

Academic Research and Writing  
MHE 7001

This course is structured to reflect the essential program attributes described in the College of Education Conceptual Framework. The complete College of Education Conceptual Framework can be accessed at: <http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx>

*The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework; (3) ensuring that programs are standards-driven; (4) ensuring that programs are standards-driven; (5) ensuring that programs are standards-driven; (6) building a program that allows for continuous improvement, experimentation, and use of technology; (7) ensuring that programs are standards-driven; (8) ensuring that programs are standards-driven; (9) ensuring that programs are standards-driven; (10) ensuring that programs are standards-driven.*

The Higher Education M. Ed. program standards were adapted from the 2015 ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. Small adjustments in wording have been made to broaden these competencies from the scope of student affairs to the larger field of higher education.

Candidates for the master's and certificate programs in Higher Education Leadership are expected to achieve the following Program Competencies:

***Advising and Sppointng (A/S):***      Addresses the knowledge, skills, and dispositions related to providing

2015).

***Student Learning & Development (SLD)*** : Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice (ACPA & NASPA, 2015).

***Technology (TECH)***: Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities (ACPA & NASPA, 2015).

***Values Philosophy & History (VPH)***: Involves knowledge, skills and dispositions that connect



Week 1:	Draft 1 Graphic Organizer	10% (40 points)
Week 2:	Draft 2 Graphic Organizer	10% (40 points)
Week 3:	Annotated Bibliography	20% (80 points)
Week 4:	Outline Current Issues Paper	Feedback Only
Week 5:	First Draft Current Issues Paper	10% (40 points)
Week 6:	Second Draft Current Issues Paper	10% (40 points)
Week 7:	Final Current Issues Paper	25% (100 pts)
ALL:	Participation & Engagement	15% (60 points)

Class participation, particularly in the course Roundtables, is a critical component to this course. Discussions will be utilized to engage with one another about course topics, assignments, and to engage in peer review. Students are required to participate in one hour of weekly Roundtable discussion per week. Throughout the semester, students will also participate in asynchronous discussions via the Canvas discussion board. Please see the rubric for specific criteria on assessment.

Week 1: Intro Discussion Board (Participation & Engagement); Graphic Organizer for 2 academic sources (10%); & Library Web Site Scavenger Hunt (Participation & Engagement)

Week 2: Video Discussion Board (Participation & Engagement); & Graphic Organizer for minimum of 5 academic sources (40 points)

Week 3: Annotated Bibliography in APA format (20%)

Week 4: Outline of Current Issues Paper & APA Quiz (Participation & Engagement)

Week 5: Draft 1 of Current Issues Paper (10%)

Week 6: Draft 2 of Current Issues Paper (10%)

Week 7: Final Draft of Current Issues Paper (25%)