, October 8</p> <p><i>Case study presentations</i></p>	<p>Due: Case study assignments/presentation</p> <p>Before Class: Complete assignment and post url for case study to Discussion.</p> <p>In Class</p> <ul style="list-style-type: none"> • The lead off ... • Case study assignments -- review and discuss. • <u>Please bring laptops or tablet computers to class along with 3 hard copies of the one-page summary.</u> <p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.

<p>Week 8 Monday, October 13 Wednesday, October 15 <i>Future of student affairs: Student populations</i></p>	<p>Due: (Lit Review) Detailed outline of the literature review due on Bb.</p> <p>Before Class:</p> <p>Read/view</p> <ul style="list-style-type: none"> • Lester, J. (2006). Who will we serve in the future? The new student in transition. <i>New Directions for Student Services</i>, 114, 47-61. (on Bb) • Stebleton, M.J. (2011). Understanding immigrant college students: Applying a developmental ecology framework to the practice of academic advising. <i>NACADA Journal</i>, 31(1), 42-54. (on Bb) • Ryan, S., Carlstrom, A.H., Hughey, K.F., & Harris, B.S. (2011). From boots to books: Applying Schlossberg's model to transitioning American veterans. <i>NACADA Journal</i>, 31(1). 55-63. (on Bb) • Literte, P. E. (2010). Revising race: How biracial students are changing and challenging student services. <i>Journal of College Student Development</i>, 51(2), 115-134. (on Bb) • Smith, H., Parr, R., Woods, R., Bauer, B., & Abraham, T. (2010). Five years after graduation: Undergraduate cross-group friendships and multicultural curriculum predict current attitudes and activities. <i>Journal of College Student Development</i>, 51(4), 385-402. (on Bb) <p>In Class</p> <ul style="list-style-type: none"> • The lead off ... • Discussion <p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
Part III Future of Higher Education	
<p>Week 9 Monday, October 20</p>	<p>Due: Submit Capstone draft to committee for first review</p>

<p>Wednesday, October 22</p> <p><i>Education for all and the completion agenda</i></p>	<p>Before Class</p> <p>Read/View</p> <ul style="list-style-type: none"> • <i>From the White House (all web-based – see urls)</i> • Lead the world in college completion by 2020 (see link on Bb) • The link between education and economic growth (see link on Bb) • (optional) College completion toolkit (see link on Bb) • Education Week: “‘College for all’ campaign getting a second look” (see link on Bb) • ConnectEd: Linked Learning (see link on Bb) <p>In Class</p> <ul style="list-style-type: none"> • The lead off ... • Discussion: Exploring “education for all” – a commitment to access or an unrealistic vision for the American higher education system? • Discussion: The completion agenda <p>Online</p> <ul style="list-style-type: none"> • Read/view/listen to posting from Discussion Leaders. • Respond to prompt posted by classmates and comment on at least one response.
<p>Week 10</p> <p>Monday, October 27</p> <p>Wednesday, October 29</p> <p><i>The impact of globalization on higher education</i></p>	<p>Due: TBA</p> <p>Before Class</p> <p>Read/View/Listen to</p> <ul style="list-style-type: none"> • Armstrong – Competing in global higher education (on Bb) • Inside Higher Ed Podcast: George Mason University's Peter Stearns discusses his new book, "Educating Global Citizens in Colleges and Universities." See audio file on Bb – it loads really slowly. Be patient. • Altbach, “Globalisation and the University ...” • OECD http://www.oecd.org/about/ Read “About”

	<ul style="list-style-type: none"> Skim through OECD Education at a Glance (on Bb) <p>In Class</p> <ul style="list-style-type: none"> Guest speaker, TBA <p>Online</p> <ul style="list-style-type: none"> Read/view/listen to posting from Discussion Leaders. Respond to prompt posted by classmates and comment on at least one response.
<p>Week 11</p> <p>Monday, November 3</p> <p>Wednesday, November 5</p> <p><i>The impact of the Bologna Process on American higher ed</i></p>	<p>Due – Complete</p> <p>Before class</p> <p>Read/View</p> <ul style="list-style-type: none"> Inside Higher Ed news story - See Bb for link What is Tuning? Tuning USA website. See Bb for link Lumina foundation: Tuning Project – Video Podcast. See Bb for link Adelman – Bologna Process (on Bb) <p>In Class</p> <ul style="list-style-type: none"> The lead off ... Discussion: Educational alignment, tuning, and the American higher education system <p>Online</p> <ul style="list-style-type: none"> Read/view/listen to posting from Discussion Leaders. Respond to prompt posted by classmates and comment on at least one response.
<p>Week 12</p> <p>Monday, November 10</p> <p>Wednesday, November 12</p>	<p>No class – work on Capstone projects and presentations.</p>
<p>Week 13</p> <p>Monday, November 17</p> <p>Wednesday, November 19</p> <p><i>Capstone presentations</i></p>	<p>Due: Completed Capstone projects and signed advisory committee form</p> <p>Before Class: Prepare to discuss key sections of your Capstone project in class – 10 minutes per student.</p>

	<p>In Class</p> <ul style="list-style-type: none"> • Capstone presentations, part 1 <p>Online</p> <ul style="list-style-type: none"> • Submit a journal entry. See prompt posted in Journal/Assignments.
<p>Monday, November 24 Wednesday, November 26</p>	<p>No class – Thanksgiving.</p>
<p>Week 14 Monday, December 1 Wednesday, December 3 <i>Capstone presentations</i> <i>Synthesis</i></p>	<p>Due: Literature Review or Assessment Project</p> <p>Before Class</p> <ul style="list-style-type: none"> • Complete literature review or assessment project; prepare to discuss work and findings in class. • Prepare to discuss key sections of your Capstone project in class – 10 minutes per student. <p>In Class</p> <ul style="list-style-type: none"> • Capstone presentations, part 2 <p>Online</p> <ul style="list-style-type: none"> • Course Evaluation