Syllabus

Course Overview

What is integrative education?

As this course will explore, there may be a range of definitions. One of the best, though, is offered in the first chapter of *The Heart of Higher Education* text:

> ... an education that embraces every dimension of what it means to be human, that honors the varieties of human experience, looks at us and our world through a variety of cultural lenses, and educates our young people in ways that enable them to face the challenges of our time (Palmer & Zajonc, p. 20).

This course provides a critical review of topics and theories that support your professional growth and career development, particularly as they relate to a career in higher education. You will engage in scholarly inquiry and critical self-reflection resulting in an individualized program of study that supports professional growth and leadership in a variety of educational settings.

The most significant single aspect of individualizing that program of study is in making decisions about the elective courses to take. Readings, discussions, and assignments in this course ask you to first assess your own capabilities and interests, and then set a career direction and goals. The assignments, in particular, require significant thought and reflection, despite the fact that the completed papers may not be as lengthy as typical masters research papers. The last two assignments focus on practical decision making and application: choosing elective courses to take and developing tools to support the career direction that you have chosen.

More is expected of you than reading and writing. An integrative approach to education requires a more immersive, or cross-disciplinary, or holistic engagement. In today's environment, one aspect that must be included is the use of technology, including electronic presentation tools and Internet resources. Your experience in this course includes all of these. More importantly, you are challenged to develop a career vision, to think deeply and reflectively about where you are right now in relation to that vision, to set goals that will support movement in the direction of that vision, and during this degree program to begin to put the actions in place for those significant next steps.

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Integrate effective teaching and learning theory and strategies into professional goal planning.

2   Apply leadership best practices to theory-based decision making.

3   Demonstrate professional growth within a given discipline.

4   Apply concepts of diversity, ethics, and critical thinking to the decision-making process.

5   Use communication skills and technology tools effectively.

Course Prerequisites

There are no prerequisites for this course.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Krogerus, M., & Tschäppeler, R. (2017). *The decision book: Fifty models for strategic thinking* (Rev. ed.). New York, NY: W. W. Norton & Co. ISBN: 9780393652376.

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass. ISBN: 9780470487907.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Amey, M. J. (2006). Leadership in higher education. *Change, 38*(6), 55–58.
- Eddy, P. L., & VanDerLinden, K. E. (2006). Emerging definitions of leadership in higher education: New visions of leadership or same old "hero" leader? *Community College Review, 34*(1), 5–26.
- Huber, M. T., Hutchings, P., & Gale, R. (2005). Integrative learning for liberal education. *Peer Review, 7*(4), 4–7.
- Imel, S. (1998). Transformative learning in adulthood. *Eric Digest No. 200,* 3–7.
- Ponticell, J. A. (2006). Learning, theories of. In W. Fenwick (Ed.), *Encyclopedia of educational leadership and administration* (pp. 604–607). Thousand Oaks, CA: Sage Reference.
- Reich, J., & Head, J. (2010). Creating an integrative general education: The Bates experience. *New Directions for Teaching & Learning*, (121), 69–78.
- Williams, F. K., Ricciardi, D., & Blackbourn, R. (2006). Leadership, theories of. In W. Fenwick (Ed.), *Encyclopedia of educational leadership and administration* (pp. 586–592). Thousand Oaks, CA: Sage Reference.
- Zemke, R. (2002). Who needs learning theory, anyway? *Training, 39*(9), 86–88.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Animoto. (n.d.). Retrieved from https://www.animoto.com/
- emTech. (n.d.). Learning theories. Retrieved from http://www.emtech.net/learning_theories.htm
- Learning-theories.com. (2012). Retrieved from http://www.learning-theories.com/
- VoiceThread. (2019). Retrieved from https://www.voicethread.com/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Wang, V. C. X., & Berger, J. (2010). Critical analysis of leadership needed in higher education. *International Forum of Teaching and Studies, 6*(2), 3–12, 66.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ❯❯ Professional Participation and Communication in the Virtual World

Introduction

Parker Palmer and Arthur Zajonc (2010) state that their work emerged from a series of conversations among colleagues who shared concerns about higher education. They believe that if others establish similar conversations, they can provide the means for transforming higher education into a model

of integrative education. The model of integrative education that they propose in their book is one of colleagues working within the communal reality who are actively pursuing knowledge and conversations. You will study this and other models of integrative education in the opening weeks of this course and synthesize a definition that will serve you as a practitioner in the world of higher education.

This course seeks to establish conversations like those described by Palmer and Zajonc that can transform education. In this first unit, you will examine professional organizations where you can develop scholarly conversations that can transform education.

The associations that have been formed around professional communities have always been an important part of continuous learning and growth in the professions. In today's technological world, other ways of staying in contact with your professional colleagues, such as LinkedIn, have been created as well, and traditional organizations are adopting social networking tools for their own use. In this opening unit, you will explore the professional opportunities available through Capella University, and begin to actively participate in them during this course. It is expected you will participate in a professional organization that you choose and report on that participation; the hope is that you will find a professional organization that you will value and in which you will continue to participate throughout your degree program and in your career beyond this program.

You will also examine tools of technology that can be used in professional conversations. Recent developments in technology offer powerful tools to enhance professional presentations. You have access to *Kaltura* through Capella, which you can use throughout your program.

There are also commercial tools that offer free services (such as *Jing*, *Animoto*, and *VoiceThread)*. In Unit 2, you will present a self-introduction using the technology tool of your choice.

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Learning Activities

u01s1 - Studies

Readings

Use *The Heart of Higher Education* text to complete the following:

- Read Introduction, pages 1–17.
- Read Chapter 1, "Toward a Philosophy of Integrative Education," pages 19–33.
- Read Chapter 2, "When Philosophy Is Put into Practice," pages 35–51.

  The opening sections of this text provide varied perspectives of what higher education is. The ideas presented will give you a foundation to build your own definition of integrated education.

Use the Capella University Library to complete the following:

- Read Reich and Head's 2010 article, "Creating an Integrative General Education: The Bates Experience," from *New Directions for Teaching & Learning*, issue 121, pages 69–78.
- Read Huber, Hutchings, and Gale's 2005 article, "Integrative Learning for Liberal Education," from *Peer Review*, volume 7, issue 4, pages 4–7.

  Each of these articles provides a particular viewpoint on the meaning of integrative education. As you read them, consider what you read in *The Heart of Higher Education* text. Later in this unit, you will synthesize what you have read to create your own definition of integrative education.

The following Capella resources will help you identify professional organizations that might interest you:

- Read Connecting with Others. This page provides a gateway to Campus resources on a variety of ways to build your own academic and professional community.
- View LinkedIn Orientation. This brief (4-minute) presentation provides a rapid introduction to the benefits and mechanics involved in using this tool.
- Consider applying for Capella Peer Mentoring, which you can access at the link at the bottom of this page. Peer mentoring can provide you with a mentor who can ask the kinds of questions that might guide you toward appropriate professional resources.

u01s2 - Learning to Use Kaltura

Kaltura is a technology-based communication tool available for you to use through Capella. In addition to being the preferred tool for use in many Capella courses, it is also one of the options that you may choose to develop your self-introduction in Unit 2.

In this unit, set aside an hour to become more familiar with this tool and the mechanics of its use.

Using Kaltura

In preparation for using Kaltura to conduct synchronous (live) or asynchronous (recorded) meetings in this course, complete the following:

- If you have not already done so, install your headset (and webcam, if required) on your computer, using the installation instructions included in the package.
- Practice using the headset to ensure the audio and visual quality is sufficient.
- Refer to Using Kaltura for directions on recording and uploading your media in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you've completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Education Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Defining Integrative Education

Integrative education has a variety of meanings and applications. Your goal is to create a definition of integrative education that will enable you to examine models that might fit your chosen career in higher education. Based on your readings in this unit, synthesize the ideas you have encountered.

For your initial post in this discussion, present a definition of integrative education that is intended to support your career in higher education. Cite at least three ideas from your readings and explain why these ideas appeal to you.

Response Guidelines

Read the posts of your fellow learners and respond to two. In each of your responses, identify at least one element of the learner's definition that you did not originally include in your own definition, but that you would now like to add. Explain why that element appeals to you.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Professional Organizations

Review the list of professional organizations linked in Resources, or in other sources, and become familiar with why they exist. As you examine the purposes of these organizations, make some notes about why some of them might be of interest to you. You might find it useful to keep track of your thinking in the document given in the Resources.

Choose one professional organization that directly relates to your content area or your practice. One of the requirements of this course is to participate in a professional organization of your choice and to report on the results of your participation.

For this discussion, provide a review of the professional organization you have chosen that includes:

- A description of the organization and its mission.
- Membership facts, such as the cost for membership, any eligibility requirements, and its primary categories of membership.
- Contact information.
- Categories of benefits provided.
- A summary of what you see as possibilities for professional dialogue and growth with this organization.

Response Guidelines

Read the posts of your fellow learners and choose two to comment on in this discussion. In each case, point out what you see as most useful in the information that your peer has provided, and identify any other information that you would like to see.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Professional Organizations

Unit 2 ❯❯ Self-Assessment: The Reflective Practitioner in Higher Education

 Introduction

Arthur Zajonc (2010) describes *contemplative inquiry* as an expression of an *epistemology of love* that is the true heart of higher education. The love in this case is the love of a discipline, a domain of knowledge, and the processes by which that knowledge is expanded. He goes on to describe seven steps in this epistemology.

This approach may seem unusually abstract or idealistic to you until you engage with the larger questions related to your life's purpose. In that context, reflecting on your personal goals and how you practice within higher education may make more sense. In this unit, you will use the seven steps of this epistemology of love as a framework for assessing your skills and competencies in relation to your current and potential future roles in higher education (Palmer & Zajonc, 2010, p. 94).

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Learning Activities

u02s1 - Studies

Readings

Use *The Heart of Higher Education* text to complete the following:

- Read Chapter 3, "Beyond the Divided Academic Life," pages 53–75. This chapter sets the context of the book as addressing the larger issues of one's purpose in life.
- Read Chapter 4, "Attending to Interconnection, Living the Lesson," pages 77–99. In this chapter, Arthur Zajonc makes the case for true learning as an increasing intimacy with a subject area, and possibly the only way to full understanding.
- Read the following from Appendix A:
    ◦ "Uncovering the Heart of Higher Education: The Contemplative Practice Fellowship Program," pages 161–165.
    ◦ "Putting Students First: Promoting Lives of Purpose and Meaning," pages 169–173.

These two concrete examples demonstrate how some of the ideas in Chapter 4 have already been put into practice.

Review Using Kaltura. If you choose to use the free version of one of the other tools such as Animoto or VoiceThread, focus on that tool instead.

Multimedia

View Epistemology of Love. Based on Zajonc's model of development, this piece provides a structure for you to assess your own development within your field, and to think about experiences that make sense as next steps. You will use the results of this assessment in the first discussion in this unit.

u02a1 - Self-Introduction Using Technology

Create a presentation that could be used to introduce yourself to a prospective employer in the field of higher education.

- Use one of the following tools: Kaltura, Animoto, VoiceThread, PowerPoint (alone or in combination with another tool) or any other appropriate technology that would be suitable for scholarly conversation. Your introduction should include appropriate images as well as words. Video is optional.
- Be sure to cover the following areas in your introduction:
    ◦ Professional experience.
    ◦ Professional goals.
    ◦ Personal information that is appropriate and that you are comfortable sharing.
    ◦ Goals for this course and goals for this program.

Consider submitting your self-introduction to the second discussion in this unit prior to submitting it to your instructor so that you can take advantage of peer feedback to enhance your presentation.

Your assignment is due at the end of this week.

Course Resources

u02d1 - Results of Self-Assessment

After completing the *Epistemology of Love* media piece (linked in Resources), review and synthesize the information you gathered from the reflection. Post your findings to the discussion, following this framework:

- Which of the seven steps did you find most productive in examining your role in an integrated education model in higher education?
- What strengths or weaknesses did your reflection reveal about your ability to implement an integrated education model in higher education?
- How can you use the information from the reflection to inform your model of integrative education within higher education?
- What other kinds of tools might be appropriate to help you reflect on your practice?
- What is your plan of action for beginning to use the framework of the epistemology of love or other useful tools consistently in your practice?

Response Guidelines

Read the posts of your fellow learners and respond to two. In each case, find one aspect of the self-assessment in which you and the learner appeared to have had a similar experience with the framework. Describe how your experiences appear to have been similar, and compare how each of you decided to use that experience.

Course Resources

Graduate Discussion Participation Scoring Guide

Epistemology of Love | Transcript

u02d2 - Self-Introduction

This unit's assignment is intended to assess one of the primary competencies for this course: Use communication skills and technology tools effectively. This discussion offers an opportunity for you to receive peer feedback on your self-introduction while getting to know your peers better.

For your initial post in this discussion, post the self-introduction you have created for this unit's assignment. (If you post early enough in the week, you may have time to enhance your introduction after receiving feedback from your peers). When you post your self-introduction, include directions for accessing it (Kaltura, Internet, or attached file).

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Response Guidelines

Read and view the posts of your fellow learners and respond to at least two. In each response, provide constructive feedback to your peer that recognizes what he or she did well, and makes suggestions for enhancing their presentations. Pay particular attention to the clarity of what your peer presents in each of the areas listed for the assignment:

- Professional experience.
- Professional goals.
- Appropriateness of personal information shared.
- Goals for this course and goals for this program.

Course Resources

Graduate Discussion Participation Scoring Guide

Using Kaltura

DisabilityServices@Capella.edu

Unit 3 ❯❯ Relating Strengths and Interests to Career Options in Higher Education

Introduction

Palmer and Zajonc (2010) provide a critique of higher education and propose that the heart of higher education should be based on their conception of model integrative education. Their purpose is to draw practitioners in the field into a conversation that will transform higher education into a more "multidimensional enterprise that draws on the full range of human capabilities for knowing, teaching and learning" (p. 2).

In Unit 2, you engaged in self-reflection using the epistemology of love. In this unit, you will consider what role in higher education is best suited for your skills and interests by examining career opportunities. As you reflect on your options, you should consider the authors' purpose in writing this book: to present you with the possibilities of transforming higher education. What position you are best suited for, which will also best serve the interests of the students and colleagues with whom you will associate?

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Learning Activities

u03s1 - Studies

Readings

A good place to start with your career assessment is in the Capella Career Center. In addition to the required activities for this unit, you should investigate the activities recommended for learners enrolled in a master of science in higher education degree from the beginning to the middle of your program:

- In the Getting Started section, complete the activity Making the Most of Career Center Resources. There are a variety of tools and activities in the Career Center; this presentation will help you choose those that best fit your needs.
- Complete the Career Planning Self-Assessment questionnaire. As you continue to reflect on your career in higher education, this tool can help guide your decisions.
- Select a Career Seminar to attend during this course. The Career Center offers a variety of seminars to assist you with your career planning, including a five-day Career Exploration and Planning seminar facilitated by professional career counselors, career webinars offered several times a month, and recorded seminars available at any time.
- View the presentations Career Planning and Path and Determining Your Career Options. There are many careers open in higher education, and these presentations will help you determine how to explore different career paths.

u03a1 - Clarification of Career Vision and Goals

In Units 1 and 2, you examined social media and technology tools that will enable you to communicate in a scholarly manner. You began to explore professional organizations that might enhance your collegial involvement in your practice. You also reflected on incorporating the model of integrative education into your practice in higher education. Finally, you explored career opportunities in higher education.

Your assignment in this unit asks you to synthesize what you have learned, and to describe how these experiences have helped you clarify your role in higher education. In a 4–6 page paper, address the following topics:

Section 1: Integrative Education

Review the self-assessment you completed using the *Epistemology of Love* media piece, the discussion in Unit 1 in which you defined integrative education for your practice, and your readings so far in *The Heart of Higher Education* text. Synthesize the most important points you learned about your practice or future practice in higher education in terms of moving to the integrative education model. Where are you now in terms of understanding the concept of integrative education in a higher education setting? Where are you now in being able to implement aspects of integrative education in your current or future practice?

Section 2: Career Implications

Discuss your choice of career or careers in higher education. From the research and reflection you have done in this unit and other sources, discuss the requirements, skills, and characteristics that would be needed to be successful in your chosen career in higher education. What have you learned about your choice of career in higher education and how to prepare for it? What kinds of resources seem most likely to help you succeed in this career? The next two sections of this paper ask you to focus on two kinds of resources that might be useful—professional organizations and tools of technology.

Section 3: Professional Organizations in the Virtual World

Provide a brief overview of the professional organizations that you think might be appropriate to support your career vision and goals. Which ones did you belong to already? Which have you joined, or are you considering joining? What would be the benefit of these organizations to you as an educator in higher education? What specific services are offered that you could take to enhance your practice? How could you contribute to the body of knowledge being created by this organization through your participation?

Section 4: Tools of Technology for Professional Communication

Provide an overview of the technology-based tools that you reviewed for communication beyond the written word with your colleagues. List each tool specifically and discuss the strengths and weaknesses of each. Provide a specific example of how you could use each tool in higher education or your current practice. Which would be appropriate in a face-to-face forum? Which would be effective in an asynchronous forum? Which would be best used in a social networking environment?

Requirements

- **Length of paper**: 4–6 pages.
- **Reference**: Cite at least five scholarly resources to support the assumptions made about higher education and the tools and organizations that support it.
- **Format**: Follow current APA format.

Submit your paper by the end of the week.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Epistemology of Love | Transcript

APA Style and Format

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ePortfolio

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u03d1 - The Career Center and Your Goals

After viewing the presentation Making the Most of Career Center Resources (linked in Resources), determine which learner's experience with goals best matches yours. Based on that match, select at least three activities proposed for that learner, and complete those activities. Use these activities and the other tools in this unit to help make your decision on the direction of your career in higher education.

In your initial post for this discussion, describe the area of higher education in which you are most interested, as well as how you arrived at your decision:

- Share the results of your career planning report on your experience, including any insights you gained in the process.
- Share your choice of seminar for job search activities.
- Reflect on the choices you have made so far and how you have arrived at them. Describe the thinking processes you used to make these choices.

Response Guidelines

Read the posts of your peers and respond to two. In each case, examine the processes the learner used and the conclusion he or she arrived at. Respond to the learner as if you were a mirror. What appears to you to have been the most influential factors in that learner's decision process? Explain what you *see* that leads you to that conclusion.

Course Resources

Graduate Discussion Participation Scoring Guide

Making the Most of Career Center Resources

Unit 4 ❯❯ Introduction to Instructional Theory

Introduction

In describing how to transform modern-day higher education into a model based on integrative education, Palmer and Zajonc (2010) describe the pedagogy necessary for the creation of integrated education as "... carefully crafted relationships of student to teacher, student to student, and teacher to student to subject" (p. 29). To develop this model, they suggest practitioners ask themselves "What would a pedagogy look like that supports and encourages imagination?" (p. 59).

It is the answer to this question that you will pursue in Units 4 and 5. In Units 1 through 3, you reflected on your collegial, professional, and career skills. In Units 4 and 5, you will continue to reflect on your practice by examining what your pedagogical stance is, and what theories of learning support that stance. As you do so, you will consider to what extent your pedagogical stance lines up with Palmer and Zajonc's description of the pedagogy that supports the integrated education model and encourages imagination. You may find it helpful to revisit the discussion you completed in Unit 1, in which you defined integrative education, and the paper you wrote in Unit 3, in which you used that definition to examine your career in higher education.

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Learning Activities

u04s1 - Studies

Readings

Use *The Heart of Higher Education* text to read Chapter 5, "Experience, Contemplation, and Transformation," pages 101–123.

- Among other models, this chapter includes Zajonc's comments on Robert Kegan's model of six stages of growth of the adult learner.

Use the Capella library to complete the following:

- Read Zemke's 2002 article, "Who Needs Learning Theory, Anyway?," from *Training*, volume 39, issue 9, pages 86–88.
- Read Ponticell's 2006 chapter, "Learning, Theories of," from *Encyclopedia of Educational Leadership and Administration*, pages 604–607.

This unit examines different learning theories to help you choose those that best fit your educational philosophy. These articles and the websites listed below provide an overview of the concept of learning theories.

Use the Internet to visit the following sites for additional sources and perspectives on learning theories:

- Learning-Theories.com.
- Learning Theories.

Multimedia

Complete Reading Theory Critically, in which Stephen Brookfield discusses the importance of the lens of learning theory on examining our assumptions. Consider how adopting these lenses will help you evaluate learning theories that underpin your practice.

u04s2 - Assignment: Preparation

At the end of Unit 5, you will turn in an assignment in which you explore how to use learning theories to underpin your instructional practice. Familiarize yourself with the scoring guide and assignment requirements as you move through Units 4 and 5.

Resources
- ☑ Establishing a Theoretical Framework for Practice Scoring Guide.

u04d1 - Professional Organization Report

In Unit 1, you joined professional organizations, including the Capella-sponsored organization of LinkedIn. You have been participating in those professional organizations each week. In this discussion, you will review your participation and report on:

- What you have gained from that participation.
- Strengths or weaknesses you notice about the organization in relation to your interests.
- Possibilities of benefits and presentation opportunities.
- The nature of the scholarly conversations taking place in the online forums.

Response Guidelines

Read the reports of your peers and respond to two. In each response, identify at least one organization identified by that learner with which you do not have any direct experience. Based on the learner's comments about that organization, describe the value it might offer you. Explain how that value might fit your personal career direction.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Theories

Choose one of the learning theories listed in the document linked in Resources.

Create a discussion post of 200–300 words that reviews the theory. Your post on the theory should include:

- A summary of the theory and its historical or philosophical roots.
- Strengths and weaknesses that you see in this theory.
- A critique of the theory according to how well it fits the model of integrative education in higher education. Revisit the discussions you did in Unit 1, in which you defined integrative education, and the paper you wrote in Unit 3, in which you used that definition to examine your career in higher education.
- Two annotated resources to provide the scholarly foundation for the discussion and to provide further research into this model. The citations should follow APA formatting.

Response Guidelines

Read the posts of your fellow learners and choose two to comment on in this discussion. In your response, focus on what you see as the key ideas that the learner has presented. Based on reading this post, do you have an idea of the kinds of situations in which this theory might be useful? If so, list some, and describe how it might be useful. If not, explain what else you would want to know about the theory, or what other kinds of information might be helpful to you.

Unit 5 ❯❯ Theory to Practice in Higher Education

Introduction

Palmer and Zajonc (2010) state that integrative higher education must "make use of the extensive investigation of and insights into the stages of cognitive, affective, moral, and spiritual development of the human being" (p. 102). Among the researchers they cite as developing and articulating this type of pedagogy are those that have been identified with adult learning. Malcolm Knowles popularized the term *andragogy* to describe adult education, as distinguished from *pedagogy*, education for the young. Kegan, Meizrow, and Kohlberg are among those who explored ways to transform adult thinking within this concept of andragogy (p. 105).

In this unit, you will also explore ways to transform adult learning and thinking by examining specific learning theories that were reviewed and presented by you and your colleagues in Unit 4. You now have the scholarly foundation to consider which specific learning theories will best fit your understanding of your role in higher education in the integrative education model.

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Course Resources

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass. ISBN:9780470487907.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read Imel's 1998 article, "Transformative Learning in Adulthood," from *ERIC Digest* No. 200, pages 3–7.

Multimedia

Listen to Becoming a Critically Reflective Thinker.

u05a1 - Establishing a Theoretical Framework for Practice

In Units 3 and 4, you examined learning theory and considered which of those would be most appropriate for your proposed practice in higher education. The purpose of this assignment is to think through the role of learning theory in establishing instructional practices.

- Draw from your choice of careers in higher education, as developed in the Clarification of Career Vision and Goals assignment in this unit, to describe an educational setting.
- Use the concept of andragogy as an umbrella to discuss which theories you would use in that particular setting in higher education.

- Present and justify strategies and the tools you would use to implement them.

Organize your paper around the following headings:

Section 1: A Setting in Higher Education

Based on the choice of careers you made in Unit 3 assignment, describe a present or future higher education setting in which you would choose to work. Include the area of focus in which you would be involved, the aspects of the relationship to students or colleagues that would be critical to you, the demographics of the student body, and any other information that is needed to clearly describe the context for the setting you would choose.

Section 2: Theories of Adult Education

Present a summary of three current learning theories that you find best align with the approach of andragogy, as it would apply in the higher education setting you have described. Provide a critique of the effectiveness of these theories in the setting you have described, clarifying what you see as the most important conditions to be established to support their use. As part of your presentation, cite primary sources associated with the theories you discuss.

Section 3: Strategies Drawn From Theories

Present at least three strategies of practice that are based on the theories of education you discussed in Section 2. Give specific examples of activities that are based on these strategies. For example, if one of the theories you chose was constructivism, you could justify how you might use cooperative learning groups in the setting that you chose.

Section 4: Integrative Education

Reconsider what you have learned in Units 3 and 4. Based on where you are headed in your career in higher education, which learning theories seem to offer the greatest potential to support your work? Why? Evaluate your knowledge, experience, and confidence in applying these theories. Where do you see the most significant gaps in your understanding of and ability to apply these theories? Describe specifically what you would like to, or need to, learn.

Additional Requirements

- **Length of paper**: 3–5 pages.
- **Reference**: Use at least five sources, including primary sources in the critique of learning theories.
- **Format**: Cite sources following current APA format.

Submit your assignment by the end of this unit.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

APA Style and Format

ePortfolio

u05d1 - Selecting a Learning Theory

Review the discussion posts of learning theories that were created in Unit 4, considering each theory now from the perspective of your own beliefs and preferences. Select one theory that you can see yourself using to build learning experiences in a higher education setting. For your initial post in this discussion, rely on the discussion postings as well as any responses you found useful in the Unit 4 discussion, and:

- Present this theory. Provide specific strategies based on this theory that you would implement in your practice in a higher education setting.
- Describe the types of results you would expect using these strategies with a group of learners in higher education.
- Choose the strategy that you think would be most effective within the integrative model of higher education. Why do you think it would be most effective?

Response Guidelines

Read the posts of your peers and respond to two. In each response, examine how the learner applied the learning theory involved. To what extent, do you find this application appropriate in a higher education setting? Explain your reasoning.

Graduate Discussion Participation Scoring Guide

Unit 6 >> Leadership Theories

Introduction

"Curiouser and curiouser!" cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English).

— Lewis Carroll

As you begin a two-week study of leadership, consider the concept of curiosity as the foundation for leadership. After all, it was intellectual curiosity that brought you to this program. Any leader who is not curious becomes stuck in place. When Palmer and Zajonc (2010) warn against a truncated worldview, they are encouraging us to be like Alice and adopt curiosity as a foundation for leadership (p. 64).

Maybe we should model our leadership after Alice in Wonderland who, after expressing her curiosity, led her followers through the ever-changing maze of Wonderland.

How wonderful it would be to be so amazed by our surroundings that we forget the formalities and plunge ahead into the mysteries in front of us. Before you can do this, you must understand the different theories of leadership and evaluate which will serve you best in an integrated model of higher education.

In Unit 5, you studied learning theory and gathered some ideas about which theories would best fit your role in a higher education setting. In this unit, you will do the same type of review of leadership theory and decide which type of leadership model might be best for you in a higher education setting.

Reference

Carroll, L. (1865). *Alice's adventures in Wonderland and through the looking glass*. New York, NY: Appleton.

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read or listen to the audio of Williams, Ricciardi, and Blackbourn's 2012 entry, "Leadership, Theories of," from the *Encyclopedia of Educational Leadership and Administration*, pages 586–592. This article provides an overview of theories of leadership that will help you as you consider your own leadership style and its appropriateness as a style for your career in higher education.

u06s2 - Assignment: Preparation

At the end of Unit 7, you will submit an assignment in which you explore how leadership theories might factor into your career goals. Familiarize yourself with the scoring guide and assignment requirements as you move through Units 6 and 7.

u06d1 - Leadership Theories

Ricciardi and Blackburn trace the history and development of leadership theories in their encyclopedia entry (linked in Resources). This broad overview provides a foundation for further research that you will conduct in order to critique, evaluate, and apply these theories to higher education settings.

Choose one of the theories covered in the article and create a discussion post of 200–300 words that reviews a leadership theory. Your post should include:

- A summary of the theory and its historical or philosophical roots.
- Strengths and weaknesses of the theory in relation to higher education settings.
- A critique of the theory in relation to how well it fits the model of integrative education in higher education. Revisit and reconsider the concept of integrative education you defined in Unit 1 and wrote about in your Unit 3 and Unit 5 assignments.
- Annotated listings of at least two scholarly resources, cited in current APA format, that were used to underpin your critique, and which provide the basis for further research into this model.

Response Guidelines

Read the posts of your fellow learners and choose two to comment on in this discussion. In each response, focus on the learner's ideas about why the selected theory might fit a higher education setting. If you agree with the learner's ideas, provide at least one example from your own experience that illustrates the key points. If you disagree, provide a counterexample.

Course Resources

Graduate Discussion Participation Scoring Guide

Leadership, Theories of

APA Style and Format

Leadership Theories to Investigate

Unit 7 ≫ Leadership in Practice

Introduction

In the appendices of *The Heart of Higher Education* text, Palmer and Zajonc provide 16 stories of what they call "experiments in integrative education" (2010, p. 155). Each of these is a story of leadership, depicting an educator taking the initiative to create a nontraditional program designed to serve learners in unique ways. These experiments range from turning dormitories on campus into residential academic programs to establishing service learning beyond the walls of the institution. Each of these presents a story of a leader in higher education who is curious about finding a better way to reach students. Each chose a different venue, and each chose a different target. Together they illustrate a range of alternative approaches to integrative higher education.

This week you will sign up to review and present one of these experiments in integrative education to your fellow learners in the unit discussion. As you do so, you will be asked to reflect on the theories of leadership you studied in Unit 6, and think ahead to the reflective paper on leadership that you will be completing by the end of this unit. In addition, you should reflect on what you have learned about the concept of integrative education throughout this course. The goal is to further develop the model of integrative studies that will best fit the career you have chosen in higher education.

Reference

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass.

Course Resources

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal*. San Francisco, CA: Jossey-Bass. ISBN:9780470487907.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Eddy and VanDerLinden's 2006 article, "Emerging Definitions of Leadership in Higher Education: New Visions of Leadership or Same Old "Hero" Leader?," from *Community College Review*, volume 34, issue 1, pages 5–26.
- Read Amey's 2006 article, "Leadership in Higher Education," from *Change*, volume 38, issue 6, pages 55–58.

Both of these articles question traditional or conventional wisdom about leadership in higher education; each of them offers a perspective that might inform your thinking related to career direction.

Use *The Heart of Higher Education* text to skim the case studies in Appendices A, B, and C.

- You will be required to choose one of these for this unit's assignment.

Optional Readings

You may choose to read Wang and Berger's 2010 article, "Critical Analysis of Leadership Needed in Higher Education," from *International Forum of Teaching and Studies*, volume 6, issue 2, pages 3–2 and 66.

- This article presents the results of research conducted on the topic of this unit.

u07a1 - Philosophy of Leadership

In Units 5 and 6, you examined leadership theories and considered which of those might be most appropriate for your proposed practice in higher education. You also examined case studies in which leadership was used to transform the model of higher education into one focused on integrative learning. In a 3–5 page paper, discuss how theories of leadership are practiced in higher education today. Choose one of the case studies and discuss what theory of leadership appears to have been applied within that case study.

Section 1: Case Study

Choose one of the case studies presented in Appendices A, B, or C in *The Heart of Higher Education* text. Summarize the action taken, the motivation for that action, and the results of that action. Discuss why it is considered an example of integrative education.

Section 2: Leadership

Examine the different types of leadership theories gathered in Units 5 and 6. Which model of leadership best fits the actions of the leader in the case study you have chosen?

Section 3: Integrative Leadership

These case studies are presented by Palmer and Zajonc (2010) as "experiments in integrative education" (p. 155). Consider again the concept of integrative education that you developed in your assignments in Units 3 and 5. How does the analysis of this case study support, expand, or change your concept of how your practice aligns with the concept of integrative education?

Section 4: Experiments in Integrative Education

Consider again the educational setting you described in the first section of your Unit 5 assignment. Briefly design and present an *experiment* you could implement in this setting.

Submit your assignment by the end of this unit.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

u07d1 - Leadership Experiments

In the three appendices to *The Heart of Higher Education* text, Palmer and Zajonc provide stories that depict different programs that can be found within an integrative education model. For this discussion, you will review and evaluate one of these programs.

Choose one of the stories from the book that you want to review and then create a discussion post of 200–300 words that reviews the story and includes the following:

- A summary of the story, including who started the initiative, who the learners were, what the goal was, and what the results were.
- An analysis of why this particular experiment fits the integrative learning model for higher education. As a point of reference, review the discussions and reflection you have done on the concept of integrative education throughout this course.
- A proposal for how to implement this plan or a similar one in a higher education setting of your choice. Include a brief description of the setting you have in mind, and how it might differ from the one in which this approach was initially implemented.

Response Guidelines

Read the posts of your fellow learners and choose two to comment on in this discussion. In each response, consider the learner's proposal. Based on what you understand about the experiment and the higher education settings involved, make one additional suggestion that you believe will enhance the implementation. Explain your thinking.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Experiments in Integrative Education

Unit 8 ›› Understanding the MS in Higher Education Program

Introduction

In this course, you have assessed your skills, explored new technologies for professional communication, and studied theories of learning and leadership to prepare for success in this program and in your chosen career in higher education.

In this unit, and in the rest of the course, you will be making decisions about careers and electives you will take in this program. The last few units are designed to provide the perspectives you need to make all of these decisions effectively. A good decision-making model can help clarify the trade-offs involved, and assist you in making deliberate, proactive choices.

Mikael Krogerus and Roman Tschäppeler (2017) have gathered and presented models of decision making in *The Decision Book: 50 Models for Strategic Thinking*. In this unit, you will be introduced to this text, which provides models in decision making appropriate for the rest of this course and the program, and in your career.

In this unit, you will also study the curriculum for the Master of Science in Higher Education degree in order to understand the nature of the required courses and choose the electives you will take within the integrative studies specialization. To do so, you will need to become familiar with the curriculum and the courses that are offered within that curriculum. This unit's studies have a document that provides an overview of the curriculum.

The focus of Units 9 and 10 will be to review and analyze the courses that are required and to choose the six elective courses that will serve you best from the preferred electives list. In this unit, you will work with your colleagues to review and present the courses and the slated electives that you will use as a foundation for your choice of electives in Unit 9.

Learning Activities

u08s1 - Studies

Readings

Scan *The Decision Book: 50 Models for Strategic Thinking* text. This book provides 50 different frameworks for making decisions related to understanding yourself and others, and to improving yourself and your environment. You will be using portions of this book to examine how you make decisions. While you do not need to read this book cover to cover, it would be helpful if you become familiar with its contents, as follows:

- Read "Table of Contents" and "Instructions for Use," pages 1–7.
- Scan each section to get a sense of the types of models in that section.

Review the Capella University Curriculum Descriptions for the Preferred Electives as well as Master of Science in Higher Education Curriculum. You will be using these descriptions to create a discussion post in this unit. For access to information about elective courses outside of this degree program, access the Capella University Catalogs.

Multimedia

View Message from Dr. Barbara Butts-Williams. If you have had to deal with any obstacles—at work, at home, or in your education, you know that anything important can become overwhelming. In this video, Barbara Butts Williams, Dean of the SOE, provides a reminder of the primary characteristics that help you get through difficult challenges, particularly in your education.

u08s2 - Assignment: Preparation

At the end of Unit 9, you will turn in an assignment in which you select all of the electives you plan to take during your degree program. Familiarize yourself with the scoring guide and assignment requirements as you move through Units 8 and 9.

u08d1 - Professional Organization Report

In Unit 1, you examined professional organizations, including the Capella-sponsored organization of LinkedIn. You have been participating in those professional organizations each week. In Unit 4, you reported on your activities in those organizations and your perceptions of them. For your initial post in this discussion, describe the following in 250–300 words:

- Describe the nature and extent of your participation to date, and especially since you began your work in this course.
- Describe the opportunities you see for future participation in each organization that you have examined.
- Determine which organizations you believe would be worth pursuing in the future in relation to your career vision and goals, and provide examples that relate to your interests.

Response Guidelines

Read the posts of your peers and respond to two. In each case, consider the opportunities that your peer has identified, and add additional opportunities that you see that might fit his or her interests.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Courses in the MS in Education

Choose one of the elective courses that can be taken for the Master of Science in Higher Education program. You may only choose from the 16 elective courses, included in the documents in the Resources for this activity. Refer to this quarter's university catalog for more information about each course (linked in Resources).

Chose an elective course you want to review and create a discussion post of 200–300 words that reviews the chosen course and includes the following information:

- A brief summary of the course. Describe what appears to be the focus and highlight the outcomes that are expected.
- Aspects of the course that appear to align with your career vision and goals. Discuss the extent to which the course appears to offer learning that is relevant to your needs.
- A discussion of how the course would help you understand the model of integrative education in higher education. Revisit and reconsider the concept of integrative education you defined in Unit 1 and wrote about in your assignments in Units 3 and 5, and in the discussions in Units 6 and 7.

Response Guidelines

Read the posts of your fellow learners and choose two to comment on in this discussion. In each response, analyze the learner's post. Point out any factors that you see as relevant that the learner did not mention, and offer your opinion as to whether the course would be a good fit for the learner's stated goals.

Course Resources

Graduate Discussion Participation Scoring Guide

University Catalogs

Master of Science in Higher Education Curriculum

Unit 9 ≫ Customizing the MS Program to Maximize Skills

Introduction

In Unit 8, you examined the integrative studies specialization within the Master of Science in Higher Education degree program and researched and presented the courses and electives that make up this program. In this unit, you will choose and justify the six electives that you will take in this program and fill out a curriculum map that you can print and save.

As a framework for choosing these electives, you will look back on what you have studied and learned in this course and the reflections you have made on what you need to learn. Consider what you need to add to your understanding of the following:

- Models of integrative education and higher education.
- Use of technology.
- Participation in a professional community of learners.
- Leadership and learning theories.

Consider also the career you are choosing in higher education and which electives would best prepare you for that. In choosing your electives, you will also consider models of decision making to choose an effective framework for making your decisions.

Learning Activities

u09s1 - Studies

Readings

Use *The Decision Book* to scan the following:

- "How to Improve Yourself," pages 10–48.
  - Look for a model that makes sense to you and that seems to offer some assistance in making choices.

- "How to Understand Yourself Better," pages 52–78.
  - Look for a model that seems to help you use what you have found in your self-assessment activities in this course.

- "How to Understand Others Better," pages 84–123.
  - Look for a model that will help you understand the needs of those with whom you will be teaching or working.

- "How to Improve Others," pages 126–149.
  - Look for a model that will help you apply what you have learned.

In the discussion and assignment in this unit, you will be asked to think about how you arrived at your choices, including the extent to which a decision model assisted you in making the decisions, or in gaining confidence in them.

Multimedia

Complete Sorting Out Elective Choices. This interactive media enables you to put together a plan for your elective choices by simply dragging and dropping course numbers into a planning calendar.

u09a1 - Final Elective Choices

Throughout this course, you have been reflecting on characteristics and skills needed to be successful in higher education. As you look to the rest of the program, it is important that you choose the electives that will continue to help you grow in areas that will make you successful.

In a 3–5 page paper, present the electives that you will choose in the rest of your program. Use the following outline to organize your paper:

Section 1: Rationale for Selection of Electives

- Describe your career goals and aspirations in higher education.
- Explain your philosophy of education as presented in your assignments in Units 5 and 7 (on learning theories and leadership theories).
- Synthesize these in a discussion of your choice of career in higher education that supports and justifies the choices. Discuss which decision-making model was used and why that was appropriate.

Section 2: First Elective Choice

- Give the title of the course and course number and a brief summary of what will be covered in the course.
- State the term during which you will take this course. What other courses will you take during that term? How will they complement this course?
- Create a discussion of how the elective will help you to gain specific knowledge, skills, or trait needed to be successful in the area of higher education you have chosen.
- Justify your choice of this elective using specific references to work you have done in this course with reflection on the epistemology of love, your career interest reflection, the study of the theory of leadership, and the study of instructional theories.

Sections 3 Through 7

Address the same questions for each choice of elective (elective choices 2–6).

Section 8: Conclusions

- Describe what you see as your most important insights regarding the choices of elective courses, especially those that may have occurred to you as you made your final selections.
  - List at least two other electives you considered, but did not select. In each case, explain why the course appealed to you, and why you chose to take another course instead.
  - Identify any courses that you chose, but about which you might still have some doubts. Describe your thinking on these, as well as your concerns, and outline contingencies or alternatives.
- Reflect on the extent to which your use of a decision model impacted your choices. Can you provide an example of an instance in which the decision model helped clarify the choices? Can you provide an example in which the decision model did not appear to have any impact at all on your choice?
- Describe the patterns you see in the ways in which you are most comfortable making decisions.

Submit your assignment by the end of this unit.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

u09d1 - Decision-Making Models

One way of understanding the organization of *The Decision Book* is to envision how it can be used. The first two sections, "How to Improve Yourself" and "How to Understand Yourself Better," focus on models related to personal choices; specifically, enhancing your capabilities, and enhancing your self-knowledge. The last two sections, "How to Understand Others Better" and "How to Improve Others," focus on models related to social choices. If you think in terms of this course, the first two sections are directly relevant to learning, and the last two, to leading.

In the second discussion in this unit, you will be examining your use of a model from the self-oriented sections of *The Decision Book*. For this discussion, choose a model from the other-oriented sections of the book. In your initial post in this discussion, provide the following information:

- The name of the model, the page on which it is found, and the category (from the four major categories) into which it has been classified.
- A summary of the decision-making model—the categories, structure, and thinking process involved.
- Instances when this model would be appropriate for decision making, including one specific example of how it might be used effectively in making or evaluating a career-related decision.

Response Guidelines

Read the posts of your peers and respond to two. In each case, review the learner's post and the summary in *The Decision Book*. Decide whether you agree with your peer about the use of this model, and provide your reasons, as well as an example of your own.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Choices of Elective Courses

In some cases, the way in which we make decisions may say as much about us as the actual choices themselves.

For your initial post in this discussion:

- Present your six choices of electives and your rationale for choosing each. For example, you might have chosen a course because it is a particular interest, because it can fill a specific gap in your knowledge, or perhaps because you believe it will be particularly helpful in the area of higher education in which you plan to build your career. Or you might have other reasons.
- Identify at least two courses that you did not choose. If you had specific reasons not to take these courses, provide those reasons.
- Reflect on how you made your choices. To what extent did you use a process similar to one of the decision models summarized in the first section of *The Decision Book* ("How to Improve Yourself")? A combination of processes? A process all your own?

Response Guidelines

Read the posts of your peers and respond to two. In each case, review the learner's choices and rationales carefully enough so that you are in a position to make constructive suggestions. For example, in your own review of electives, did you run across one that you do not see on the learner's list, but that might particularly appeal to him or her? Did the learner express any hesitations or concerns that you can help with? Finally, comment on the extent to which you agree or disagree with the learner's analysis of his or her decision-making process.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 ›› Creating the Tools to Find Employment in Higher Education

Introduction

Congratulations on completing your review of the essential skills and attributes needed to be successful in implementing integrative learning in a higher education setting. In Units 8 and 9, you chose the courses you will take in the Master of Science in Higher Education degree program. In this unit, you will create your curriculum vitae and a cover letter that you can use to apply for a position in higher education. You will upload these items to your ePortfolio so that can continuously update them as you progress through the program.

Curriculum Vitae

The curriculum vitae and resume both serve the purpose of introducing you to a prospective employer and emphasizing your skills and education. The difference is that in the curriculum vitae, the emphasis is on education and your experience and qualifications in that area. As you construct your curriculum vitae in this unit, review the reflections and evaluations you have done of your own skills and qualifications in this course. Also, review your experience and other educational background that you already had when you entered this course. These will serve as the foundation for the curriculum vitae.

Cover Letter

A cover letter introduces you to a prospective employer; in this case, to the institution of higher education in which you wish to apply for a position. In the cover letter, you will highlight some of your experiences and qualifications, pointing to the details in the curriculum vitae. You can also discuss other information that may help the employer understand your qualifications.

If you already have an institution in mind that you would like to work for, visit its Web site to learn about its mission and values. These kinds of understandings will help you customize your letter in a manner that will fit this institution and appeal to the person who can hire you. You will be using the tools in the Capella Career Center during this unit.

Learning Activities

u10s1 - Studies

Readings

Use *The Heart of Higher Education* to complete the following:

- Read Chapter 6, "Transformative Conversations on Campus," pages 125–149. One of the most valuable aspects of this chapter is Palmer's explanation and detailed description of approaches for creating *transformative* conversations.
- Review the following two case examples in Appendix C, which provide real-life situations in which transformative conversations have actually occurred:
  - "Is This Just Conversation, or Is Something Going to Happen?," pages 207–11.
  - "Integrated, Embedded, and Engaged: Promoting a Culture of Responsibility at MSU," pages 211–215.

Visit the Job Search Tools portion of the Capella Career Center to learn about developing a curriculum vitae and a cover letter. Your assignment in this unit is to create a curriculum vitae and a cover letter appropriate for supporting your application for a position in higher education.

- Resources in the section on the Curriculum Vitae:
  - If you have never created a curriculum vitae before, or if you would like a refresher, view the 15-minute CV Seminar (Building an Effective CV).
  - Visit the Format, Content, and Customize sections for specific guidance on putting together your curriculum vitae.
  - View the Virtual CV Review for specific comments to improve a sample curriculum vitae.

- Resources in the section on Cover Letters:
  - Visit the Format, Content, and Customize sections for specific guidance on writing a cover letter.
  - View the Virtual Cover Letter Review for specific comments to improve a sample cover letter.

u10a1 - Applying for Employment in Higher Education

This assignment requires you to create two of the written tools that will assist you in your efforts to obtain employment in a higher education setting: your curriculum vitae and a cover letter.

Curriculum Vitae

Using the resources in the Capella Career Center, create a curriculum vitae that you can submit for the position in higher education that you intend to apply for now or in the future. Your finished project should be one that is ready to be submitted to an employer.

In addition to the sections suggested in the Capella Career Center on creating a curriculum vitae, you should also include:

- A section on your expertise in using technology for presentation to colleagues or for educational purposes.
- A section detailing the professional organizations that you belong to and your function within them.

Both of these sections can be created by reviewing the resources and exercises in this course that focused on those topics.

Cover Letter

After creating a curriculum vitae, construct a cover letter that can be submitted with your curriculum vitae when applying for a position. For the purposes of this assignment, include a concise statement of your philosophy of education in your cover letter. A good foundation for this statement might be the concepts of integrative education that you have studied, reflected upon, and written about in this course.

Take advantage of the discussion in this unit to solicit feedback on your curriculum vitae and cover letter, and revise both to incorporate any suggestions that you may find helpful.

Submit your assignment by the end of this unit.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

Career Center

ePortfolio

u10d1 - Peer Feedback: Curriculum Vitae and Cover Letter

This discussion offers you the opportunity to receive feedback and suggestions on your curriculum vitae and cover letter from your fellow learners prior to submitting both as your assignment in this unit.

Post a draft of your curriculum vitae and cover letter in this discussion. In the discussion itself, provide a 1–2 paragraph overview, describing the type of position you are seeking, the type of institution where you would like to work, and a brief summary of your career direction.

Response Guidelines

Review the curricula vitae and cover letters of your peers, and choose one other learner's curriculum vitae and cover letter to review and evaluate as follows:

- Use the Curriculum Vitae Checklist linked in Resources to evaluate the curriculum vitae.
- Evaluate how well the cover letter posted complements the curriculum vitae posted. There is no checklist for this, so you will act as a prospective employer who is viewing the cover letter in terms of how well it represents the curriculum vitae.
- Post a 1–2 paragraph note in this discussion after doing these evaluations, which gives your fellow learner an idea of the effectiveness of the curriculum vitae and the cover letter from the perspective of possible employers.

Course Resources

Graduate Discussion Participation Scoring Guide